

**STAKEHOLDERS PERCEPTION TOWARDS COST SHARING IN
HIGHER LEARNING INSTITUTION: A CASE STUDY OF SOKOINE AND
TUMAINI UNIVERSITIES IN TANZANIA**

BY

LYDIA SIMEON BUPILIPILI

**FOR REFERENCE
ONLY**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN RURAL
DEVELOPMENT OF SOKOINE UNIVERSITY OF AGRICULTURE.**

MOROGORO, TANZANIA.



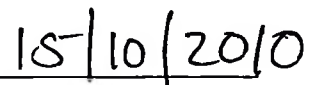
2010

ABSTRACT

Tanzania has for long time been experiencing problems that are related to the funding of higher education students. Cost – sharing in education was introduced in 1992 following a government’s decision for the public to contribute toward the running cost of social services. Since then, there have been different reactions from stakeholders about cost sharing in higher learning institutions. The general objective of this research was to investigate stakeholders perception towards cost sharing in higher learning institutions and how it affects higher education enrollment. The research specific objectives included to find loan criteria acceptance, advantages and challenges of students’ loan scheme. Other objectives included to examine the loan provision and repayment trend from 2004/05-2007/08 and collecting views on how loan provision can be improved. It was found out that most stakeholders were aware of cost sharing in higher education. They were also aware that cost sharing increased access to university and promoted expansion of private universities. Stakeholders support cost sharing because, it increases opportunity for more students to be enrolled and because higher education is expensive to be handled by government alone. On the other hand the study found that reasons for rejecting cost sharing in higher education are, poverty among disadvantaged people who are not able to meet cost sharing requirement. However, students loan scheme criteria accepted include, disadvantaged group/orphans, economic level as well as wealth/asset owned by parents. Conversely, means testing is disapproved for its subjectivity. The study also found that among the challenges facing loan provision process include, lack of correlation between institution time table and HESLB loans provision time, misplacement/loss of students record forms, loan repayment rate and unclear cost sharing policy implementation strategies. The study recommends for HESLB decentralization, exclusion of means testing during field practical and staff empowerment through managerial skills.

DECLARATION

I, Lydia Simeon Bupilipili, to hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my own original work and that it has neither been submitted nor being concurrently submitted for degree award in any other institution.

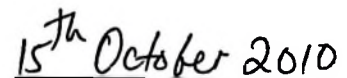



Lydia Simeon Bupilipili

Date

(M.A, Rural Development Candidate)

The above declaration confirmed



Dr. Lwehabura, M. J. F.

Date

(Supervisor)

COPYRIGHT

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means without prior written permission of the author or Sokoine University of Agriculture in that behalf.

ACKNOWLEDGMENTS

This work is a result of many contributions from various individuals and institutions. Their dedications assistance and support rendered to me during the entire process of my study was the pillar of my success.

I am therefore greatly indebted to all people whose valuable contribution, cooperation and assistance shaped me academically, morally, emotionally and spiritually and enabled me to do my study successfully.

However, I would like to register my thanks to the following specific individuals. Firstly, my special thanks should go to my supervisor Dr. Mugyabuso Lwehabura, for his tireless assistance guidance and for his close attention and valuable advice.

Secondly, I wish to thank Mr. Stephen Mgina for financial assistance which influenced to be offered PANTIL'S sponsorship. I also thank the Sokoine University of Agriculture management, for permission for granting me to pursue my MA Rural Development at this University. Moreover, I extend my thanks to PANTIL coordinator Professor Matovelo as well as PANTIL Component Leader Professor Ishengoma and their committee for offering the scholarship for my studies.

My special thanks are also due to Deputy Provost Academics of Tumaini University, Iringa branch, Professor Nyagava. I also thank Faculty Deans, Deans of students, students government of both universities and Mrs. Mwakipesile the secretary of Deputy Provost academic at Tumaini University. Moreover, much thanks goes to Mr. S. Komba and Mr. J. Wambura as well as Miss Irene and Miss Zainabu for providing me with some constructive advices.

In additional to above, I would like to extend my gratitude to my daughter Sophia, Eunike and my son Simeon for handling the family responsibility during my absence and for their prayer and tolerance when I was away collecting, preparing and writing this research report. In fact I remain strictly responsible for any mistakes which may occur in this work.

DEDICATION

This research report is dedicated to almighty God, my parents Mr. Simeon Ndalaha Bupilipili and my late beloved mother Mrs. Deborah Budaga Mussa, who endlessly and tirelessly used to pray for my academic progress and success. Also my boss Mr. Jonas Bisheko who always provided his utmost guidance and support on my topic selection, as well as my progression.

TABLE OF CONTENTS

| | |
|---|-------|
| ABSTRACT..... | ii |
| DECLARATION | iii |
| COPYRIGHT..... | iv |
| ACKNOWLEDGMENTS | v |
| DEDICATION | vii |
| TABLE OF CONTENTS | viii |
| LIST OF TABLES | xv |
| LIST OF FIGURES..... | xvi |
| LIST OF APPENDICES | xvii |
| LIST OF ABBREVIATIONS..... | xviii |
| CHAPTER ONE | 1 |
| 1.0 INTRODUCTION | 1 |
| 1.1 Background Information..... | 1 |
| 1.2 Problem Statement..... | 7 |
| 1.3 Justification of the Study | 10 |
| 1.4 Objectives..... | 11 |
| 1.4.1 General objective | 11 |
| 1.4.2 Specific objectives | 11 |
| 1.5 Research Questions..... | 12 |
| 1.6 Conceptual Framework..... | 12 |
| 1.7 Operational Definitions of Variables..... | 13 |
| CHAPTER TWO | 15 |
| 2.0 LITERATURE REVIEW..... | 15 |
| 2.1 Overview | 15 |
| 2.2 Definition of Terms | 15 |

| | | |
|--------------------|---|----|
| 2.2.1 | Cost sharing | 15 |
| 2.2.2 | Tertiary and higher education | 16 |
| 2.2.3 | Student unit cost..... | 16 |
| 2.3 | Cost Sharing Policy Worldwide | 16 |
| 2.4 | Introduction and Evolution of Cost Sharing in Sub Saharan Africa (SSA)..... | 19 |
| 2.5 | Introduction and Evolution of Cost Sharing in Tanzania | 21 |
| 2.6 | Introduction of Students' Loan Scheme | 23 |
| 2.6.1 | Loan provision under students' loan scheme | 24 |
| 2.6.2 | Loan repayment strategies in Tanzania | 25 |
| CHAPTER THREE..... | | 27 |
| 3.0 | METHODOLOGY | 27 |
| 3.1 | Study Area..... | 27 |
| 3.1.1 | Geographical and historical background of Sokoine University of Agriculture..... | 27 |
| 3.1.2 | Historical background of Tumaini University | 28 |
| 3.1.3 | Geographical and historical background of Tumaini University; Iringa University College (IUCO) | 28 |
| 3.2 | Research Design | 29 |
| 3.3 | Sampling Size..... | 29 |
| 3.4 | Sampling Procedure..... | 30 |
| 3.4.1 | Institution selection | 31 |
| 3.4.2 | Student respondents | 31 |
| 3.4.3 | Parent respondents | 31 |
| 3.4.4 | Key informant respondents..... | 32 |
| 3.5 | Data Collection..... | 34 |
| 3.5.1 | Data collection instruments | 34 |

| | | |
|-------------------|---|----|
| 3.5.1.1 | Questionnaire | 34 |
| 3.5.1.2 | Researchers diary | 35 |
| 3.5.2 | Data Collection Procedure..... | 35 |
| 3.5.3 | Pilot study..... | 36 |
| 3.6 | Data Processing and Analysis | 36 |
| 3.6.1 | Data processing..... | 36 |
| 3.6.2 | Data analysis..... | 36 |
| 3.7 | Limitation of the Study | 37 |
| CHAPTER FOUR..... | | 38 |
| 4.0 | RESULTS AND DISCUSSION | 38 |
| 4.1 | Chapter Overview..... | 38 |
| 4.2 | Background Characteristics of the Respondents..... | 38 |
| 4.2.1 | Demographic variables..... | 39 |
| 4.2.1.1 | Age of the respondents | 39 |
| 4.2.1.2 | Sex of the respondents..... | 39 |
| 4.2.1.3 | Marital status of the respondents | 41 |
| 4.2.1.4 | Occupation characteristics..... | 42 |
| 4.2.1.5 | Education level of parents | 43 |
| 4.2.1.6 | Institution affiliation..... | 43 |
| 4.2.1.7 | Year of study..... | 44 |
| 4.2.1.8 | Entry qualification..... | 45 |
| 4.2.1.9 | Income per year..... | 45 |
| 4.3 | Stakeholders Perception towards Cost Sharing Policy | 46 |
| 4.3.1 | Cost sharing awareness and knowledge among stakeholders | 46 |
| 4.3.2 | Source of cost sharing information to stakeholders..... | 48 |

| | | |
|-------|--|----|
| 4.3.3 | Stakeholders approval or disapproval of cost sharing in higher education..... | 49 |
| 4.3.4 | Application for government sponsorship for higher education studies..... | 50 |
| 4.3.5 | Students source of finance if not sponsored by the HESLB | 51 |
| 4.3.6 | The current HESLB group categorization under students' loan scheme | 52 |
| 4.3.7 | Students satisfaction with their current loans categorization under students' loan scheme..... | 53 |
| 4.4 | Stakeholders Perception on the Advantages of Cost Sharing Policy to Family and the Nation..... | 55 |
| 4.4.1 | Enhanced student commitment and self discipline to studies | 55 |
| 4.4.2 | Increase of access to higher education | 58 |
| 4.4.3 | Motivate stakeholders to be selective in marketable discipline of studies..... | 59 |
| 4.4.4 | Cost sharing promote equality among stakeholders | 60 |
| 4.4.5 | Whether cost sharing promote expansion of private Universities | 61 |
| 4.5 | Stakeholders Reasons to Support for Cost Sharing Policy in Higher Education | 63 |
| 4.5.1 | Cost sharing allows more students to be enrolled in higher education | 63 |
| 4.5.2 | Higher education is too expensive to be funded by the government | 64 |
| 4.5.3 | Cost sharing creates stakeholders commitment and competition | 65 |
| 4.5.4 | Children education is both parent and government responsibility..... | 65 |
| 4.5.5 | Education benefit on individual level | 65 |
| 4.6 | Stakeholders Perception against Cost Sharing | 66 |

| | | |
|--------|---|-----------|
| 4.6.2 | Only rich and well to do people should cost share | 67 |
| 4.6.3 | Education cost is government responsibility only | 68 |
| 4.6.4 | Means testing are not standardized | 69 |
| 4.7 | Stakeholders Views on the Socio Economic Criteria Used by HESLB to Offer Loans to Students..... | 70 |
| 4.7.1 | Disadvantaged group..... | 70 |
| 4.7.2 | Economic level of parents | 71 |
| 4.7.3 | Education level of parents/ guardians/ students..... | 74 |
| 4.8 | Loans Provision Criteria | 75 |
| 4.8.1 | Means testing are not effective and unfair | 75 |
| 4.8.2 | Poor household families are disadvantaged in means testing..... | 76 |
| 4.9 | Stakeholders' Perception on Challenges they Face During Loan Application and Provision Procedures | 77 |
| 4.9.1 | Correlation between institution timetable and HESLB loan provision | 78 |
| 4.9.2 | Unclear certifications procedures of asserts/wealth owned by parents/guardian..... | 79 |
| 4.9.3 | Misplacement and loss of students records | 81 |
| 4.10 | HESLB Loans Provision and Loans Repayment Trends from 2004/05 -2007/08..... | 82 |
| 4.10.1 | HESLB loans provision trend since 2004/2005-2007/08..... | 83 |
| 4.10.2 | Students Loan repayment trend since 2004/2005-2007/08 | 83 |
| 4.11 | SUA and IUCO enrollment trend from 2004/2005 – 2007/2008 | 84 |
| 4.12 | The most problematic issue facing stakeholders in cost sharing participation in Higher Education | 86 |

| | | |
|-------------------|---|-----|
| 4.12.2 | Unclear cost sharing policy implementation strategies..... | 89 |
| 4.13 | Stakeholders Suggestions for Improving Cost Sharing Under (HESLB) | 90 |
| 4.13.1 | HESLB is to improve technical labour power in quality and quantity | 90 |
| 4.13.2 | HESLB offices to be allocated at institutional, zonal and at ward level | 91 |
| 4.13.3 | Exclusion of means testing during field practical sessions | 92 |
| 4.13.4 | Government and private employers should link together in order to identify employees for loan recovery | 94 |
| 4.14 | Suggestion on How to Improve Cost Sharing Policy and Procedure in the HESLB..... | 95 |
| 4.14.1 | Need for cost sharing education to stakeholders | 95 |
| 4.14.2 | Cost sharing policy need to be reviewed..... | 96 |
| 4.14.3 | Means testing should be improved..... | 97 |
| CHAPTER FIVE..... | | 99 |
| 5.0 | SUMMARY, CONCLUSION AND RECOMMENDATION | 99 |
| 5.1 | Summary | 99 |
| 5.2 | Conclusion..... | 101 |
| 5.3 | Recommendations..... | 102 |
| 5.4 | Area for Further Research | 105 |
| REFERENCES | | 106 |
| APPENDICES | | 126 |

