

# The Impact of Primary Education Investments on Rural Livelihood in Tanzania. A Case of Kilombero District

## ABSTRACT

**Aims:** This study explores the impact of primary education investments on rural livelihood [at Kilombero district](#) in Tanzania ~~in Kilombero district~~. The role that education initiated in the development of the rural community.

**Place and Duration of Study:** This study was conducted in the Kilombero district which is one of the districts in the Morogoro Region; it is situated at the floodplain between the Kilombero River in the south-east and the Udzungwa-Mountains in the north-west. On the other side of the Kilombero River, in the southeast, the temperature ranges from 26°C – 32°C, the study was conducted in [Mlwangani](#) village in Ifakara ward.

**Methodology:** This study was involved 100 respondents as a sample size whereby 50 respondents were drawn from each village that is miwangani and Mpotu villages.

**Results:** The main findings indicate that the majority (69%) of the respondents claimed that primary education was free this was justified by the number of items that they used to pay for before the implementation of the free education policy. The outcomes also showed that the free education policy had a major impact on the livelihood of the people as (88%) of the respondents agreed that free education helped to reduce social crimes for the children who were supposed to be at school before the abolition of the fees. Also, 77% said that free education policy helps rural households to invest in other economic production 68% agreed rural households to the access of land for agricultural activities.

**Conclusion:** This study indicated the contribution of [the education primary education programs initiated by the government](#). The contribution can be drawn in various training programs which have been gradually started to build the capacity of the local people to engage in the education process. In the studied population, it has been observed through interviews and observation that it has improved their standard of living through better houses, diversifying their incomes with shops and glossaries around Ifakara. The sustainability of Tanzania's education policies and programs is also debatable because the community has been raised more dependably.

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*Keywords:* [Primary Education, Investment, rural Livelihood, Kilombero]

## 1. INTRODUCTION

The importance of education has helped National Human Resource Development (NHRD) policies to develop transition economies, through human capital theory, which says that, investments in human capital promotes growth, and economic growth fuels education which enables economic growth (Zhu 2004) hence there is always a connection between education and economic growth, these two factors are intertwined and any country needs both to take a step towards a certain level in the world. Moreover, Mclean states that in 2004 issue of advances in developing human resources was that India was the first country to change their minister [of](#) education to the ministry of human resource development in 1985 emphasizing the importance of connecting human resource development with education policy.

NHRD is a planned and coordinated process of enhancing human resources in one or more political states or geographical regions for economic and social purposes. NHRD has been recognized as a policy priority and has been active by various divisions of the United Nations, national country government, and international organizations.

In 2013 United Nation recognized the importance of education and hence putting it in United Nation Development Program's Millennium Development Goal to achieve Universal Primary Education. This shows or indicates that United Nation (UN) do recognize education is also a key towards development.

UNESCO's "Education For All" movement focuses on six goals which are Expanding and improving comprehensive early childhood care and education, especially those are vulnerable children, The second one is Ensuring that by 2015 all children especially girls, children in difficulties, those in ethnic minorities have more access to primary education, Third is Ensuring learning needs of young people but also adults are met in time through good learning skill seminars and programs, Also Eliminating gender inequality in primary level education by 2005 and equal access of education to both girls and boys, This show United Nation (UN) aim to improve education, especially for girls and minority groups, as these types of students are often disadvantaged in rural or developing areas (Elfert 2015).

Primary rural education is a huge topic and hence it covers social, political as well as economically, initially, primary education in rural areas is much different compared to urban Education, Primary Education is not taken seriously in rural areas, and hence in one way, it affects economic growth.

Many people living in Rural Areas precisely those who are living in Kilombero and Oldinka Legeru village do believe that primary education is enough and there is no need in continuing with the next level of education, therefore leading to the whole generation having one level of education or they are not educated at all after a certain period, and this is because the majority of people living in rural areas are Conservative, they are afraid of changes, they do not realize that the world is changing and this leads to stagnant in economic growth. While developing economically a country needs an equal level in development both rural and urban development and hence development in educational wise is one among the aspect, Citizens needs to be well informed on how the world is working and hence improve their living standards that lead to economic growth.

