
The Influence of Funds Provided by The Government on the Availability of Teaching and Learning Resources in Public Secondary Schools in Moshi District Tanzania

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ABSTRACT: *This study was guided by convergent design under mixed-method approach to explore the influence of funds provided by the government on the availability of teaching and learning resources in public secondary schools in Moshi district Tanzania. The study was guided by Systems theory of Organization pioneered by Ludwig von Bertalanffy in 1969 and one research question. The target population was all public secondary schools, Public secondary school teachers, Heads of public secondary schools, Schools board chairpersons and District Education Officer of Moshi District in Kilimanjaro Region. Sampling of schools, teachers, school board chairperson and students were by both probability and non-probability sampling techniques. Instruments for data collection included Questionnaires and interview guides. After pilot testing, the reliability of the questionnaire was ensured by using the Cronbach Alpha formula; while conformability of qualitative data was ensured by increasing transparency regards to adherence to data collection procedures and ethics. Quantitative Data was analyzed by descriptive while qualitative analysis was by coding and creating themes and final data has been merged to ensure confirmation or disconfirmation of the findings. The study found that Government funds influence the availability of teaching and learning resources in public secondary schools in Moshi district Tanzania. The study concluded that government funds were used to ensure the availability of teaching and learning resources yet are not adequate that why most of teaching and learning resources are not adequate in Moshi Public secondary school. The study recommends that Ministry of Education, Science and technology in Collaboration with President Office Regional Administrative and Local government should continuous to provide funds to ensure availability of teaching and learning resources in Public secondary schools.*

KEYWORDS: funds, the government, teaching and learning resources, public secondary schools.

INTRODUCTION

In Tanzania implementation of education policy is central to the government practice. The country has been launching national and international education policies and plans to endorse the growth of the education sector and human capital (Mmasa, 2020). Since independence to the present, the government has made several efforts and commitments to develop national policies to widen the education opportunities for Tanzanians. Tanzania attempted to offer fee free education (FFE) for

the first time by removing school fees in 1963 that reduced enrolment disparity between children from rich and poor households (Shukia, 2020 & URT, 2014). Hence, the Government financed the education system and provided free primary to secondary education before conditions of cost sharing of 1988, which were given to Tanzania by the International Monetary Fund and World Bank for Economic recovery (HakiElimu, 2017).

The Education system reduced cost for parents and guardians for example, in 2004, the fee for secondary schools day students were reduced from 40,000/= to 20,000/= and 140,000 to 70,000/= for boarding ones (URT, 2004). In whichever way, the concept of fee free education and fee reduction aimed at increasing access and enrolment in education. A number of national, regional and international agencies' deliberations influenced the attempts of removing school fees in Tanzania. For example, the United Nations - UN through various conventions recognized and announced the right to education for all. Such UN organs include the International Covenant on Economic, Social and Cultural Rights, Conventions on the Rights of the Child, Worst Forms of Child Labour, and Convention against Discrimination in Education, and the African Charter on the Rights and Welfare of the Child (UNESCO, 2009).

However, the 1980s global economic crisis influenced free education provision and cost-sharing education policy was re-introduced in the 1990s (URT, 2004). Thereafter, in 2001 the fee at primary education level was abolished following the implementation of the Primary Education Development Plan (PEDP), which aimed to improve access and quality of education in the country. The poor achievement of UPE called for a new direction based on the Millennium Development Goals and Agenda for Action that by 2015 all children in their nations should have the chance to enroll and complete primary education (UNESCO, 2009). Nevertheless, Tanzania ratified the vision based on the education framework for action deliberations to provide fee free primary and secondary education by 2030. Thus, it has made the commitment through different Education Circulars informed by the 2014 Education and Training Policy (URT, 2015).