LIST OF TABLES

| | |
|--|----|
| Table 1: Operational Definitions of Variables | 14 |
| Table 2: Students sampling | 33 |
| Table 3: Parents and guardians sampling | 34 |
| Table 4: Respondents sex and age..... | 40 |
| Table 5: Respondents marital status | 41 |
| Table 6: Respondents source of cost sharing information | 49 |
| Table 7: Stakeholders approval or disapproval of cost sharing in higher education..... | 50 |
| Table 8: Students loans category..... | 53 |
| Table 9: Cost sharing advantages to stakeholders..... | 57 |
| Table 10: Stakeholders reasons to support cost sharing | 64 |
| Table 11: Socio economic indicators (criteria used to offer loans)..... | 73 |
| Table 12: Stakeholders reasons for dissatisfaction to criteria used by HESLB to offer loans..... | 75 |
| Table 13: Challenges that face students and parents during student loan application | 80 |
| Table 14: HESLB Loan provision and repayment trend since 2004/2005- 2007/08..... | 83 |
| Table 15: SUA and IUCO enrollment rate | 85 |
| Table 16: Suggestions put forward by parents and students for improving student loan scheme and cost sharing implementation programme under (HESLB)..... | 93 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1: Conceptual Framework | 13 |
| Figure 2: Occupation characteristics of parents. | 42 |
| Figure 3: Education level of parents. | 43 |
| Figure 4: Students year of study | 44 |
| Figure 5: Students entry qualification. | 45 |
| Figure 6: Parents income per year | 46 |
| Figure 7: Stakeholders cost sharing awareness and knowledge before admission..... | 48 |
| Figure 8: Students source of finance if not sponsored by HESLB. | 52 |
| Figure 9: Student’s satisfaction with loans categorization..... | 54 |
| Figure 10: Reasons given against cost sharing policy | 68 |
| Figure 11: The most problematic issue in cost sharing programme..... | 87 |
| Figure 12: Average stakeholders choice to most problematic issue in cost sharing. | 88 |
| Figure 13: Stakeholders suggestions to improve cost sharing..... | 96 |

LIST OF APPENDICES

| | |
|---|-----|
| Appendix 1: Student Questionnaires..... | 126 |
| Appendix 2: Parents' questionnaire | 131 |
| Appendix 3: Questionnaire for university staff (administrator) | 135 |
| Appendix 4: HESLB staff questionnaire..... | 139 |
| Appendix 5: Researcher's diary questions at HESLB, SUA and IUCO | 141 |
| Appendix 6: Student Loan Form..... | 142 |

LIST OF ABBREVIATIONS

| | |
|------------|--|
| ANC | - African National Congress |
| BSC | - Bachelor of Science |
| BVM | - Bachelor of Veterinary Medicine |
| CBO's | - Community Based Organizations |
| DVC | - Deputy Vice Chancellor |
| ELCT | - Evangelical Lutheran Church of Tanzania |
| HEAC | Higher Education Accreditation Council |
| HEI's | - Higher Education Institutions |
| HEFSA | - Higher Education Finance in South Africa |
| HELB | - Higher Education Loan Board |
| HESLB | - Higher Education Students Loan Board |
| ID | - Identity Card |
| IUCO | - Iringa University College |
| KCMC | - Kilimanjaro Christian Medical Centre |
| Km | - Kilometres |
| MHEST | - Ministry of Higher Education Science and Technology |
| MUCCoBS | - Moshi University College of Cooperative and Business Studies |
| NACTE | National Council of Technical Education |
| NGOs | Non Government Organization |
| NSFAS | - National Student Financial Aid Scheme |
| RRA | Rwanda Revenue Authority |
| SAP | - Structural Adjustment Programme |
| SFAR | Students Financing Agency for Rwanda |
| SMC | - Solomon Mahlangu Campus |
| SLF1, 2, 3 | - Student Loan Form 1, 2, 3 |

| | | |
|--------|---|--|
| SNAL | - | Sokoine National Agricultural Library |
| SPSS | - | Statistical Package for Social Sciences |
| SSA | - | Sub Saharan Africa |
| SUA | - | Sokoine University of Agriculture |
| TCU | - | Tanzania Commission of Universities |
| Tshs | - | Tanzanian Shillings |
| UDSM | - | University of Dar es Salaam |
| UNESCO | - | United National Educational Scientific and Cultural Organization |
| URT | - | United Republic of Tanzania |
| UW | - | University of Washington |
| WB | - | World Bank |

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Education plays a significant role in the development of any nation. This is because it is easier to mobilize educated people to take part in the national development process than those who are not educated (URT, 1995; Kiumi and Chiuri, 2005). Education has been a means of transmitting one's culture from one generation to another and a process of bringing about a relatively permanent change in human behavior (Mosha, 1990). Education as an oldest industry is the main instrument used by the society to preserve, maintain and upgrade its equilibrium (Sifuna, 1998). A society's future depends largely on the quality of its citizen's education.

According to Ishumi (1994) education is defined in two senses: the widest sense and restricted sense. In its widest sense, education is defined as the aggregate of all those experiences that enlighten the mind, increase knowledge, fasten insights, develop abilities and attitude and strengthen the will. Moreover, Ishumi (1994) continue to clarify that, education in its restricted sense is the systematic acquisition of knowledge in recognized agenda and controlled environment particularly that of the school, on an elementary, secondary, or higher level in order to attain social competence and optimum personal development.

Education in perspective sense is perceived as a cornerstone of economic growth and social development and a principal means of improving the welfare of individuals (Onyondo, 1991). In the same vain, Maliyamkono and Ogbu (1999) contend that there is no question that educating the citizenry pays off in benefits to the nation as a whole, because investing in education has a significant social return.

The economic shocks in African countries experienced in the 1980s to early 1990s are still felt in education systems. Following earlier progress of education system worldwide, education development stagnated and in several cases declined, since it could not provide their populations with equitable opportunities for good education (World Bank, 2000). As a result, many people still have little or no education, skilled workers are lacking and the region is increasingly isolated from global knowledge network.

According to Eisemon and Salmi (1993) and Oketch (2003a) in most African countries, the education systems reflect the policy of the ruling class. Furthermore, the universities in those countries are both directly and indirectly controlled by the state in matters of admission and internal governance.

In Tanzania for example, the university chancellor was the head of state, the vice chancellors were direct appointees of the head of state and the University Council and Board of Trustees were composed of senior civil servants and other people appointed by the head of state. Currently this system is still operating (Mkude, Cooksey and Levey, 2000, 2003). Many countries have found it difficult to move away from the colonial model in which the state was the only legitimate funds provider of higher education for small privileged elite (Eisemon and Salmi, 1993).

Education system in Tanzania is basically provided in four main levels; pre primary, primary, secondary and higher or tertiary education (Mkude, Cooksey and Levey, 2003). During the German and British colonial periods, the education provided in Tanzania was restricted to few individuals who were prepared to serve colonial interests as white collar job workers. Immediately after independence in 1961, the government passed the

Education Act of 1962 to regulate the provision of education (Nyerere, 1966; Chagula, 1968; Ishumi, 1992; Babyegeya, 2002).

Following the education Act of 1962, school fees were abolished thus making Tanzania government the only financier of education. The decision of free primary education and the attainment of Universal Primary Education (UPE) tripled the government burden of financing education. According to Omari (2000) and Babyegeya (2002) Tanzania economy was not good enough to enable the government undertake this burden effectively. Education provisions in existing schools started to decline while new schools were opened without necessary resources. Babyegeya (2002) observe that books, education equipment and other teaching materials along with many other goods in the country became rare commodities. As schools continued to go without the necessary resource because of declining government revenue, the overall importance on the teaching and learning process became superficial.

The government was therefore forced to change its policy for financing education instead of shouldering the whole burden. It was therefore decided that all stakeholders should share the burden. The government formally introduced cost sharing policy in higher education in 1992 in order to maintain the quality of academic programme, improve access to higher education while at the same time containing government fiscal expenditure in higher education (URT, 1995; URT, 1998b; URT-MSTHE, 1998; URT, 1999; Babyegeya, 2002).

However, Msuya (2004) pointed out that countries will need detailed analysis of this cost sharing program, organizational arrangements and cost structures as they consider affordable policies for expanding access to secondary education, vocational training, technical education and higher education. On the other hand, Woodhall (2002) argues that,

higher education face the twin pressure of financial austerity and rising demand, to enable students to pay direct and indirect costs of higher education, (tuition fees, books and living expenses). This has become an urgent issue in many countries to ensure that quality planning for financial facilities is not only efficient and effective, but also sustainable.

A number of aspects need to be considered by any government when introducing student loans. According to Woodhall (1983) and UNESCO (2000) these aspects include the capital requirements of the student loan programme, the extent of subsidy, the choice of administrative model (state loan institution or commercial banks) and the determination of repayment terms. On the other hand however, policies in various countries are influenced by a number of circumstances. In this regard Tanzania is not an exception.

According to Mbonea (2008) global employment market, free market system, economic liberalization worldwide affected the Tanzania government system and therefore changed the mechanism which was applied before the economic crisis. Consequently this changed the Tanzania life style of free provision of social services for development such as free education to free market economy.

Omari (1991) contend that the effect of economic crisis and changing life style in Tanzania resulted into private sector dominating the economy. Since the private sector need educated people to employ, the government in one way or another was forced to train and educate more people in order to meet employment needs in both private and public sector. In order to achieve this, the government decided to expand the opportunity for higher education in order to enable more people access education and become free expert and technological dependent.

The Tanzanian government decided to implement cost sharing policy in higher education in three phases through interest free income contingent loans guaranteed for every student admitted to public and later to private higher learning institutions (Ishengoma, 2004). According to Ishengoma (2003, 2004) phase one became operational in the academic year 1992/93. In this phase, students were required to pay for their own transportation, costs from their home places of domiciles to their respective education institutions. In addition, students were also required to pay money for covering breakage and loss of institutions properties, registration application fees, student union and entry examination fee.

According to Ishengoma (2003; 2004) the second phase of cost sharing policy was implemented during 1993/94 academic years. In this phase, students were required to pay for the following direct costs: food and accommodation together with phase I costs. Phase III of cost sharing in higher education which begun by the beginning of the 2004/2005 academic year, required students/parents to pay for tuition fees, books, stationery, special faculty requirements, field practice expenses and medical insurance, in addition to items paid for in phase I and II.

In addition, the third phase included the mechanism on how students should contribute more to their education sustainability by paying subsidized fees. This phase also introduced loan scheme with a means testing in place effective from the year 2004 as per Loan Board Act number 9 of 2004 (Gilliard, 2008). The aim of introducing student loan scheme was to enable an individual to study in public or private higher education, to increase students' enrollment and to allow loans repayment to support other students in need of sponsorship (Nsungwe, 2009).

During the 2005/2006 academic years, Higher Education Student Loan Board (HESLB) faced several challenges including lack of technical personnel, inadequate working tools and unreliable mechanism to recognize needy students. Therefore the HESLB decided to offer loans to all higher education students by 100 percent. However from 2006/2007 academic year most of HESLB loan applicants were offered 60% and were required to contribute the remaining 40% (HESLB, 2006).