Education plays an indirect role in poverty reduction as it affects societal wellbeing. The health of educated individuals and their children as a result of awareness brought by education are the main drivers for economic development in those families. Education can impart knowledge and skills required for a person and their respective families to live healthy lifestyles (Frantz and Mayer 2014). Being physically fit is capital for human beings to be productive in their daily activities. Education and health are positively correlated as each affects the other. The educated individual is expected to live a healthier lifestyle because of having basic knowledge about good health. Likewise, good health affects education as the healthier individual is capable of studying effectively at school and being productive (Lupeja and Gubo 2016).

Education does not only contribute to the health status of an individual but also fertility decisions and child mortality rate. A study done in Tanzania shows that women aged 15-40 years with primary education had a fertility rate of 6.0 compared to those with no primary education whose fertility rate stood at 6.5. More educated men and women tend to invest more in their health and the health of their children. Indeed, education may be the single most important personal determinant of a person's health and life expectancy (Ozturk et al. 2016).

(Milliken et al. (2011) identified the benefits of education as inculcating civic and democratic values, either through the explicit design of education systems (especially in democratic countries) or indirectly by improving analytical skills and an awareness of history and a diversity of opinions. Education may also indirectly affect political participation by altering social networks and peers. Education is the key to life as it affects an individual socially, politically, and economically (Billings 2011). The early views of Aristotle emphasized the role of education in informing citizens and increasing their capacity to make "good" electoral decisions. There are many benefits of education. Countries with higher average years of primary schooling have greater electoral rights and civil liberties). Arrow and Intriligator

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(2011:p. 264) identify a strong correlation between educational attainment and political participation, voting, and civic awareness at the individual level. This means that by educating its citizen, the country is likely to have citizens who are aware of their rights, and hence it may reduce the incidence of crimes (Arrow and Intriligator (2011p. 269). Tanzania is one of the most pertinent examples of a country where earlier efforts to get all children into primary schools yielded little apparent benefit in the long run. Tanzania came very close to achieving Universal Primary Education in the early 80s but by the end of the 20<sup>th</sup> century, less than 60% of primary school-aged children were in schools (Galabawa 2001). Although a relatively high percentage of the adult population has passed through primary school, Tanzania remains one of the poorest countries in the world. Reasons, why primary education did not lead to poverty reduction in the Tanzanian case, can be found both within the education system and in the environment into which primary graduates entered (Allison et al. 2015).

## 2. METHODOLOGY

### 2.1 Description of the study area

This study was conducted in the Kilombero district which is one of the districts in the Morogoro Region; it is situated at the floodplain between the Kilombero River in the south-east and the Udzungwa-Mountains in the north-west. On the other side of the Kilombero River, in the southeast, the temperature ranges from 26°C – 32°C, the study was conducted in Mlwangani village in Ifakara ward.