The new Education and Training Policy of 2014 extends the removal of fees from primary to lower secondary education (Basic Education). The policy has been put into action following the Education Circulars (number 5 & 6 of 2015 & 3 of 2016) which directed the implementation of fee free Basic Education (FFBE) in Tanzania. The government declared through circular no. 5 of November 27, 2015 that “*provision of free education means pupils or students will not pay any fees or other contributions that were being provided by parents or guardians before the release of the new circular*” (URT 2015 & 2016). The circulars made clear that the Government is financing textbooks, lab chemicals and equipment, furniture, sports gear, repair of machines, construction and repair of school infrastructures, provision of meals in boarding schools and subsidies to each student (URT, 2015 and URT, 2016). And circular number 3 of 2016 addressed to parents to play for their role of purchasing school uniform, exercise books and other individual needs. From that case there is no need of any parent or guardian to contribute for secondary schools' facilities, teaching and learning materials, maintenance of school facilities, stationaries and other needs through heads of secondary schools.

Heads of Public secondary schools as main supervisors and implementers of fees free Basic Education policy in secondary schools by utilizing grants and capitation from the government for improving teaching and learning resources in secondary schools, there is complaints from parents and students that yet Heads of Schools were still asking for contributions for teaching and learning resources from parents without community or parents' concerns which were prohibited by the government (Human Rights Watch, 2017; Lindsjo, 2018 and Doriye, 2020). Government clarify Teachers were not allowed to receive any funds or to ask for funds from parents without Community Concern (URT, 2016). In spite of the efforts made by the government of Tanzania to this end, the following questions remain unanswered. Did the government provide funds (Grants and Capitation) for teaching and learning materials in secondary schools? If yes, why were heads of secondary schools asking for contributions from parents and other education stakeholders? If no, why did the government decide to implement fee free basic education in secondary schools? In order to answer these questions there is a need for rigorous study, the purpose of which is to explore the influence of funds provided by the government on the availability of teaching and learning resources in public secondary schools in Moshi district Tanzania.

Statement of the Problem

The Government has clarified clearly on fee free grants and capitation expenditure on textbooks, lab chemicals and equipment, furniture, repair of machines, construction and repair of school infrastructures each student (URT, 2015 & 2018). Currently Community members who are educational stakeholders (Parents, students, Non-Government and Government leaders) are complaining to the heads of schools that they are violating the rules and government guidelines on fee free basic education policy in secondary schools. Despite the government's clarification about the fee free basic Education policy, some heads of secondary schools are still asking contributions from education stakeholders without Community concern for school development. (Hakielimu, 2017 & Human rights watch, 2017). This complaining about the heads of schools is a threat in the provision of fee free basic education because parents know that government provides funds for teaching and learning materials. If not government should allow head of public secondary schools to ask contributions.

A few studies (Mberegge & Rechungura, 2017) were conducted at national level to address the effect of fee free education and Mzee et al. (2018) conducted a study on disbursement and management of capitations and grants while Kuboja's studies (2019) addressed on parental involvement in education. There is no any study addressed on how government provides funds teaching and learning materials. Therefore, the current study aims to explore the effectiveness of provision of fund by government for Teaching and Learning resources in public secondary schools in Moshi District in Tanzania

Research Question and Hypothesis

The study was expected to address the following research question:

How is the provision of funds by the government influence the availability of Teaching and Learning resources in public secondary schools in Moshi District in Tanzania?

Theoretical Framework

This study guided by the systems theory of organization pioneered by Ludwig Von Bertalanffy, a German–Canadian biologist and philosopher in 1969 (Nicolescu & Petrescu, 2017; Assche, et al. 2019). Open systems theory views an organization as a social system consisting of interrelated varies components which are input, transform or process, output, outcome and feedback.

Inputs: The implementation of fees free basic education by the government involves the inputs which are Grants and capitation. In addition, Fees free basic education guidelines on implementations of fees free education policy, which are (Directive and Circulars) from government, students’ enrolments and teachers from the community. Students’ enrolments determine grants and capitation from the governments and grants and capitations determine availability of teaching and learning instructional materials as well as facilities.