To date cost sharing issue has expanded to include the provision of tuition fee, faculty requirements, book and stationary allowances based on percentage or categorization whereby students are given loans on the condition that they make some contribution to the university basing on his/her category (A (100%), B (80%), C (60%), D (40%), E (20%), and F (0%)) (Gilliard, 2008; Juma, 2009b; Nsungwe, 2009b). In this regard when the HESLB offers a loan by 100% to a student, the student is not required to contribute anything. Whereas, when the HESLB offers a loan of 80% to a student, the student is required to contribute 20% of the total amount offered from HESLB.

However, from 2009/2010 academic year the HESLB is expected to offer loans under the following new groups: A (100%), B (90%), C (80%), D (70%), E (60%), F (50%), G (40%), H (30 %), I (20 %), J (10%) and K (0%) respectively (Katulanda, 2009). Furthermore, from 2009/2010 academic years the HESLB plans that those students studying science subjects/courses shall be entitled to be offered loan by 100% (Katulanda, 2009). The implications of these reforms are that all education stakeholders including students, parents, the general tax payers and employers are required to make contributions for the provision of higher education (URT, 1995; Ishengoma, 2004).

According to Babyegeya (2002) and Rweyemamu (2008) it is from this trend of education funding by private sector, that the private sector is increasingly becoming an important provider of education in Africa including Tanzania, thus reducing the financial burden on governments through paying fees and educating their children to private school colleges, tertiary, and higher education which gives parents more choice, control and improve accountability in education management.

1.2 Problem Statement

Student loan schemes remain a complex and controversial issue. This is not only because ordinary people do not understand it properly but also it is often misunderstood even by their policy designers (Johnstone, 2004a; 2004b; Usher, 2005; Shen and Ziderman, 2007). Cost sharing under means testing in higher education has caused misconceptions and misunderstanding as well as mixed feeling and reaction between government and stakeholders (The African Team, 2008). Consequently, there has been frequent students riots, strikes, crisis and complains about HESLB procedures and formalities (Muyengi, 2006; Jiang, 2008). Students' life in higher education institution is also said to be difficult due to reasons emanating from cost sharing issues (Mwakiluma, 2007; Mihangwa, 2008). Procedures, conditions in students' loan forms and cost sharing categorization are among burning issue that raise complains and dissatisfaction among students and parents who are becoming restless, while administrators are unsettled (Muyengi, 2006; Macha, 2008). However, Muyengi (2006) and Materu (2008) observe that much of the controversy over the introduction of student loans scheme has little to do with the idea of a loan per se, but rather reflects opposition to the presumed underlying policy of cost sharing and especially to the aspect of tuition fees because it has not been accepted. According to Muyengi (2006) the major cause of crisis in higher education is about Student's Loan Board. It is in the

same vein that Shen and Ziderman (2007) underscore that in general, student loans schemes have the history of failure regardless of the underlying policy objectives.

In Tanzania, higher education as a whole depends on government funding (Msaki, 2008; Maghembe, 2008). This is from the fact that HESLB as main loan provider for majority of higher education students is funded by government budget. According to URT (1999) there are four approaches for reintroducing cost sharing in higher education. These approaches are:

- (i) To arrest the decline in access and quality of public higher education due to under funding by requiring the beneficiaries (students and their parents) to contribute to the cost of higher educations and by shifting public resources from students welfare to provision of education
- (ii) Rationalizing the level of government awards at institutions of higher education and introducing some competitive awards.
- (iii) Introducing a legally protected student's loan scheme.
- (iv) Rationalizing the level of government contribution to higher education

Despite the government's high education expenditures as part of the contribution to cost sharing strategy in education, the implementation of the strategy has been beleaguered by multifarious and intertwined problems; notably: lack of clarity in the policy, its mode of implementation, the role of the Key actors/stakeholders and the future direction evidenced by contents of various documents (Johnstone, 2002; Ishengoma, 2003; Muyengi, 2006; Mpiza, 2007; Mwakiluma, 2007).

There is also an observed weakness in administrative systems evidenced by delays in disbursement, delays in communicating the awards to the beneficiaries and questionable

eligibility criteria as well as concerns over the limited finances to cater for all eligible and deserving needy students (Ishengoma, 2004; Muyengi, 2006; Mwakiluma, 2007).

Other problems are related to repayment of loans. According to Gilliard (2008) most of the beneficiaries do not want to repay the loan in time. This situation, prompted HESLB to propose the inclusion of an interest charge to student loans in the hope that the interest will motivate them to repay their loans in time. On the other hand, employers are not adequately cooperating to ensure repayment of loans by their employees. According to Juma (2008) some beneficiaries are reluctant to repay the loans because they consider these loans as grants and not loans.

Other commentators like Macha (2008) consider cost sharing in higher education through means testing as biased, because it fails to identify the proper income status of parents and guardians. This discrepancy has led some beneficiaries being placed to wrong means testing groups. According to Jiang and Juma (2008) if the current system of means testing continues, only the rich ones will go and attend higher education, while the poor will fail to do so. Jiang, and Juma (2008) continue to argue that the government should do away with the cost – sharing policy and means testing because the criteria used to determine the amount a students should contribute does not work.

On the other hand, Katulanda (2009), contends that children from families with good financial position such as members of parliament, ministers, directors, RC's and DCs benefit more from HESLB compared to children coming from poor families. Hence the policy and its implementation strategies lack commitments and unclear information to properly accommodate needy students.

In general efforts made by the government and HESLB to assist all in needy students to access higher education and achieve other objectives, has encountered some efficiency hurdles. In this regard the higher education cost sharing policy has been criticized by many people for failing to achieve some of its objectives. For this reason, the entire policy and the performance of HESLB need to be critically examined in order to bring some improvement. Through studying the perception held by stakeholder towards cost sharing the study examined the nature of the problem about cost sharing.

1.3 Justification of the Study

There are a number of research gaps about the financing of higher education in Tanzania. The most challenging issue is loan provision strategies in both private and public higher education (Fourie, 1998). Although the government of Tanzania has been implementing cost sharing for more than ten years, stakeholders perception on cost sharing policy is not well established. Several studies related to cost sharing in higher learning education have been conducted including, those by Ishengoma (2004); Msuya (2004); Muyengi (2006); Mwakiluma (2007); Mpiza (2007). Most of these studies focused more on students, and left other higher education stakeholders such as parents, guardians, employers, administrators in higher education and other agencies such as HESLB that deal directly with the whole issue of cost sharing in higher learning institutions.

In addition, the above mentioned studies were mainly conducted in public universities specifically at the University of Dar-Es-Salaam, while little has been researched on the same aspect in private universities. However, according to Makene (2008) if compared most of the stakeholders who complain bitterly about unfair cost sharing are from public universities than those from private universities. For example, Makene (2008) observes that students in public higher education institutions complain about the government decision to

offer loans to private higher education institutions. This complains is unjustifiable because it is dominated by egocentric behaviors. It should be noted that cost sharing does not affect one camp as both parents and students in both private and public institutions are involved in cost sharing thus they both share same problems and expectations.

In principle there is a discrepancy in terms of identifying core problems in funding higher education especially involvement of stakeholders for effective decisions. As pointed out by Woodhall (1993), the main requirement of any education development demand programme is to make sure that decision makers include beneficiaries, so that they can give advice where necessary.

Therefore the findings of this study were generalized beyond the institutions studied as they would assist to bridge the gap for assumed reasons regarding cost sharing policy problems as perceived by various stakeholders. It was also anticipated that the findings would be useful to policy makers, officials within the ministry responsible for education, students, HESLB, community based organizations and the general public, towards achieving smooth implementation of cost sharing in higher education.

1.4 Objectives

1.4.1 General objective

The general objective of this study was to determine the extent to which the perception held by stakeholders towards cost sharing (student loan scheme) affect higher education enrollment.

1.4.2 Specific objectives

Specifically, this study sought to attain the following specific objectives;

- (i) To assess the perception of stakeholders on higher education cost sharing policy in private and public universities.
- (ii) To examine the performance of higher education loan scheme on loan provision in terms of loan granted, loans provision criteria and loans repayment trend.
- (iii) To collect views and opinions from various stakeholders on how to improve students loan provision for improving enrollment in higher education institutions in Tanzania.

1.5 Research Questions

This study was guided by following research questions

- (i) What is the perception of stakeholders towards cost sharing and loan provision criteria as perceived in private and public universities?
- (ii) How effective is the students' loans scheme in terms of loans granted, loans repayment trend and challenges, in relation to the increase in students' enrollment in both public and private universities?
- (iii) What is the most problematic issue for stakeholders' on cost sharing policy?
- (iv) What are the stakeholders' opinions on what should be done for efficient and effective loan provision improvement.

1.6 Conceptual Framework

The conceptual framework as shown in Fig.1 was developed in order to determine the variables to be addressed in the data collection process. In the conceptual framework, it is assumed that the global economic crisis through international donors and financial institutions such as the World Bank and International Monetary Fund (IMF) influenced and resulted in designing Structural Adjustment Programmes (SAPs) as part of wide range economic and social reforms in many developing countries including Tanzania. The Tanzanian government's severely decreasing ability to finance public social services such

as health, and higher education lead Tanzanian government to change its policy on education. A new university model was therefore needed and consequently this trend influenced the implementation of cost sharing in higher education institutions.

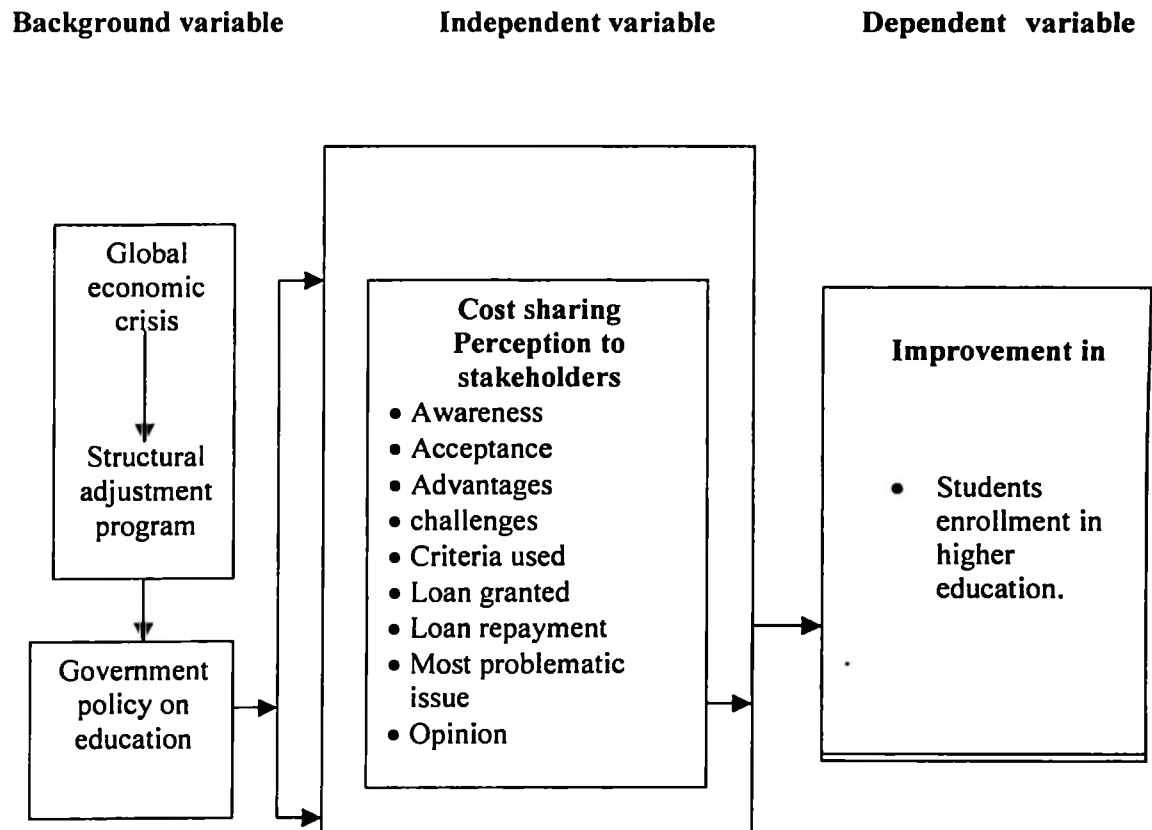


Figure 1: Conceptual Framework

1.7 Operational Definitions of Variables

In the context of this study, operational definitions of variables are presented in Table 1 below.