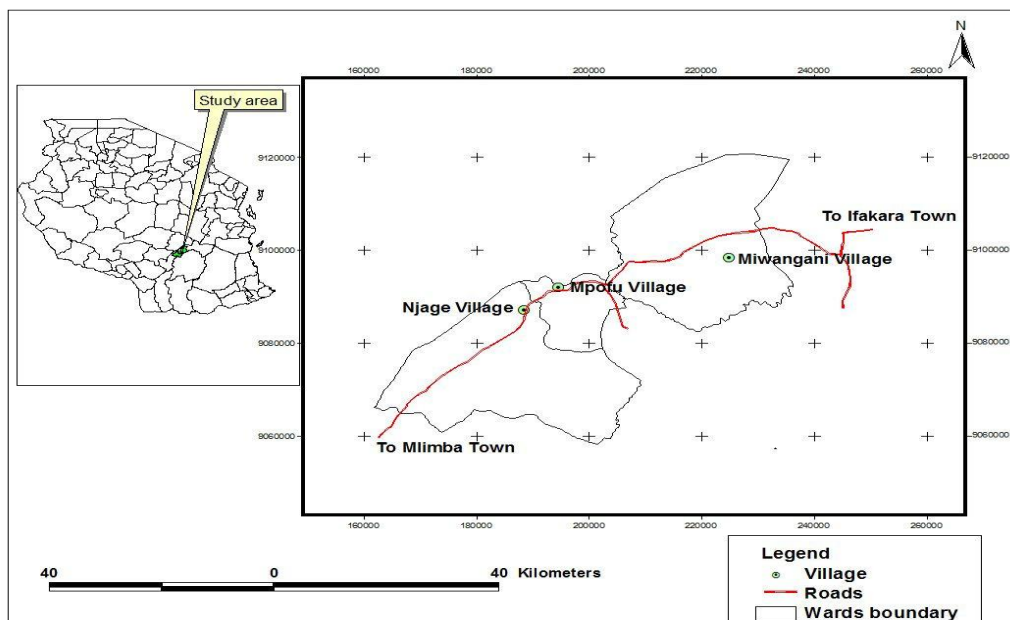


Fig 1: The map of Tanzania shows the study area for this study.

### 2.2 Research Design

The research design refers to the overall strategy (Churchill and Iacobucci 2006). A cross-sectional research design was used in this study because this kind of research design involves a systematic collection of data at a specific point in time.

### 2.3 Study Population

The population is a complete set of individuals with common characteristics in which the researcher is interested (Sileyew 2019). The targeted population of the study was the people in the Ifakara ward.

### 2.4 Sample Size

The sample size is the number of respondents or participants involved in the study (Zamboni 2018). This study was involved 100 respondents as a sample size whereby 50 respondents were drawn from each village that is miwangani and Mpotu villages because the sample size 30 and above give normal distribution, which is recommended by (Sim et al. 2018) who stated that the sample size of 30 respondents or above is enough to bring the results in normal distribution and the increase in the sample size increases the accuracy of the results.

### 2.5 Sampling Techniques

Sampling Techniques is an identification of the specific process by which the items of the sample have been selected (McCombes and van den Eertwegh 2019). The study followed both probability and non-probability sampling. By using a multistage sampling procedure, Kilombero district and Ifakara ward were purposively selected. Two villages were selected by simple random sampling and in the final stage; Respondents were selected from the villages using the simple random sampling technique.

### 2.6 Data Collection Methods and Instruments

Data collection methods in this study were questionnaire survey which was focused on the collection of primary data based in quantitative form. The data collection mechanisms were developed and prepared with their proper procedures.

### 2.7 Data Collection Instruments

The data collection instruments were questionnaires.

### 2.8 Primary Data Collection

Primary data are those data that are collected for the first time by the researcher and thus occur to be original (Kothari 2004). In this study, primary data sources were obtained using questionnaires to get quantitative data.

### 2.8 Data Analysis

(SPSS Statistics 25.0 Inc., Chicago, IL, USA) was used to analyze data to give percentages and frequencies. Cross tabulation was applied to see the relationship between objectives and demographic factors.

## 3.0 RESULTS

### 3.1 Demographic characteristics of respondents

Respondents' relationship to the child

Respondents were asked to state the relationship they had with children in primary school, the majority (47%) of the respondents were mothers followed by fathers 38% and other respondents were other relatives of the children this shows that mothers are actively and easily engaged in the study.

Marital status

The majority (78%) of the respondents who participated in this study were in marriage.

### 3.2 Level of Education

The majority (72%) of the respondents who participated in this study had attained primary education followed by 11% who had secondary education because most of the people with high education do not like dwelling in rural areas instead they prefer to live in cities.