Process: In the purchasing of teaching and learning resources regard head teacher’s knowledge about fees free education policy, what stated in the circular, directives, policy and decision making by education stakeholders. Head of school positive plans of operation and their ability to cope with changes will affect the school development. On the other hand, poor capability of Head of school will hamper effective utilization of Funds on teaching and learning resources.

Output: It is an outcome of input and implementation process. Output in this study includes successful implementation of fees free education where students will acquire knowledge, skills, abilities and attitude or unsuccessful implementation of fees free education, which will lead availability of teaching and learning facilities, teaching and learning instructional materials and higher performance of students because of quality teaching and learning Environment. Therefore, quality of outputs depends on quality of inputs and implementation process.

Feedback: Both positive and negative feedback is very important to the success of the operation of the school. For instance, negative response from the environment can be used to correct deficiencies in the transformation process or the inputs or both transformation process and inputs as a result bring effects on the future outcome of the school.

Environment: It includes social, political and economic contexts in which the school operated and here as where head teacher faces a number of challenges which are exclusively local in nature like lack of support from the community, contradiction between education stakeholders.

Strengths of the systems theory: Theory demand mutual interaction and integration between school and education stakeholders in decision making on Grants and capitation, using guideline of the Ministry of Education for improving schools in all aspects.

Weakness of the theory. Fail to provide uniform approach to management. Ludwig Bertalanffy system theory is applicable in education management or other part of management but it depends on the situation of the organization and Environment. There are no steps which even a learner in management can follow to achieve organizational goals.

Justification of applying systems theory to this study. Despite the weakness of systems theory still it is suitable for this study because it will help to understand how government provision of teaching and learning resources in secondary schools which may be attributed to the quality and quantity of the school's input which include grants and capitation, guideline or decision making on school improvements by education stakeholders. Thus, in understanding of the environment the study will definitely find out how provision of funds by government for teaching and learning resources in Moshi District.

Literature Review on Government provision funds for teaching and learning Resources

Hapompwe et al. (2020) conducted a study on an empirical evaluation of public secondary schools' education financing and its impact on service quality in Lusaka, Zambia. The study aimed to investigate empirically the impact of public secondary schools' education financing on service quality in Lusaka district of the Republic of Zambia. The study employed structured questionnaire, focus group discussion and interviews in data collection from students, teachers, and head teachers by using simple random sampling and purposive sampling within 34 targeted schools. The findings of the study revealed that funds from central government from 2015 to 2019 had been steadily declining from 20.2% in 2015 to 15.1% in 2019, against the global standard annual benchmark of 20%. Also to add that there was no adequate teaching and learning materials and facilities in secondary schools. The study was clear on secondary education financing; however, the study did not mention the approach and design used in methodological part. Hence, the worth of the findings is questionable. Similarly, study results in the context of Zambia cannot be generalized to the context of public secondary schools in Tanzania because structure and education policy are different. The current study employed convergent design under mixed method approach which could bring different findings to draw the conclusions between previous and current study. Also, this study filled this knowledge gap by exploring the provision of funds by the government for teaching and learning resources in public secondary schools in Moshi district, Tanzania.

Muindi (2011) conducted a study on the impact of free secondary education on quality of secondary education in Katangi, Machakos County, Kenya. The purpose of the study was to investigate the impact of the introduction of FSE on the quality of secondary education in Katangi Division. The study employed exploratory approach, descriptive survey, stratified sampling and simple random sampling techniques. Also the study used Questionnaires and interview schedules for data collection from respondents. The targeted populations were Head teachers, Education officer, teachers and students. The target population was 1,692 in the following sample size; Head teachers 6 out of 12, Teachers 36 out of 240, Students 192 out of 1,440 and one area Education Officer. The findings of the study revealed that government funding as well as facilities and teaching learning materials for implementation of FSE are inadequate.