Table 1: Operational Definitions of Variables

| Variables | Operation Definition |
|---------------------|--|
| Student | Is any person attending studies in higher learning institution |
| Sex | The state of being male or female. |
| Parent/guardian | Is any adult person above 25 years who is not attending higher education and has some responsibility to a student attending higher education |
| Occupation | Is the daily activity that a person performs or is assigned to do. |
| Income | Property/worth or cash owned or earned by the respondent. |
| Marital status | Is the state of a person being single/married. |
| Education | The level of formal education attained. |
| Entry qualification | Students' higher education entry status, e.g., equivalent qualification, or direct qualification from school. |
| Type of institution | Is the state of being Private or Public university. |
| HESLB | Is the ability of HESLB to provide services in relation to, loan granted, criteria used, and repayment procedures. |
| Performance | |
| Perception | Is the state of stakeholders' concept /awareness challenges and general knowledge about cost sharing. |
| Enrollment | Is the total number of students accessing higher education. |

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter reviews some literature on the cost sharing information specific to student loan schemes. The chapter begins with the definition of concepts including cost sharing; tertiary and higher education which are presented in section 2.2. The concept of cost sharing worldwide is in section 2.3. Whereas section 2.4 dwells on the introduction and evolution of cost sharing in Sub Saharan Africa. Section 2.5 gives an introduction and evolution of cost sharing in Tanzania, while an introduction of student loan scheme in Tanzania is presented in section 2.6.

2.2 Definition of Terms

2.2.1 Cost sharing

Cost sharing is the portion of project or program cost not borne by the sponsor. The “cost share” pledge may be either a fixed amount of money or a percentage of project costs. It is the community share of the cost of running any project. Cost sharing typically takes the form of in kind resources that include contributed project personnel effort, labour power, and cash (UW, 2007). Cost sharing in higher education is defined as, “a shift in the burden of higher education costs from being borne exclusively or predominantly by government or tax payers, to being shared with parents and students” (Johnstone, 2003). According to Babyegeya (2002) cost sharing is the labour power participation among stakeholders during construction of facilities and the government top-up this local effort.

2.2.2 Tertiary and higher education

This means all post ordinary level education leading to awards of certificates, diplomas and degrees (URT, 1995, 1999).

2.2.3 Student unit cost

Is the standard cost required to train a student in an institution of higher learning for specified period of time in a specified academic programme (URT- MSTHE, 1998).

2.3 Cost Sharing Policy Worldwide

Various education stakeholders including donor agencies such as the World Bank as well as national governments, academicians economists as well as management theorists around the world advocates for financial diversification along partial privatization as the best way of providing satisfactory mass higher education that meets the competing claims of quality, equity, diversity, and responsiveness to client demands, and efficiency (Barr, 1993; Causley and Kumar, 1998; UNESCO, 2000; World Bank, 2000).

According to Harman (1983) and Woodhall (1993) in many parts of the world, cost sharing was a result of rising budget allocations for education in the 1960s and 1970s due to rising social demand and relief in the economic benefits of investment in human capital. On the other hand cost sharing was a result of the inability of governments to handle education cost to meet the requirements.

As governments in many parts of the world struggled with political and economic crisis on one hand and demand on knowledge on social and economic benefits of higher education on the other, pressure for expansion and improvement in quality of higher education became high (Woodhall, 1993). In order to achieve this goal, state universities had to seek

alternative ways of funding their activities apart from government funds. It is upon this new mission of the universities that stakeholders agree for the need to diversify the financial base of the state universities (Ishengoma, 2004; Johnstone and Marcucci, 2007).

Policies for higher education funding vary from one country to another. The variation ranges from fully state funded scholarship/fellowships programmes to partially state funded programmes whereby only tuition fees are paid for by the state or waived for all or specific categories of students (Barr, 1993). A number of financing system on higher education cost sharing supports the view that public funding can only support high quality university education when the system is relatively modest and inevitably elitist (Barr and Crawford, 1998).

According to Barr (1993) in some countries like Sweden, United Kingdom, United States of America, China, South Africa, Kenya and Uganda a loan system whereby students are required by law to repay back all the money provided as a loan is practiced. In this regard, a smaller proportion of undergraduate students pay 100% of their University fee and living costs on a self/private sponsored basis. Barr (1993) also point out that the choice as to which policy is adopted by a country is driven by a number of factors including:

- (i) Ability of governments to fund higher education.
- (ii) Priority given to specific branches of higher education in the social economic development of a specific country.
- (iii) Equity considerations.
- (iv) Merit or level of student proficiency.

Whichever policy is adopted, the major objective of higher education policy remains to satisfy the demand of major stakeholders; students', parents, employers and government in

both quantity and quality (Barr, 1993). For example in the United Kingdom (UK), the higher education financing policy has been characterized by considerable instability. There have been some notable changes over time in the value and institutional nature of student income support. In the 1980s grants were offered on the basis of parental income, but the real value of this support eroded significantly and Barr (1993) argues that, it was no longer adequate to support fully a student living cost. Loan scheme was therefore introduced, but the loan repayment was not based on a former student's income (Barr and Crawford, 1998). Further more in the United Kingdom (UK) income test was introduced, whereby students from poor background were excused from paying any fees, while students from rich families incur the entire debt. Currently financing of higher education in United Kingdom is based on the price discretion for universities with 3,000 pounds per full time student per year and introduction of tuition for all students, but the poorest are being provided with subsidies (Barr and Crawford, 1998; 2005).

In Japan higher education systems has fully adopted the principle of cost sharing and may have the highest and most willing level of parental contributions of any country in the world. Up to 2006-2007 academic year, higher education absorbed more than 73% of post secondary student and financial assistance is mainly in the form of low interest loans capped by law at 3% and repayable over 20 years. The effectiveness of subsidy of the low

In China since 1997 tuition was charged to nearly all students. New forms of student loans and means tested grants begun in 2003 and were still being developed up to 2006/07 academic year. Higher education has grown extremely rapidly, at least in gross enrolments, but the government has also begun a concerted effort to target public revenues on a limited number of universities under the central government in order to bring them into the coveted rank of world class standard (Johnstone and Marcucci, 2007).

2.4 Introduction and Evolution of Cost Sharing in Sub Saharan Africa (SSA)

In many African countries, during the 1960s when many of them gained their independence University education was modestly fair and mostly supply driven. According to Ssebuwufu (2002) and Kiamba (2004) universities in sub Saharan Africa have progressively been extracting themselves from the elitist university model. The concept of cost sharing was introduced into higher education just as was in health services under the SAPs introduced by the World Bank and the African government in the 1980s. However, the idea of cost sharing in higher education was met with violent confrontation from students, usually because the change was sudden and without adequate explanation. In addition to that, Barro (1991) and Carnoy (2000) point out that, state subsidies could no longer adequately finance the surging enrollment resulting from population explosion of the 1980s. Moreover, international donors and financial institutions such as the World Bank had lost great optimism in Africa's higher education.

According to Maliyamkono and Ishumi (1982), Carnoy (1984), Wozniak (1987) and Nditi, Mvungi and Mwaikusa (2000), universities' deterioration set lead into a period when teaching staff left, the quality of teaching sank, research output disappeared while the enrollment soared. Fundamental reforms and a new university model was therefore desperately needed. This situation forced state universities to look for innovative measures or otherwise collapse. The best option was to look at other ways to finance their operation. Oketch (2003b) and Kiamba (2004) observe that the market model of financial diversification was floated and continued to be implemented in phases in a number of African universities. For example, Kenya state universities introduced various measures to deal with reduction of financial support from the government and donors by introduction of entrepreneurial ventures leading to new courses, degrees, and departments. Oketch (2003a, 2003b) further observes that, the University of Nairobi pride itself with a 30% staff and

faculty salary payment from those initiatives and projects. It is anticipated that in Kenya, in the next decade, 60% of the students enrolled will be paying full fees on private basis.

In Namibia the bursary scheme is designed to enable students to select the level of financial assistance they need, and the government adjusts financial incentives and assistance levels as necessary (Ajay, Lameck, and Johnson (1996). In Ghana Sawyer (1999) and Norty (2003) point out that, cost sharing is limited to small fees and user fees for lodging and food, guaranteed repayments, but not to tuition fees.

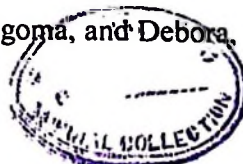
According to Namuli and Kasozi (2009) and Kasozi (2009) in Uganda, every year the government offers loans to 4000 students in public Universities with highest performance. However, among them, more than 70% are from families with high economic status. Most of the students, who are offered loans from Ugandan government, are from rich families and who scored higher class divisions in their examinations compared to those from poor families. Furthermore, Kasozi and Namuli (2009) observe that most of poor families especially those from peasants fail to afford to pay costs of higher education for their children due to low income. Moreover, Kasozi and Namuli (2009) are of the view that this scenario is contrary to the Uganda students' loan objectives which aim to assist students from poor families pursues higher education. The reason behind their argument is that, the current system favours people from high economic profiles and marginalize the poor. In Ivory Coast up to 2001, the government offered funds for each student placed in private lower and upper secondary school, as well as in technical and professional training in order to assist all citizens to access education whether at public or private education sector within the country (Chapman, 2005).

In Rwanda, students financing is controlled by government loan board known as Students Financing Agency for Rwanda (SFAR). Criteria for higher learning students loan provision is governed by national identity through village committees that are responsible for tracing the most in needy and poor students, also for whom are unable to cost share. Students with high pass mark are offered loan but do not payback. The collection agent is Rwanda Revenue Authority (RRA). The graduate before being employed is asked to produce evidence that he/she paid the university charge in full. If not done the employer would be required to keep a record of the graduate's unique personal ID number and to remit monthly payment depending on the suggested interest of 2% and 5% of loans from graduate salary (Chapman, 2005).

2.5 Introduction and Evolution of Cost Sharing in Tanzania

Cost sharing in higher education in Tanzania is not a new education financing policy. The policy has existed even before independence in 1961. During the colonial period, tuition fees in higher education applied to all citizens of Tanzania regardless of socio-economic class or race and the colonial government provided bursaries to students who could not afford to pay for higher education (Nyerere, 1966; Chagula, 1968; URT, 1999; HEAC, 2001; Babyegeya, 2002).

After independence, students in higher education continued to pay tuition fees, but students from poor families were assisted by government bursaries (Johnstone, 2003). According to Babyegeya (2002) this was justified by the need to generate high level manpower for the government administrative structures and civil services, which at the time of independence was in critical short supply in all sectors. The government bursary to students was operational from 1960s to 1970s. However, it collapsed later due to lack of supervision and commitment (URT, 1995, 1999; Ishengoma, and Debora, 1999; Ishengoma, 2004).



A historical analysis in the patterns and trends of education financing in Tanzania reveals existence of a partnership between the state, households and communities. (Omari, 1991; Babygegeya, 2002) According to URT (1998) and World Bank (2000) cost sharing in Tanzania higher education was reinstated in the late 1980's as part of wide ranging economic and social reforms under the International Monetary Fund (IMF) World Bank (WB) sponsored SAPs due to severe economic crisis which influenced the government's ability to finance public higher education.

Reintroduction of cost sharing in public higher education became necessary in order to maintain the quality of academic programs and improving access to higher education, while at the same time containing government fiscal expenditures in public higher education (URT, 1998a, 1998b; URT-MSTHE, 1998 and Ishengoma, 2004). However, Kalembo (2003) point out that students enrolled in public universities was not being matched by growth in demand by the private sector which inevitably led to a change in higher education policy. The education policy in Tanzania changed from 1992 whereby higher education policy required each higher education student to contribute to the cost of his/her education (URT, 1999).

According to Jiang (2008) and Gilliard (2008) a new cost sharing scheme, started officially in 1992. Maintenance grants, lodging/ food subsidies started being reduced in mid 1990s. Moreover the so called "loan" schemes were implemented in 1993-94 as part of phase two of cost sharing. Socio economic indicators were used to determine the ability of students to contribute to their education. Those indicators include the following:

- (i) Student education background.
- (ii) Education level of parents/guardians.
- (iii) Economic level of students/ parents/ guardians.

- (iv) Worth/ value of asset owned by parents/guardians.
- (v) Disadvantaged group, e.g. orphan/with disability.