### 3.3 Occupation of the respondents

The majority (71%) of the respondents who participated in this study were farmers, also. The previous studies have identified that more than 65% of the Tanzanians are farmers and they depend on farming as their major economic activity (Table 1).

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**Table 1: Demographic characteristics of the respondents**

| Variables                              | Descriptions        | Frequency | Percentage |
|--|---------------------|-----------|------------|
| Respondents' relationship to the child | Father              | 38        | 38.0       |
|  | Mother              | 47        | 47.0       |
|  | Other relatives     | 15        | 15.0       |
| Marital status                         | Married             | 78        | 78.0       |
|  | Widow               | 9         | 9.0        |
|  | Divorce             | 3         | 3.0        |
|  | Single              | 10        | 10.0       |
| Educational level                      | Primary education   | 72        | 72.0       |
|  | Secondary education | 11        | 11.0       |
|  | Collage education   | 5         | 5.0        |
|  | Vocational training | 12        | 12.0       |
| Occupation                             | Farmer              | 71        | 71.0       |
|  | Entrepreneur's      | 18        | 18.0       |
|  | Employees           | 11        | 11.0       |
| Income per month                       | 1000 – 49,000       | 4         | 4.0        |
|  | 50 000 – 99 000     | 20        | 20.0       |
|  | 100 000 – 149 000   | 27        | 27.0       |
|  | 150 000 – 199 000   | 16        | 16.0       |
|  | 200 000 – 249 000   | 14        | 14.0       |
|  | 250 000 – 299 000   | 8         | 8.0        |
|  | 300 000– 349 000    | 6         | 6.0        |
| 350 000+                               | 5                   | 5.0       |            |

Source (Field survey 2022)

### 3.4 Number of Children in primary school

The respondents were asked if they had children studying in primary school, all respondents (100%) who participated in this study had children studying in primary school. Also, the majority (91%) of the respondents had 1-3 children studying at the primary level (Table 2).

**Table 2: Number of Kinds in Primary School**

| Have kids in public primary school | Frequency | Percentage |
|------------------------------------|-----------|------------|
| Yes                                | 100       | 100.0      |
| No                                 | 0         | 0.0        |
| Number of kids in primary school   |           |            |
| 1-3                                | 91        | 91.0       |
| 4-6                                | 9         | 9.0        |

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Source (Field survey 2022)

### 3.5 Awareness of free education policy

The respondents were asked if they have ever had of free education policy known as “Elimu Bure”, all respondents indicated that they have had this policy.

**Table 3: Ever heard of free education**

| Ever heard of free education | Frequency | Percentage |
|------------------------------|-----------|------------|
| Yes                          | 100.0     | 100.0      |
| No                           | 0         | 0.0        |

Source (Field survey 2022)

### 3.6 Understanding about Free primary education Policy

The respondents were asked to define free education policy based on their understanding, the majority (65%) of the respondents said that it is the abolition of school fees and other contributions which are not included in the curriculum, followed by 20% of respondents who said that it is the abolition of school fees

**Table 4: Understanding about Free primary education Policy**

| Definition  | Frequency | Percentage |
|---|-----------|------------|
| Provision of free education to all by the government                                      | 6         | 6.0        |
| It is the right to be educated to citizens  | 9         | 9.0        |
| Abolition of school fees  | 20        | 20         |
| Abolition of school fees and other contributions which are not included in the curriculum | 65        | 65         |

Source (Field survey 2022)

### 3.7 Compulsory education is free in public primary school and Tuition fee is paid in private schools

The respondents were asked to say if Compulsory education was free in public primary school and the Tuition fee is paid in private schools, the majority (69%) of the respondents agree that compulsory education was free in public schools, while 20% said that the compulsory education.