The study used exploratory approach which accumulated qualitative data than quantitative, this might lack quantitative data. The current study filled that gap by employing Convergent design which will bring quantitative than qualitative findings. Also the study used descriptive survey which is pure quantitative in exploratory approach which is dominated by qualitative. The study did not mention any qualitative design which might bring the contradiction among the readers. To remove this contradiction researcher used convergent design which allows both quantitative and

qualitative data to fill that gap. Moreover, the study left out qualitative sampling which is important. This could be a problem for readers to trust data collection process. Therefore, the current study will involve DEO, Schools heads and schools board chairpersons automatically.

Nyakoe (2020) conducted a study on influence of Government funding on academic achievement of public secondary schools in Nyamaiya Division, Nyamira County, Kenya. The purpose of this research was to examine the role of economic investments on academic achievement of public secondary schools in Nyamaiya Division, Nyamira County, Kenya. The research employed a survey research design which adopted a mixed method and search employed concurrent triangulation approach.

The study employed probability and non-probability sampling constituted of 4 principals, 30 class teachers, 347 students and one curriculum support officer, a total of 382 respondents. Data collection methods were interview guide and questionnaire. Qualitative data was analysed thematically along the objectives and quantitative data analysed using Statistical Package for Social Sciences (SPSS 21). The study findings revealed that government and donor funds have enabled school infrastructure to be in place together with some teaching and learning equipment. The study recommended the government to support public secondary schools fully. The study contributed knowledge on financial implementation in secondary schools. The study used descriptive survey design which is quantitative design and mixed method approach. Hence, the worthfulness of the qualitative findings might be questionable. The current study filled that gap by employing Convergent design which allows both qualitative and quantitative data.

Kan and Klasen (2019) conducted a study on evaluating universal primary education in Uganda: The study aimed to identify how fees schooling contributed to pupils to complete schools. The study used Quasi-experimental design, Stratified random sampling design and linear regression in analysis. The data was collected by Uganda national panel survey from field by using questionnaire. The findings of the study revealed that community contribute for school development in universal primary education. The study used Quasi-Experimental design which might lack qualitative information. Lacking of qualitative information in the study could be some of information were left out like in-depth understanding of the phenomena. The current study filled that gap by employing mixed method approach which will allow overcoming weakness of using only qualitative approach.

Mberege and Rechungura (2017) conducted a study on effects of free Education on enhancing access to Primary Education in Tanzania: A Case of Newala District, Mtwara Region. The purpose of the study was to assess the effects of free education on enhancing access to primary education in Tanzania. The data for this study employed questionnaire and interview guide in data collection from 7 villages in Newala District of Mtwara region. The study revealed that fee free education policy has succeeded both in increasing enrolment and in reducing delays in entering to school because more pupils have been enrolled at the legal school entry age of 5-7 year or less. However, fee free education has not succeeded in reducing drop outs because after implementation of free education policy the surprising outcome is that the percentage of drop outs from school increased.

Though the government implemented fee free education policy, most of the stakeholders are not satisfied with the policy, because it did not meet their expectations of having adequate teaching and learning facilities, sufficient qualified teachers and teaching materials available and improvement of the school buildings and staff accommodation. The study recommended that the government has to ensure improvement in the learning environment to the pupils by ensuring there were teaching materials available and improvement of the school buildings and staff accommodation. The study was addressing fee free basic education issues in primary schools where each pupil receives 6,000/= Tsh, which is different with in secondary schools. This might bring different results in the current study.

Knowledge gap

Most of the studies were conducted on teaching and learning facilities, Nyakoe 2020 in Kenya and Kan and Klasen 2019 in Uganda, also most of the studies was in qualitative method Muindi 2011 in Kenya while other studies used only quantitative methods like Hapompwe 2020 in Lusaka Zambia. Most of the study were qualitative which cannot be generalized in difference place rather than where was conducted. Also quantitative approach lack in-depth information of the phenomenal to understanding the problem. The Current study addressed on both qualitative and quantitative methods which is mixed method approach. Also this study addressed most of important teaching and learning resources which was not addressed in other studies like resting rooms/First Aid.