The cost sharing policy in Tanzania was further consolidated by the 1999 higher education policy which led to the enactment of the Students Loans Board Act of 2004, and establishment of the HESLB in order to undertake all matters pertaining to students loans (URT, 1999; TCU, 2007). HESLB is therefore the organ responsible for the coordination of loan provision and placement of students in different categories basing on the above criteria.

2.6 Introduction of Students' Loan Scheme

The transformation of the higher education system worldwide has taken place in tandem with the formulation of new policies and guide lines for funding higher education to ensure that the system eliminates inequalities of access based on race, gender, and socio-economic class (Fourie, 1998). Student loans or payment plan have been on the agenda of higher educational policy reforms for decades, including those directed at the countries of sub Saharan Africa (Ziderman and Albrecht, 1995; Woodhall, 1988; World Bank 1994, 2002; Saiboko, 2008; Juma, 2009a; Joseph, 2009).

Johnstone and Marcucci (2007) point out that means testing is difficult in the absence of verifiable measures of family income and family assets. Johnstone and Marcucci (2007) continue clarifying that, the loan programs must provide for cost recovery, measured in the discounted present value of the stream of repayments, in an amount nearly equal to the sum loaned to the students in the first place.

According to URT (1995) and Ziderman (2002) student loans make a contribution towards equity by insulating contribution from both the affluence and the attitudes of their parents and that government sponsored student loan schemes around the world serve the following;

- (i) Revenue diversification and income generation.
- (ii) University system expansion.
- (iii) Equity or the enhancement of participation by the poor.
- (iv) Specialized manpower needs.
- (v) The financial benefit of students expressing their greater time preference for present money.

In Kenya, for example comprehensive loan scheme programme reinitiated in 1995 as Higher Education Loan Board (HELB) with mandate for near self sufficiency (Oketch, 2003a). In South Africa there is successful means-tested income contingent loan programme under National Student Financial Aid Scheme (NSFAS) and Higher Education Finance in South Africa (HEFSA) play role of student loan provision and loan repayment (Fourie, 1998; Wolanin, 2002; Johnstone, 2002, 2003).

2.6.1 Loan provision under students' loan scheme

Concomitantly, the higher Universities education Act of 2007 has given room to rapid growth of both public and private Universities. Student numbers have increased from 9646 in 1995 to 41 419 in 2005/06 in public Universities and private Universities (Gilliard, 2008; Juma, 2009a).

During 2007/08 academic year, 42 000 students were qualified to join higher education but only 20 000 chances were available in the higher education (Rweyemamu, 2008). This means more than a half of students were not admitted in higher education institution

due to few admission chances. Furthermore, Rweyemamu (2008) argue that the government to continue to offer loans to public and private higher education in order to allow large number of qualified students to be absorbed and get education.

According to URT (1999), Gilliard (2008) and Nsungwe (2009b) cost sharing improvement and modification to central government resulted into the introduction of means-testing system to ensure that those who have the ability to pay do not get government loans. Currently means-testing system in Tanzania includes democratic public confirmation of the students and family ability to pay directly. The democratic process involves the community and local government leadership who confirms and approve the ability or inability of the candidates to pay higher education cost. However, through this system some forgeries have been recorded. For example, during 2008/09 academic year about 75 students provided forged and incorrect information to HESLB in order to be considered for loan.

2.6.2 Loan repayment strategies in Tanzania

Students loans scheme can facilitate cost recovery and improve equity, but only if well designed and efficiently administered (Woodhall, 2002a; 2004). According to HESLB (2006) stakeholders lack awareness and understanding that loans issued by government must be repaid by all beneficiaries. Furthermore, high management of loan schemes and low rate of return of repayment accompanied with long repayment period lead to inefficiency of students loan provision. On the other hand HESLB (2006) and Joseph (2009) point out that the inflation forces were negatively impacting loan disbursement because money repaid after devaluation were not of the same value as loan taken, hence the HESLB is losing money in interest accumulation.

As a result of poor loan repayment HESLB only recovered 110 million out of 317 billion disbursed to students since 1994 (Nyatega, 2009b). Among the reasons for poor recovery include poor cooperation from employers and collusion between loan beneficiaries and their employers to conceal information (Msaki, 2008). To date HESLB has identified 10 762 beneficiaries of the loans and it had started a process of recovering the money from them.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Study Area

The study was done in Morogoro and Iringa regions. These two regions were purposively selected due to presence of Sokoine University of Agriculture (SUA) and Iringa University College (IUCO) higher learning institutions that are involved in education cost sharing policy. In addition, the regions selected have both private and public universities. The other reason was that the regions selected are easily accessible for data collection by the researcher.

3.1.1 Geographical and historical background of Sokoine University of Agriculture

SUA is located on the outskirts of Morogoro town about 200 Km from Dar es Salaam. The university is made up of four campuses, namely the Main campus, Solomon Mahlangu Campus, Olmotonyi campus and Mazumbai campus. This study was conducted at the Main campus and Solomon Mahlangu Campus which is located about five kilometers on the Western outskirts of Morogoro town. SUA is bordered on the east by Morogoro town, to the Southeast by the Uluguru Mountains, to the west by the Mindu dam and to the northwest by Lugala hills (SUA 2005a; 2005b).

SUA was formally established as an independent university on 1st July 1984 by Act No. 6 passed by the Tanzania parliament. Before becoming an independent university SUA was a Faculty of Agriculture, Forestry and Veterinary Science of the University of Dar es Salaam. However, its history dates back to 1964 when it started as an Agricultural college offering diploma training in Agriculture. With the dissolution of the University of East Africa and consequent establishment of the University of Dar es Salaam the college was elevated to a

Faculty of Agriculture of the University of Dar es Salaam (SUA, 2005a,2005b). The University was renamed as Sokoine University of Agriculture after the late Edward Moringe Sokoine who was Prime Minister of Tanzania for two different periods: 13th February 1977 to 7th November, 1980 and 24th February 1983 to 12 April 1984 when he died in a road accident (SUA, 2005a; 2005b).

3.1.2 Historical background of Tumaini University

Tumaini University was founded by the Evangelical Lutheran Church of Tanzania (ELCT) in 1996. The establishment of the university followed the decision of the government of Tanzania to liberalize the education sector and the subsequent enactment of the education (Amendment) Act No. 10 of 1995 (ELCT, 2006). The University administrative headquarter are allocated in the premises of the Kilimanjaro Christian Medical College (KCMC), about eight kilometers north of Moshi town, Kilimanjaro region. Tumaini University at present consists of five constituents colleges namely, Kilimanjaro Christian Medical College (KCMC), Makumira University College, (MUCO), Iringa University College (IUCO), Dar es Salaam University College (TUDACO) and Sebastian Kolowa University College (SECUCO) (ELCT, 2006).

3.1.3 Geographical and historical background of Tumaini University; Iringa University College (IUCO)

The Tumaini University (Iringa University College) is found in Iringa Region, specifically in Iringa Municipality. Iringa region forms part of the Southern highlands of Tanzania. Tumaini University, IUCO was founded as a Lutheran Seminary in 1993. It is the youngest of the three constituent colleges of Tumaini University. In 1995 IUCO was accredited by the Accreditation Council of the Tanzanian Ministry of Science, Technology and Higher Education as the first private higher education in Tanzania (ELCT, 2006).

3.2 Research Design

According to Kothari (2004) research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Moreover, Babbie (2001) points out that research design is the decisions regarding what, where when, how much and by what means concerning an inquiry. Is the conceptual structure within which research is conducted, is the blueprint for the collection, measurement and analysis of data.

This study used a cross sectional research design which means a researcher was dealing with a single time survey. This design was chosen because it is simple, cheap, easy, and economical in terms of time and resources. It is also flexible, minimizes bias, and maximizes the reliability of data collection and analysis (Babbie, 1990 and Bailey, 1994). The study involved a broad category of stakeholders thus fitting it within the cross sectional sub type of descriptive studies (Babbie, 2001; Green & Brown, 2005).

3.3 Sampling Size

Sample size means the number of items or respondents to be selected from the universe or population to fulfill the requirement of efficiency, representativeness, reliability and flexibility of the study (Kothari, 2004). A total of 280 respondents from stakeholders of two studied institutions and HESLB were sampled for the study. Of the 270, 135 were students and 135 parents/guardians, eight Key informants from studied universities and two were Key informants from HESLB. The selection of students was based on the sample ratio of 1:21 as detailed under 3.4.2 and 3.4.3.

3.4 Sampling Procedure

Multistage sampling technique was employed, which means several sampling methods at different stages were used. This technique is convenient for large sampling unit and reduces sampling error by increasing the sample size as well as increased homogeneity of the characteristics being sampled (Babbie, 2001). Stage one dealt with purposive selection of two higher learning institutions. Stage two involved selection of study respondents from different strata that included students, staff, and parents. However, students, parents and staff were selected based on different traits or characteristics needed in sampling. The population consisted of 4000 at SUA while Tumaini University comprised of 2000. In addition, two staff were selected purposely from HESLB. The study sample size involved 270 stakeholders (students and parents) and eight Key informants from SUA and IUCO. This sample was obtained by using systematic sampling methods as follows

$$K = \frac{\text{study Population}}{\text{Study sample}}$$

Study sample

Where: K= the sampling ratio of the population size to the size of sample.

Study population=6000 people.

Study sample =270 respondents.

Therefore: K= $\frac{6000}{270}$ =21.27659574.

270

K= 21

The sampling ratio was 21, whereby the sample was obtained by taking every twenty one unit in the population. The procedure was random starting point to allow equal opportunity to members being selected (Chao, 1974).

3.4.1 Institution selection

Two higher education institutions and HESLB as an organ dealing with student loan were purposely selected. The choice was based on the fact that the selected institutions are among the institutions affected positively or negatively by the cost sharing policy implementation.

3.4.2 Student respondents

A respondent is a person who provides data for analysis by responding to a survey questionnaire (Babbie, 2001). Student respondents were selected from existing list of loan recipients and non loan recipient from each selected institution involved in the study. Stratified and random sampling techniques were used to select 81 and 54 student respondents from SUA and Tumbani University respectively. Students' strata were based on the nature of their institution (government or private), year of study, gender, marital status, entry qualification, and age. From the list of students, for each stratum the ratio of 1:21 was used to get 81 students respondents from SUA and 54 students' respondent from Tumbani University. The stratified sampling was used for greater degree of representativeness for reliable results (Babbie, 2001).

3.4.3 Parent respondents

A stratified and random sampling technique was used to obtain a sample of 81 and 54 parents from SUA and Tumbani University respectively. From each institution and through student respondents list whose parents stay, or work at, or close to the study area. The distant parents responded to the questionnaire via their children. Few parents were replaced by parents who stay close to study institutions. Selection within parent strata was based on the level of income, occupation, education, type of institution, and gender. The ratio of 1:21 was used for each stratum in order to allow equal opportunity for each member to be selected.

3.4.4 Key informant respondents

The term informants represent members of the particular group who can give specific and Key information. Also a Key informant is the one who is well versed in the social phenomenon that you wish to study and who is willing to supplement needed information in the study (Babbie, 2001).

According to Delgado (2008) Key informants are strategically used in the process of systematically soliciting opinions and factual data from persons believed to be in a position to have substantial knowledge about the needs of the population or community to be studied. In this study eight staff (four from each institution) were purposely selected as Key informants. This staffs were Deputy Vice Chancellor (Academic) and one Deputy Vice Chancellor Administration & Finance, one Admission Officer and one Dean of Students. In addition, two staff from HESLB whose responsibility involves students' loan provision were involved in the studies. A criterion for selection of staff respondents was based on their official responsibility for dealing with students academic and administrative activities in their respective institution.

Table 2: Students sampling

| Institution | Total | 1 st year | | 2 nd year | | | 3 rd year | | | 4 th year | | | 5 th year | | | | | | | | |
|--------------|------------|----------------------|-----------|----------------------|-----------|----------|----------------------|----------|----------|----------------------|----------|----------|----------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| | | Sample | F | M | F | M | F | M | F | M | F | M | F | M | | | | | | | |
| SUA | 81 | 6 | 6 | 6 | 6 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 5 | 4 | |
| TUMAINI | 54 | 6 | 4 | 6 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | | | | | | | | |
| Total | 135 | 12 | 10 | 12 | 10 | 8 | 8 | 9 | 8 | 8 | 8 | 9 | 8 | 3 | 3 | 4 | 2 | 2 | 2 | 5 | 4 |

KEY:

F = Female

M = Male

S = Marital Status (Single)

m = Marital Status (Married)

Table 3: Parents and guardians sampling

| Category | Number |
|------------------------------------|--------|
| Parents/guardians (SUA & Tumaini). | 135 |
| Total | 135 |

3.5 Data Collection

Data are facts or information which are examined. Data collection refers to the process of obtaining examined information which are used to make decisions (Hornby, 2006).