**Table 5. Compulsory education is free in public primary school and Tuition fee is paid in private schools**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Free     | 69        | 69.0       |
| Not free | 20        | 20.0       |
| Not sure | 11        | 11.0       |

Source (Field survey 2022)

### 3.8 Elements or indicators of free education

The majority of respondents stated that free education was shown by the abolition of a fee (61%) Because there is no fee and we are not forced to pay other school contributions (49%)

**Table 6. Elements or indicators of free education**

| Factors for free education  | Frequency | Percent |
|---|-----------|---------|
| Because there is no fee   | 61        | 61.0    |
| Because there is no fee and we are not forced to pay other school contributions | 49        | 49.0    |
| Because there are few contributions Compared to the time before free education  | 43        | 43.0    |

Source (field survey 2022)

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### 3.9 Cost implication for free primary education

The respondents were asked to indicate the costs they incurred during and after the implementation of the free education policy, the mean cost which was incurred per respondent were 46100 Tanzania shillings and after the implementation, the mean cost was 2550 Tanzania shillings

**Table 7: Cost implication for free primary education in Tanzania shillings**

| Items        | Mean cost before the abolition of the fee | Mean cost after the abolition of the fee |
|--------------|---|--|
| Electricity  | -   | -  |
| Building     | 9000.00                                   | 550.00                                   |
| Exam         | 3 740.00                                  | 2000.00                                  |
| Desks        | 25 000.00                                 | -  |
| Transport    | -   | -  |
| Guards       | 500.00                                    | -  |
| School Fee   | 2 200.00                                  | -  |
| Registration | 1 320.00                                  | -  |
| Water        | -   | -  |
| Tuition fee  | 1200.00                                   | -  |
| Food         | 1 140.00                                  | -  |
| <b>Total</b> | <b>46 100.00</b>                          | <b>2 550.00</b>                          |

Source (Field survey 2022)

### 3.10 The proportion of total family Expenditure for children Education

The respondents were asked to indicate the proportion of the total family expenditure for children's education, the majority (83%) spent 1%-30% of the family income

**Table 8. The proportion of total family Expenditure for children Education**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1%-30%   | 83        | 83.0       |
| 31%-60%  | 17        | 17.0       |
| 60%-90%  | 0         | 0.0        |

Source (Field survey 2022)

### 3.11 Sources of income to pay for your children`s fee and other contributions

The majority of the respondents (63%) indicated that their main source of income used for children's education expenditure was from selling agricultural products.

**Table 9. Sources of income to pay for your children`s fees and other contributions**

| Response                          | Frequency | Percentage |
|-----------------------------------|-----------|------------|
| Selling agricultural product      | 63        | 63.0       |
| Money from the bank/home reserves | 26        | 26.0       |
| Borrow                            | 11        | 11.0       |

Source (Field survey 2022)

### 3.12 The relief obtained through free Primary education

The respondents were asked about the relief they obtained from the free primary education policy. The majority 76% of the respondents said that they were relieved from paying fees and other contributions by force. 52% of respondents claimed that some basic needs are easily obtained.

**Table 10: Relief obtained through free Primary education policy.**

| Relief obtained  | Frequency | Percentage |
|--|-----------|------------|
| No fee and contributions anymore   | 46        | 46         |
| There is no paying any contribution by force   |           |            |
| Able to invest in the business and expand farms  | 76        | 76         |
| Pupils can attend school all time without being set home to get contributions and fees | 33        | 33         |
| Able to extend the residences and life in general                                      | 48        | 48         |
| At least now can participate in social issues  | 12        | 12         |
| Some basic needs at home are easily attained   | 10        | 10         |
|  | 52        | 52         |

Source (Field survey 2022)

### 3.13 Respondents' attitude regarding the contribution of free primary education to rural livelihoods

The respondent was asked about the benefits of free education and other education investment, the majority (88%) of the respondents agreed that free education help to reduce social crimes for the children who were supposed to be at school before the abolition of the fees. Also, 77% said that free education policy helps rural households to invest in other economic production