METHODOLOGY

This study employed a convergent design under a mixed methods research approach and pragmatic paradigm. The target population of the study were 24,006 students, 1,217 teachers, 59 Heads of Schools, 59 Schools Board Chairpersons and 1 District Education Officer from Moshi District Public Secondary Schools which lead to the total of 25,342 participants While the sample size was 288 students, 120 teachers, 6 Heads of Schools, 6 Schools Board Chairpersons and 1 District Education Officer from Moshi District Public Secondary Schools. The Researcher employed Probability and Non-probability sampling techniques. Questionnaire and interviews were used in data collection. Research instruments were validated by Mwenge Catholic University Experts and reliability of research was ensured by Cronbach Alpha. Qualitative data was analyzed by coding and formulation of themes under which information was reported descriptively while quantitative data were analyzed by descriptive and inferential statistics.

FINDINGS

Provision of the funds by the government for teaching and learning resources

The study sought to establish from students how the provision of funds by the government for teaching and learning resources. Respondents were required to rate their levels of agreement on eleven (11) Likert scale items. Their views were summarized in table 1.

Table 1
Students Response on Provision of funds by government for teaching and learning resources
(n=288)

S/N	Statement	SD %	D %	U %	A %	SA %	Mean
1	There is adequate Classrooms	6.7	16.7	5.8	39.2	31.7	3.73
2.	There is adequate books	10.0	28.3	11.7	41.7	8.3	3.10
3.	There is enough tables and chairs	6.7	28.3	11.7	35.0	18.3	3.30
4.	There is adequate stationaries accessories	16.7	35.0	10.8	31.7	5.8	2.75
5.	There is adequate teaching and learning Aids	11.7	40.0	14.2	25.0	9.2	2.80
6.	There is laboratories for practical	25.8	13.3	8.3	35.0	17.5	3.05
7.	School had laboratories equipment's	14.2	25.0	5.8	39.2	15.8	3.18
8.	There is adequate Resting rooms	45.0	26.7	7.5	16.7	4.2	2.08
9.	There is adequate toilets according to enrolment	28.3	30.8	5.8	24.2	10.8	2.58
10.	There is adequate administration block	37.5	29.2	12.5	10.0	10.8	2.28
11.	There frequently maintenance	21.7	41.7	10.0	21.7	5.0	2.47
Average Mean							2.85

Source: Field Data (2022) **Key:** Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

In discussion and analysis of findings Agree and strong agree treated together and Disagree and strong disagree also treated together

Table 1 shows 70.7% of the students agreed and strongly agreed that secondary schools had adequate classrooms. The respective mean of 3.73 imply that secondary school had classrooms, which match, with number of students, which might be a results of provision of fee free education. Data concur with students' results in table 1 where 70.7% of students revealed that secondary schools had adequate classrooms. Data aligned with Peter and Ligembe (2022) who found that Kwimba District Council, Mwanza–Tanzania had adequate classrooms which support teaching and learning activities.

Table 1 indicates 50% and 3.10 mean score of students agreed and strongly agree that secondary schools had adequate books while 38.3% disagreed and strongly disagreed. This infer that most of secondary schools had adequate books for teaching and learning while 38.3% disagreed that school operate without adequate books. Most of school having adequate books and other not might be influenced by nature of head of schools in financial utilization. If head of school utilize funds in good way might be a reason for school having adequate books and if head of school are not good in financial utilization could be reason for inadequate books in most secondary schools.