3.5.1 Data collection instruments

A data collection instrument refers to the tool or device used during information search in relation to the needed output from sampled units and the way data will be collected (Babbie, 2001; Hornby, 2006). There are several instruments for data collection, however in this study, only two types of data collection were used. These include self administered questionnaires and researchers diary.

3.5.1.1 Questionnaire

According to Babbie (2001) questionnaire is a document containing questions and other types of items designed to solicit information appropriate to analysis. Furthermore it is the tool for data collection where the respondent is required reading the questions and recording the answer.

In this study data collection from students was done through group administered questionnaires. The questionnaires were issued to a group of subject at once and then the researcher and her assistant collected them at the end. For parents, self administered

questionnaires were administered. For distant parents who were not around the study area, the questionnaire was mailed to parents via their children attending the HEI's. Self administered questionnaire were distributed to respondents and Key informants for them to read and fill them independently. All questionnaires were edited by the principal researcher and two research assistants.

3.5.1.2 Researchers diary

In the process of data collection the researcher requested for access of documents that were relevant for the study. Researchers' diary used the available data to collect secondary information gathered from various documentary sources including information obtained through files or institutional registers, documents and other record sources from both HEI's admission office and at HESLB director's office. Such documents included the students' enrollment trends at SUA and IUCO from 2004/2005 to 2007/2008 academic years. Documents from HESLB included students' loan provision trend and loan repayment from 2004/05 to 2007/08 academic year.

3.5.2 Data Collection Procedure

Field work was conducted during the period of December 2008 and January 2009. The study employed a combination of multiple methods which mainly involved qualitative and quantitative information collection techniques. This allows the researcher to gather information, summarize, present and interpret it for purposes of clarification (Bailey, 1994). One team formed to collect primary data was led by the principal researcher while the second team of two research assistants assisted the principal researcher over a period of three months from December 2008 to February 2009. The principal researcher was responsible for training and guiding research assistants during data collection. Some questions were open-ended which means they had free responses

while others were closed ended questions with options given. Both Swahili and English language were used.

3.5.3 Pilot study

The pilot study was conducted at Sokoine University of Agriculture. This pilot study comprised of two administrators, four parents and ten students who were selected randomly by the principle researcher. Respondents involved in the pilot study were not involved in the main study.

3.6 Data Processing and Analysis

3.6.1 Data processing

Data processing is a series of actions on data that are performed manually or by using a computer to produce an output (Kothari, 2004). Data from completed students and parents questionnaires were edited coded and entered in computer by the principal researcher before being subjected for initial analysis by a data programmer using SPSS. Data from questionnaire completed by HESLB staff were compiled and edited, by the principal researcher. Data from researcher's diary was summarized manually to single sheets of paper. On summarizing the data great care was taken to ensure that it accurately reflected the original meaning of the statement made by respondents.

3.6.2 Data analysis

According to Kothari (2004) data analysis is the computation of data along with searching for patterns of relationship that exist among the data group. Data from students and parent's questionnaires were analyzed using SPSS computer programme. The method of analyses involved Chi-square analysis techniques of frequency counts and cross tabulations. Data from Key informants who were university administrator and

HESLB staff was compiled as addition information. Statistical inferences including Chi-square were used to compute for significance test between private and public university as well as students and parents relationship on criteria, challenges and opinion perception towards cost sharing in higher education.

3.7 Limitation of the Study

The study had a number of limitations, among them are the following:

- (i) Due to the problem of record keeping in some institutions, the researcher missed some important data.
- (ii) For unknown reasons some respondents were reluctant to provide the requested information this was especially at HESLB headquarters. There were incomplete responses from HESLB staff even when the researcher returned the questionnaires for the second time the responses given were too generalized. As a result the researcher experienced wide gap of social distance as a result she was forced to use the information that was given.
- (iii) Some respondents wanted to be paid money for questionnaire filling. This requirement could not be fulfilled by the researcher because there was no funds budgeted for that purpose. To overcome this challenge the principal researcher educated respondents that the research was academic oriented.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Chapter Overview

This chapter presents the results and discussion on the stakeholders' perception towards cost sharing in higher education. The chapter consists of thirteen sections. The first section presents an overview of the chapter. Whereas the second section briefly identifies the background characteristics of the respondents, the third section presents the perceptions of stakeholders' in terms of awareness and knowledge on cost sharing. Advantages of cost sharing policy as perceived by stakeholders are presented in section four. Section five dwells on perceptions to acceptance of cost sharing. Section six focuses on perception against the cost sharing policy. Section seven provides discussion on socio economic criteria used by HESLB. While section eight clarifies reasons for dissatisfaction to criteria used by HESLB. Section nine focuses on challenges facing stakeholders from loan application to loan provision. Section ten presents the HESLB loan provision trend. Section eleven provide on students' enrollments trend at SUA and Tumaini University. Section twelve clarifies the most problematic issue perceived by stakeholders in cost sharing programme. The last section present recommendation that can be used to improve cost sharing policy as well as student's loans scheme to stakeholders'

4.2 Background Characteristics of the Respondents

This section provides the demographic descriptive summary of the study respondents. This basic information is essential for the interpretation of study findings and for providing an approximate indication of a fair representation of the respondents involved in the survey. The parameters of the characteristics of respondents include age, sex,

marital status, institution affiliation, year of study and entry qualification while additional parameters to parents as stakeholder includes occupation, education level and income per year.

4.2.1 Demographic variables

Different demographic variables were used as indicated below.

4.2.1.1 Age of the respondents

The sample for the study comprised 270 respondents whose ages ranged between 18 and above 45 years as illustrated in Table 4 below. The majority of students respondents, 99 (73.3%) were in the age group of between 18-30. The students' respondents in this group belonged to the education needy category which is actively engaged in higher level of education. On the other hand, majority of parents respondents 126 (92.6 %) were in the age group between 31 to above 45. Regardless of their marital status, respondent in this group were treated as responsible parents and guardians.

4.2.1.2 Sex of the respondents

A total of 135 students' respondents were selected to fill in the questionnaires. Out of them 76 (56.3 %) were males and 59 (43.7%) were females. From these numbers, it can be observed that admission for male students in different levels of education is relatively higher than that of females. Furthermore, a total of 135 parents' respondents filled in the questionnaire. Out of these 71 (52.6%) were males while 64 (47.4%) females. The respondents' sex profile is illustrated in Table 4 above.

Table 4: Respondents sex and age

| Respondents | Sex | | N = 270 | | Age = N = 270 | | | | | |
|-------------------|-----------|---------|-------------|---------------|----------------|---------|-----------|---------|-----------|---------|
| | Male | Female | 18-30 years | 31 – 45 years | Above 45 years | | | | | |
| | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| Parents (135) | 71 | 52.6 | 64 | 47.4 | 9 | 7.4 | 63 | 46.3 | 63 | 46.3 |
| Students (135) | 76 | 56.3 | 59 | 43.7 | 99 | 73.3 | 32 | 23.7 | 4 | 3.0 |
| Total | 147 | 54.4 | 123 | 35.6 | 108 | 40 | 95 | 35.2 | 67 | 24.8 |

4.2.1.3 Marital status of the respondents

In terms of their marital status as illustrated in Table 5 below, out of 135 student respondents, 80 (59.3%) were single, 3 (2.2%) widow/widower, 12 (8.9%) separated and while 40 (29.6%) were married. This shows that majority of students pursuing higher education are still single. According to Muyengi (2006) most of single students are still dependants to their parents, guardians and other relatives.

Table 5: Respondents marital status

| Respondents marital status | Parents/Guardians | | Students | |
|----------------------------|-------------------|--------------|------------|--------------|
| | Frequency | Percent | Frequency | Percent |
| Single | 15 | 11.1 | 80 | 59.3 |
| Married | 72 | 53.4 | 40 | 29.6 |
| Widow/Widower | 28 | 20.7 | 3 | 2.2 |
| Separated | 20 | 14.8 | 12 | 8.9 |
| Total | 135 | 100.0 | 135 | 100.0 |

This also implies that by the time they are at university they depend more on government sponsorship. On the other hand there is strong indication on the importance of higher education on aiming Tanzanians. This is shown by 54 (39.3%) of married students who were left their families in search of higher education.

On the other hand, marital status for parents was found to be vice versa when compared to students. Only 15 (11.1%) parents were single 28 (20.7%) were widow/widower, 20 (14.8%) separated while the majority 72 (53.4%) were married. It is obvious as stated in part 4.2.1.1 that at the said age most of them are adult persons most likely to be married.

4.2.1.4 Occupation characteristics

On the occupational characteristics of parent respondents as indicated in Fig. 2 below majority 77 (57.1%) were employed in either private or public sectors. The findings also indicated that 29 (21.8%) were business men and business women. While the other proportion included 18 (13.5%) as peasant and 10 (7.5%) as farmers. This indicates that cost sharing has some elements of marginalization in accessing higher education among students from peasant and employed parents. Majority of the students who currently access higher education are from employed parents/guardians. The socio economic status of the parents, enable them to educate their children in private secondary schools where they are able to achieve high academic performance especially in science subjects. For example SUA absorbs science subject students. It is a common observation that peasant children are not performing well in science subjects due to resource scarcity in government secondary schools, hence they marginally qualify for both government loan and university admission.

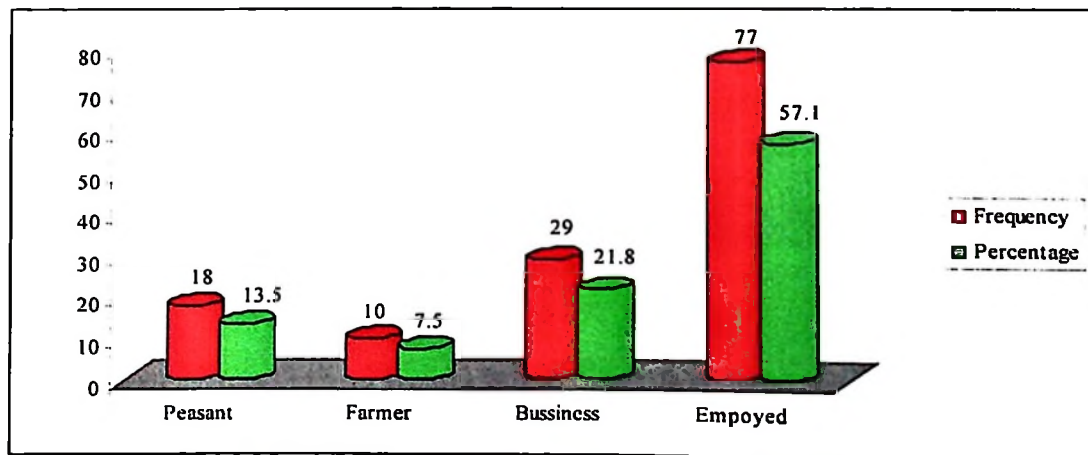


Figure 2: Occupation characteristics of parents.

4.2.1.5 Education level of parents

Education provides people with the knowledge and skills that can lead them to a better quality life. Education is an important social factor in society which is correlated with ability to recall and be aware of what is happening worldwide. In this study as evidenced in Fig. 3 below, majority of parent respondents 62 (45.9%) were from a group of secondary education leavers. The second group of 51 (37.8%) was made of those who attained tertiary education. The third group of 21 (15.6%) comprised of primary education leavers. while the last group 1 (0.7%) was of those with no formal education. The findings indicate that in the study area, the general education level of parents was predominately by secondary and tertiary education levels.