**Table 11: Respondents' attitude regarding the contribution of free primary education to rural livelihoods**

| Statement   | Responses       |         |           |             |                     |
|---|-----------------|---------|-----------|-------------|---------------------|
|   | Strongly Agree% | Agree % | Nuetr al% | Disa gree % | Strongly Disagree % |
| 1 Helps rural household to invest in other economic production  | 40              | 36      | 11        | 4           | 9                   |
| 2 Help rural households to the access of land for agricultural activities   | 27              | 41      | 20        | 9           | 3                   |
| 3 free education help to environment conservation in the rural areas  | 14              | 33      | 45        | 8           | 0                   |
| 4 free education help rural parents access to communication facilities example telephones, cycles etc                             | 27              | 24      | 34        | 13          | 2                   |
| 5 free education help to reduce social crimes for the children who were supposed to be at school before the abolition of the fees | 52              | 36      | 7         | 5           | 0                   |
| 6 free education help the improvement of the shelters of the households   | 19              | 20      | 36        | 17          | 8                   |

Source (Field survey 2022)

## 3. DISCUSSION

### 4.1 The awareness of the parents regarding education investments

They found out that respondents knew about the education investments specifically the free education policy and the contribution that the government of Tanzania brings to schools in

the enforcement of the free education policy implemented by the former president of the United Republic of Tanzania late Dr. John P. Magufuli. The majority (65%) of the respondents identified free education policy as Abolition of school fees and other contributions which are not included in the curriculum study conducted in Nigeria by (Ezeibe et al. (2021) who showed that parents had much knowledge on free education policy which encourage them to take their children to school which in turn reduced children trafficking.

#### **4.2 The extent to which primary education is free**

The study found out that the majority (69%) of the respondents claimed that primary education was free this was justified by the number of items which they used to pay for before the implementation of free education policy items such as guards, desks, tuition fees, examination fee, and other contributions, were by the mean cost for the student's expenditure before the abolition school fee and costs were 46-100 Tanzania shillings and the mean cost after the abolition is 2550 Tanzania shillings. Also, the study found out that there is a significant difference between the cost before the implementation of the free education policy and after the implementation of the policy at ( $p < 0.05$ ), the study conducted by (Nishimura et al. 2008) in Uganda found-out that under the Ugandan universal primary education policy tuition fee was also abolished as a result the number of students enrolled increased. The study conducted in Nigeria showed that parents had much knowledge on free education policy which encourages them to take their children to school which in turn reduced children trafficking.

#### **4.3 The contribution of free primary education to rural livelihood.**

The study found out that the free education policy had a major impact on the livelihood of the people as (88%) of the respondents agreed that free education helped to reduce social crimes for the children who were supposed to be at school before the abolition of the fees. Also, 77% said that free education policy helps rural households to invest in other economic production, 68% agreed rural households to the access of land for agricultural activities. Similarly, the study was conducted by (Bhuwania and Heymann 2022) showed that free education policy had significantly reduced violence against women in sub-Saharan Africa which improved the livelihood of the family and improved production and stability, reduction of crimes committed by children who were not ~~enrolled~~ enrolled to school were reduced this is supported by the study conducted in Malawi by (Kadzamira and Rose (2003) which found out that the free education facilitated by education investment by the government increase the number of students enrolled in primary schools.

#### **5.0 CONCLUSION**

~~The broad analyses outlaid in the previous chapters have demonstrated that the impact of primary education investments on rural livelihood in Tanzania in the Kilombero district is discussed in this thesis.~~ It demonstrates the potential consequences of primary education investments on the rural livelihood in Tanzania. From the above results, it shows that: A successful and sustainable education program needs to be developed mainly by engaging local communities who make up the project team. It can be determined that education especially primary education is of paramount importance in building a strong and bright future society.

#### **COMPETING INTERESTS DISCLAIMER:**

Authors have declared that no competing interests exist. The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

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