In table 1, students disagreed and strongly disagreed in 71.7% that secondary schools had first aid rooms (Resting rooms). This could mean that many secondary schools operate without regard students' health. This might be associated with community members' priority within the locality

and sometime community lack knowledge on how first Aid rooms are important for girls and boys during school activities. This need more measure and directives from government because it is one of the conditions in establish secondary schools that school should have open space and safely place attending injured personal at school campus before taking them to health center or hospital. The researcher sought to know from teachers the provision of funds by government for teaching and learning resources. Respondents were required to rate their levels of agreement (strongly agree, Agree, Undecided, Disagree, and Strongly Disagree) on (12) Likert scale items. Their views are summarized in table 2.

Table 2: Teachers Response on Provision of funds by government for teaching and learning resources (n=120)

S/N	Statement	SD	D	U	A	SA	Mean
		%	%	%	%	%	%
1.	Government providing funds construction of classrooms buildings	3.1	13.5	8.0	28.5	46.9	4.02
2.	There is new purchased books	-	0.7	1.4	38.2	59.7	4.57
3.	Government provides funds for purchasing table and chairs	20.1	12.2	11.1	35.1	21.5	3.26
4.	Government providing funds for stationaries	16.6	13.5	19.4	12.2	38.5	2.20
5.	Government providing funds for teaching and learning aid	16.3	10.4	10.4	26.7	36.1	3.56
6.	Government providing funds for laboratories construction	4.9	6.9	1.7	27.4	59.0	4.29
7.	Government providing funds for laboratories equipment's	11.5	4.9	5.9	25.7	52.1	4.02
8.	Government providing funds for building Resting rooms	79.5	7.6	5.2	3.8	3.8	1.45
9.	Government providing funds for construction of toilets according to enrolment	40.3	16.7	20.1	11.1	11.8	2.38
10.	Government providing funds for administration activities	20.8	5.2	34.0	21.5	18.4	3.11
11.	Government providing adequacy funds for maintenance	44.4	13.5	14.6	16.7	10.8	2.36
12.	Government providing funds for teachers uses (pen, duster, lesson plan)	15.3	4.9	24.0	15.7	40.1	3.60
Average Mean							3.26

Source: Field Data (2022) **Key:** Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA)

Table 2 indicates 75.4% and 4.02 mean score of teachers agreed and strong agreed that government provide funds for classrooms constructions in secondary schools. These imply that government

prays their role in provision of funds for classrooms construction in secondary schools. This data concur with students in response table 1 who agreed that secondary school had adequate classrooms. Data concur with Nyakoe (2020) found that at Nyamira County, Kenya government and donor funds have enabled school infrastructure to be in place like classrooms and other.

In table, 2 teachers revealed (agreed and strongly agreed) 97.2% and 4.57 mean score that new books purchased for secondary schools use. This means that secondary schools had adequate books for teaching and learning. This data aligned with data in table 1 where 50% of students agreed and strongly agreed that secondary schools had adequate books. Pamela and Mwila (2022) found adequate books in Misungwi Mwanza Tanzania. This could mean that most of secondary schools' head allocate funds for purchasing books and other not.

During interview one of the heads of secondary schools from school "A" responded:

"In my school we had books however they are not adequate per student. We are still asking the government to support us to ensure that our students learn without any problems" (Interview 15/06/2022)

Another head of a secondary school from school "B" added that:

"every year we are responsible to purchase books but they are not enough compared to the number of students because of higher enrollments of students from primary schools" (Interview 15/06/2022)

District Education Officer remarked that:

"our secondary schools are facing challenges of books because of little amount of fund allocated by the central government for books. But also we allow heads of schools to re allocate funds according to school demands for books and others".

Respondents' views concur with government guideline which revealed that more than 30% of funds should remain in the central government for purchasing books (URT, 2015).