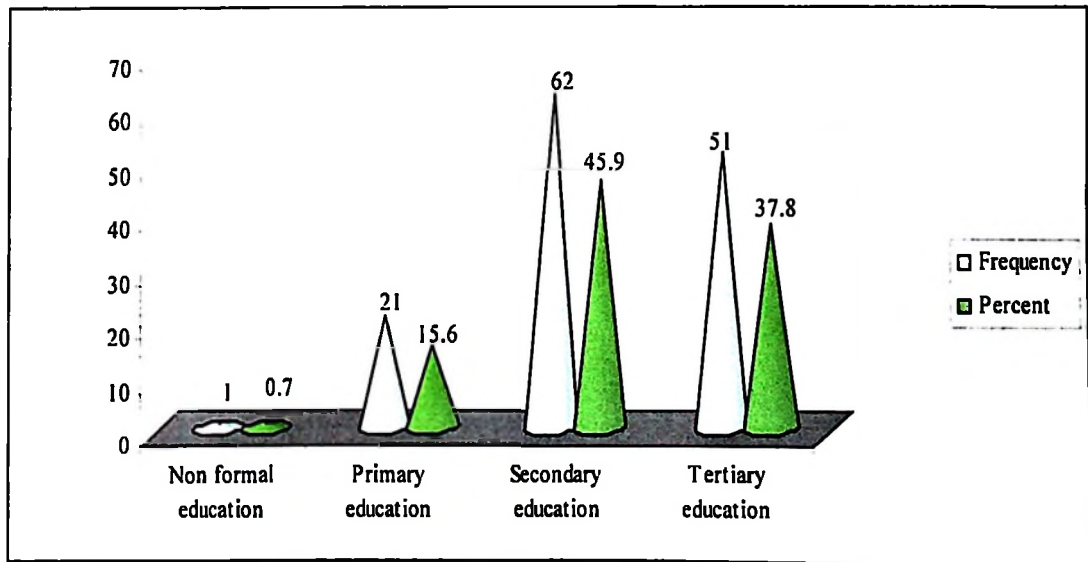


Figure 3: Education level of parents.

4.2.1.6 Institution affiliation

The total number of respondents interviewed was 270 from two higher education institutions. Out of these 270 respondents, 162 (60%) were respondents from public

higher education (SUA) and 108 (40%) were from private higher education (IUCO). Furthermore out of 162 (60%) respondents, 81 (30%) were students and 81 (30%) parents. Also out of 108 (40%) respondents 54 (20%) were students and 54 (20%) were parents.

4.2.1.7 Year of study

This was applicable to students only. From the total of 135 students from SUA and IUCO institutions as indicated in Fig. 4 below, 45 (34%) were first year students and 33 (24%) were second year. The third group of 32 (24 %) were third year, 15 (11 %) were fourth year while 10 (7 %) were sampled from fifth year students. Sample size decreases in relation to increase in year of study because the number of students enrollment in higher education increases from previous year. On the other hand IUCO courses ends at third year only.

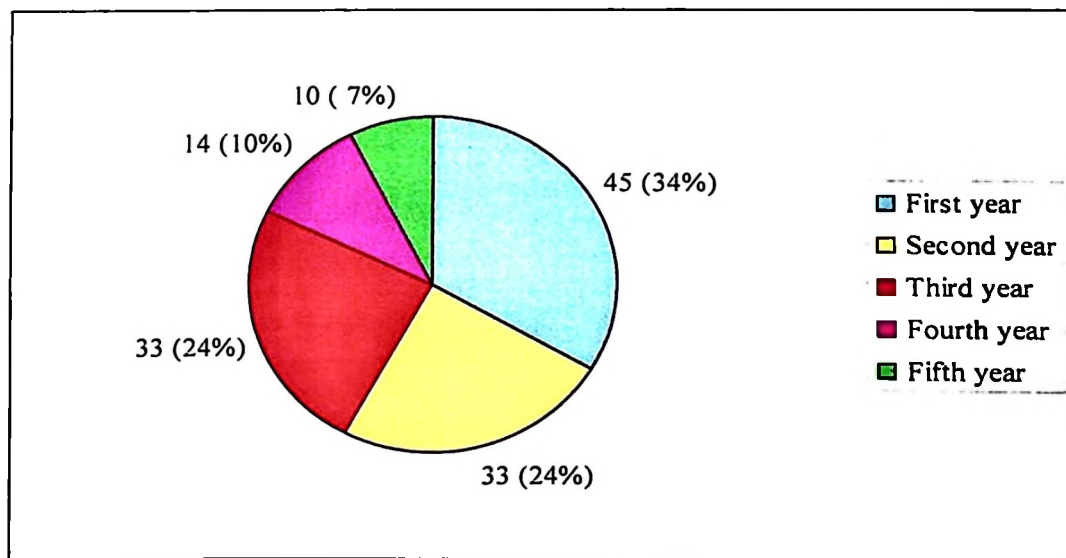


Figure 4: Students year of study

4.2.1.8 Entry qualification

Admission into higher education in Tanzania is based on direct entry qualification (form six), equivalent qualification, mature entry, and pre entry criteria. In most cases students who join university under mature and equivalent qualification are those who already have employment in public or private sector. As indicated in fig. 5 below, out of 135 students involved in the study, the majority 85 (63 %) got admitted under direct qualifications. 43 (31.8 %) were admitted under equivalent qualifications while 7 (5.2 %) joined the university under mature entry scheme. From this result it is important to note that currently majority of university students are form six leavers.

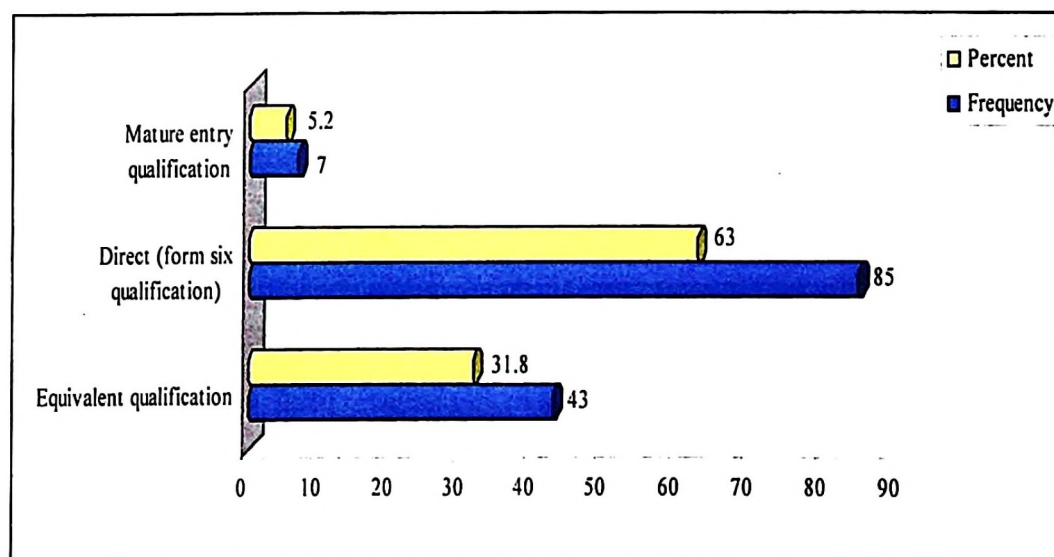


Figure 5: Students entry qualification.

4.2.1.9 Income per year

This section was projected to parents. Income is an indicator for parents' ability to contribute to education cost for their children in higher education. It was established as indicated in Fig. 6 below that, 65 (48.5%) of respondents had the income ranging

from Tsh. 1 000 000/= to 4 000 000/= per year, 45 (33.6%) earned Tsh. 4 100 000/= to 5 000 000/= per year, while 24 (17.9%) earned above Tsh. 5 100 000/= per year. From this result it is clear that income among parent respondents in higher education in both universities was dominated by a middle class group of wages earners.

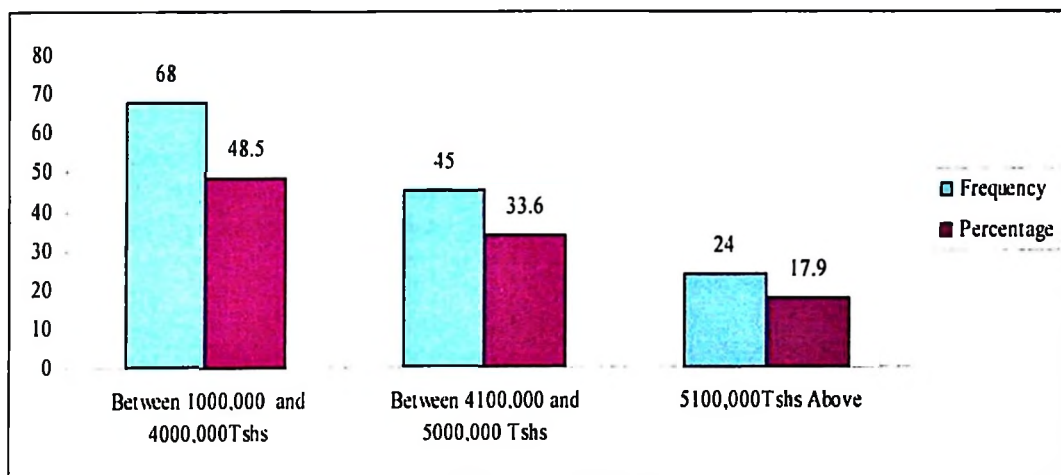


Figure 6: Parents income per year

4.3 Stakeholders Perception towards Cost Sharing Policy

Stakeholders were asked to respond and give their views in terms of information, awareness, loan categorizations, satisfaction on the current means testing groups and level of acceptance and rejection of the current means testing procedures.

4.3.1 Cost sharing awareness and knowledge among stakeholders

Principles of democracy that advocates for the involvement of all stakeholders in planning, monitoring and in decision making concerning the allocation of funds to higher education sector is very important. Since the information provision and awareness creation need to be sustainable the, HESLB has designed flyers,

brochures and posters that aim at communicating Key messages to stakeholders particularly on cost sharing and loan issuance guidelines. Stakeholders were asked if they were aware of cost sharing before being admitted to higher education as shown in Fig. 7 below. Majority of the stakeholders 214 (79.4%) agreed of being aware of cost sharing information before they were admitted to the university. Only 56 (20.6%) stakeholders indicated that they were not aware of cost sharing before admission to the university. Most respondents were aware because they are educated and come from well to do family background. To a great extent such families are more exposed to media and other formal sources of information. In this regard very few 46 (34.1%) students got admission without being aware of cost sharing policy.

It was also found out that awareness on cost sharing policy among parents was higher than that of students. This situation could be attributed to parents' responsibility towards their children. However, according to Bagenda (2008) more efforts should be made by HESLB as well as government to increase awareness among stakeholders since some of them are not well informed of the current financial contribution for their higher education.

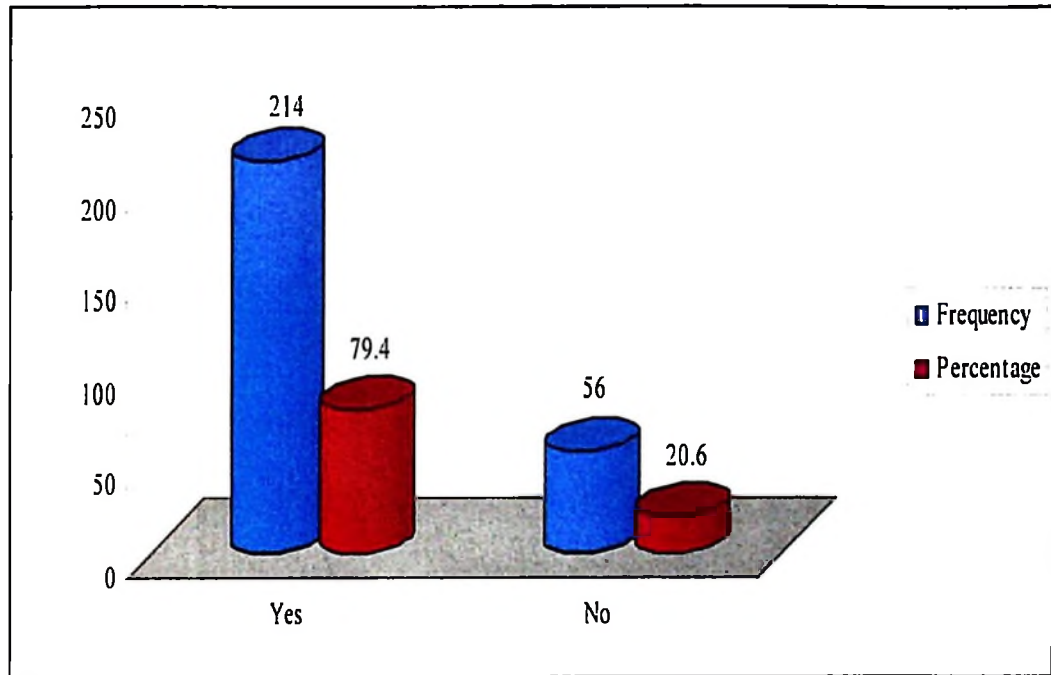


Figure 7: Stakeholders cost sharing awareness and knowledge before admission.