In table 2 teachers' response 57.9% that the government did not provides adequate funds for school facilities maintenance. This implies that the government plays its role in providing funds however they are not adequate for maintenance. This data concurs with the data in table 1 where students disagreed and strongly disagreed that there is frequency school facilities maintenance. The data also concur with Nelius and Onyango (2022) results that found out in Bukombe District in Tanzania that many Public Secondary Schools faced challenges of inadequate funds. This indicates that most of the secondary schools' facilities are not good to support teaching and learning. During interviews, the District Education Officer (DEO) revealed that:

“In our district we have a tendency of renovating our school facilities like teachers’ offices, chairs, classrooms and others, however they are not in good condition but we spend a lot of funds for school renovations however they are not adequate” (Interviews, 27/06/2022)

One of the heads of schools from school “A” commented that:

“We do maintenance by using grants and capitation from the central government, but funds are not enough for all maintenance of school facilities” (Interview, 17/6/2022).

Another school Board Chairperson from school “1” reacted on it that:

“the amount we receive from the governments is little (inadequate) compared with our demands for maintenance of our school facilities in our schools” (Interview, 16/06/2022).

The views from respondents show that the government provides funds for school maintenance. However, it cannot meet the need of public secondary schools’ maintenance.

Participants’ views were aligned with Tabu and Lekule (2022) study which established that there was inadequate maintenance in Mbeya District, public secondary schools. This could mean that the government supports secondary schools maintenance at low level compared with demands. This might be associated with little funds which are associated with Low GDP of the country. Tables 2 indicate that teachers agreed in 39.9% that the government provided funds for administration activities and 34% were undecided while 26% of teachers disagreed on the statement. This could mean that teachers are not aware of administrations activities. This might be associated with the nature of school administration which is being transparent for their subordinate. During the interviews participants revealed that the funds from the central government were used to support school administration.

The District Education Office put it that:

“we receive money from the government for those categories like 30% of grants and capitation for school administration use including identity, Electricity and water payment and other academic issues pencils, pens and Lesson plans”.

School board chairperson from school “3” revealed that:

“Yes we receive money from the Government for school administration like paying water bills, electricity, lesson plans, papers and Head of school allowances”

In Addition, one head of school from school “X” revealed that school funds for school administration are there and from that we thank the government for those funds. That means that the United Republic of Tanzania funds administration activities in secondary schools yet they are not adequate for administrations activities. This data is aligned with Jonas and Mkulu (2022) who

found out that school management teams are facing various challenges such as inadequate financial support from the government and lack of teaching and learning materials.

Data in table 2 also (agree and strong agree treated together) revealed that 77.8 % the government providing funds for laboratories equipment's. Data concur with student's response in table 1 where agreed and strongly agreed in 52.5% that secondary school had laboratories facilities. These imply that government had played a great role on funding laboratory teaching and learning facilities. Data aligned with Mгимба and Mwila (2022) who found inadequate laboratories in Iringa. During interviews most of secondary schools leaders declared that laboratories had equipment's.

One of the head of school from school "C" responded that:

"in our school laboratory we had electricity with modern instruments like bikersand other materials"(Interview16/06/2022)

Also, Head of school from school "D" revealed that

"The School has funds for supporting students practical work for normal learning and examinations, currently what we do for Biology practical double shift because the number of students are higher compared to our room space and in the case of physics and chemistry no problem we have adequate facilities and rooms".

This data is aligned with the Government circular which clarified that government will support public secondary schools through grants and capitation expenditure on first aid, laboratories equipment's like chemicals (URT, 2015 & 2018).

Similarly, data in table 2 reveal that 62.8% of teachers believe that Government providing funds for teaching and learning aid in secondary schools. Data contradict with student response in table 1 where 51.7% of students disagreed that there is no adequacy teaching and learning aids. Students' data concur with Mгимба and Mwila (2022) who found out that in Iringa District secondary schools was unsatisfactory due to inadequate teaching and learning Materials. This can imply that most of secondary schools with good financial management had teaching and learning aid while schools which had not good financial faced challenge in teaching and learning aid. Luvanga and Mhagama (2022) Found lack of financial training and poor accountability by school heads due to limited knowledge on financial management among of head of secondary schools in Karatu District, Tanzania. The same what founded by Sospeter (2022) in Tanzania that head of schools had inadequate expected skills in public funds management. During interviews participants revealed school receive little money for Teaching and learning Aid. There is a need of training head of schools and bursars to manage on how to manage funds for school development.

One of the head of school from school "A" declared that:

We have a budget from the central government for teaching and learning Aids but it is not enough for my school"

Another, Head of school from school ‘‘D’’ commented that: *‘‘we purchase teaching and learning Aids according to our budget but we encourage teachers to use local resources to support teaching and learning activities’’*.

This data Matches with Musonda (2022) who found out that there were inadequate funds to meet the needs of secondary schools in Kawambwa district of Luapula province of Zambia. This indicates that the government plays a greater role in funding teaching and learning aids in secondary schools yet teaching and learning Aids are still a challenge in Secondary schools.

In table 2, 87.1% of teachers disagreed and strongly disagreed that the government provides funds for building Resting rooms. The data imply that the government plays a great role in establishing other teaching and learning resources but leaves out rest rooms. This data is aligned to the data in table 1 which indicates that 71.7% of students do not agreed and strongly disagreed that secondary schools had restrooms for male and female students. Hapompwe et al. (2020) in Lusaka Zambia found out that funds from the central government from 2015 to 2019 had been steadily declining from 20.2% in 2015 to 15.1% in 2019, against the global standard annual benchmark of 20%. Also add that, there was no adequate teaching and learning materials and facilities in secondary schools.

During interviews participants revealed that secondary schools had challenge of resting room (First Aid rooms) because of financial constraints.

Head of secondary school ‘‘A’’ declared that:

‘‘we have funds from government but they are not adequate for restrooms construction, we are dealing with other facilities which affect us directly like classrooms’’

Also, School board chairperson from school ‘‘B’’ stated that:

‘‘we have funds from the central government for secondary school facilities maintenance and not for constructions’’.

Respondents’ views are not associated with the Government circular which clarified clearly on fee free grants and capitation expenditure on first aid, construction and repair of school infrastructures (URT, 2018 and Maige, Moshia & Muteti, 2022). This could reflect that in public secondary schools resting rooms are not priorities.

In table 2 it is also indicated that 56.06% of teachers agreed and strongly agreed that the government provides funds for purchasing tables and chairs in secondary schools. The data concurs with students’ response in table 2 where 53.3% of the students revealed (agreed and strongly agreed) that secondary schools had adequate tables and chairs for teaching and learning. This data is aligned with Mgaya and Onyango (2022) who established that funds are used for construction of secondary school buildings, purchase of desks and repair of broken furniture in kilolo Districts. This could imply that the government played a great role in funding for chairs and tables in secondary schools. That means that no one in secondary schools sits on the floor. During

interviews respondents revealed that the government funds are used for purchasing tables and chairs.

The District Education Officer stated that:

“we spend a lot of money from the central government and the local government to purchase new tables and chairs in secondary schools. For example, currently we have observed massive enrolments of students from primary schools to secondary schools which lead to challenges of inadequate chairs and tables”

One of the school board chairperson added that:

“In our school we receive funds from the government and other education stakeholders for purchasing tables and chairs yet funds are not adequate for purchasing those tables and chairs according to the demand we have”.

The views of the participants imply that secondary schools had adequate books for teaching and learning activities. This might be associated with government initiative on funding free education in secondary schools as supported by (URT, 2016). There is a need of the government to continue to support Books in secondary schools.

CONCLUSIONS

The study concluded that funds provided by the government provide influence teaching and learning resources yet are not adequate that why most of teaching and learning resources are not adequate in Moshi District Public secondary school.

Recommendation

The study recommends that Ministry of Education, Science and technology in Collaboration with President Office Regional Administrative and Local government should provide funds to ensure availability of teaching and learning resources in Public secondary schools.

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