4.3.2 Source of cost sharing information to stakeholders

It is very important to get the right information from the right place or source. Stakeholders were asked to identify where they got information about cost sharing. It was found out that the total of 68 students (50.5%) and 64 parents (47.7%) got the information through media. While 45 students (33.7%) and 38 parents (28.0%) were informed by the governments. On the other hand only 21 (15.8%) students and 33 (24.3 %) parents were informed about cost sharing through peer influence. Currently in Tanzania due to science and technology development most of the Tanzanians are able to access and purchase devices for communication, such as cellular phones, television and radio sets. Through the use of these electronic gadgets, people are exposed to current information which also includes cost sharing information. The issue of HESLB continuing to educate Tanzanian about cost sharing is very important and this was also stressed by honorable Maghembe (2008), minister for education and vocational training

when addressing budget speech to the National Parliament in August, 2008 in Dodoma. HESLB should continue to educate stakeholders through radio, television, newspapers, workshops seminars and debates about loans provision and loans repayment procedures. This is because awareness on any policy among stakeholders is quite important for its smooth implementation.

Table 6: Respondents source of cost sharing information

| Cost sharing information source | Parents/Guardians | | Students | |
|---------------------------------|-------------------|--------------|------------|--------------|
| | Frequency | Percent | Frequency | Percent |
| Media | 64 | 47.7 | 68 | 50.5 |
| Government | 38 | 28.0 | 45 | 33.7 |
| Peer group | 33 | 24.3 | 21 | 15.8 |
| Total | 135 | 100.0 | 135 | 100.0 |

4.3.3 Stakeholders approval or disapproval of cost sharing in higher education

There were many reasons given by respondents and in fact some of them contradicted each other for disapproving cost sharing. It is obviously difficulty for any policy to be planned, implemented and evaluated without resistance. However, it should be noted that development brings hope wrapped with frustrations. In this regard most of the students 109 (81.1%) disapproved cost sharing policy compared with 26 (18.9%) students who accepted it. On the other hand parent respondents, supported cost sharing to some extent. Out of 135 parents, 68 (50.4%) approved it while 67 (49.6%) disapproved it. It can be concluded that cost sharing is not supported by the majority of stakeholders. Parents from public and private university remaining at contingent or neutral point might be translated as a result to increase of liberalization, free study choice among beneficiaries and unfair implementation (Mbunea, 2008).

On the other hand, most of stakeholders in private institutions approved cost sharing because of finance burden they were facing before the government decision to offer loans to both private and government higher education institutions. This reflects the perceptual crystallization and concreteness about cost sharing among people. There is same indication that differences in views, focus, preferences, and perception about cost sharing among stakeholders are passing away with time, although most students disapprove cost sharing policy because of the financial constraints and consequences they perceive especially on repaying their loans.

Table 7: Stakeholders approval or disapproval of cost sharing in higher education

| Respondents approve or disapprove cost sharing position | Parents/Guardians | | Students | |
|--|--------------------------|----------------|------------------|----------------|
| | Frequency | Percent | Frequency | Percent |
| Approve | 68 | 50.4 | 26 | 18.9 |
| Disapprove | 67 | 49.6 | 109 | 81.1 |
| Total | 135 | 100.0 | 135 | 100.0 |

4.3.4 Application for government sponsorship for higher education studies

Among the objectives of Tanzania government to introduce cost sharing was to allow expansion of higher education enrollment whereby students applying for private and public higher education institution admission could apply for HESLB sponsorship. Students and parents were asked to indicate whether they applied for government sponsorship or not. It was found out that the majority 114 (84.1%) and 110 (81.8%) of both students and parents respectively agreed to have applied for government sponsorship. On the other hand, 25 (18.2%) parents indicated that they applied loan for

their children but not accepted, 1 (0.8%) student indicated that he did not apply for government sponsorship. According to Joseph (2009) misunderstandings about funds offered by HESLB lead majority of applicants to claims for 100% sponsorship a situation that can not be met by HESLB at the moment. It can therefore be concluded that most of the higher education stakeholders in order to pay for the costs of their higher education depend on government sponsorship through HESLB.

4.3.5 Students source of finance if not sponsored by the HESLB

Individuals consider various avenues as sources for funding their higher education needs. Some of those sources include NGOs, CBOs, Bank, Private companies and employers.

Students were asked to state alternative sponsorship sources in case they were not offered loans by HESLB, more data from Fig. 8. It was found that out of a sample of 135 students studied at SUA and IUCO, only 26 (19.3%) were at 0% loans category means private sponsorship as found in part 4.3.4 above and section 4.3.6 below. However, it was indicated that out of 26 private sponsored students, 16 (60.0%) their higher education was 100% funded by their parents.

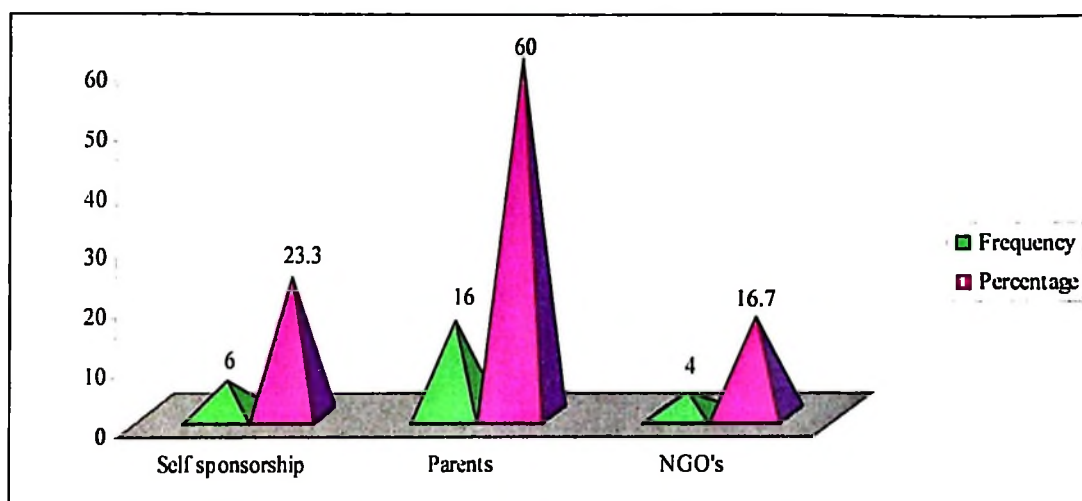


Figure 8: Students source of finance if not sponsored by HESLB.

On the other hand, 6 (23.3%) students' respondents indicated that they paid the university fee themselves on the basis that they did not depend on their parents/guardians or government. In addition, to the above findings statistics also indicated that only 4 (16.7%) students were being assisted by NGO's in paying their fees. The findings concur with those of Bagenda (2008) who pointed out that some Tanzanians could afford to pay fees for their children and also noted that other volunteers should intervene to assist the poor to pursue university studies.

4.3.6 The current HESLB group categorization under students' loan scheme

One of the major complains among HESLB beneficiaries is about placement of the beneficiaries in unrealistic categories. Means testing is considered by many HESLB loan beneficiaries as being implemented unfairly. The respondents were asked to present their current category as indicated in Table 10 below. The results indicated that majority of students 61 (45.3%) fall in category B of 80%, 21 (15.5%) of students offered loan fall in category A of 100%.

The rest of the group categorization were as follows, 60% group of loan categorization comprised, 15 (10.7%) students, 40% of loan categorization comprised 5 (3.9%) students. While the 20% of loan categorization comprised of 5 (3.9%) students and 0% of loan category 26 (19%) students, which means private sponsorship. This means that the majority of respondents were categorized at 100% and 80% groups of which they were contributing 0% to 20% of their university tuition fees.

Table 8: Students loans category

| Students loan category (%) | Frequency | Percentage |
|-----------------------------------|------------------|-------------------|
| 100.0 | 23 | 17.2 |
| 80.0 | 61 | 45.3 |
| 60.0 | 15 | 10.7 |
| 40.0 | 5 | 3.9 |
| 20.0 | 5 | 3.9 |
| 0.0 | 26 | 19.0 |
| Total | 135 | 100.0 |

4.3.7 Students satisfaction with their current loans categorization under students' loan scheme

Stakeholders' loan group categorization is a very sensitive issue among all beneficiaries. This is because it determines how much money the beneficiary will get from HESLB and how much will be paid by the beneficiaries to the university as part of university fees. Students' respondents were asked whether or not they were comfortable with their placement in their loan category. As presented in Fig. 9 below, the study found out that 107 (79.9%) students consider their loan grouping as unfair and

biased thus considered those grouping as a source of their hardship in their respective institutions.

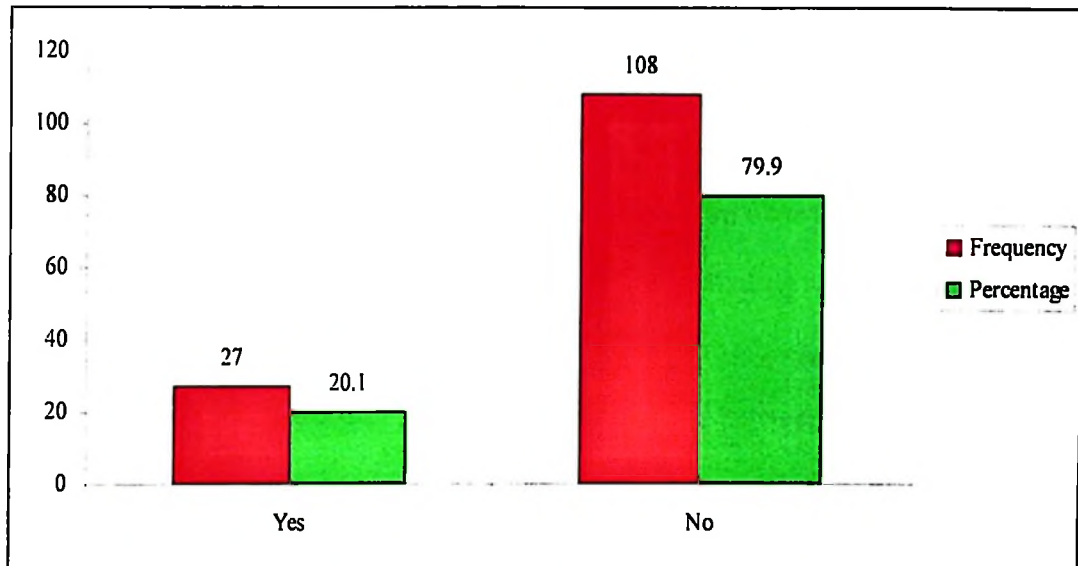


Figure 9: Student's satisfaction with loans categorization.

According to Barr (2001) and Belfield (2000) that is a social implication of a large public sector financial support for the beneficiaries of HEIs and that such approaches are regressive and undesirable. However, Macha (2008) contend that means testing is unnecessary to be implemented because most of Tanzanian students come from poor families hence they are unable to contribute towards their education. Furthermore, Macha (2008) contend that group categorization procedures are too biased and have failed to identify the stakeholder income thus leading to misplacement to undesirable group which makes majority to suffer. This means that government policies need to be reviewed in order to create and promote harmonious relations.

4.4 Stakeholders Perception on the Advantages of Cost Sharing Policy to Family and the Nation

Education uses resources. There are direct and indirect costs incurred by individuals and societies whenever resources are spent on education. Education has to compete with other sectors such as health, infrastructure and water at family and even national level. This section presents in detail respondents views regarding advantages of cost sharing in terms of whether or not stakeholders gain commitment and self discipline to studies, increased access to education and whether cost sharing promote equality and expansion of private universities. Also in this section the Chi-square model based on null hypotheses was applied in order find the relationship between two variables which are public and private universities as well as students and parents on cost sharing policy perception.

4.4.1 Enhanced student commitment and self discipline to studies

Public and private universities stakeholders in Africa and Tanzania in particular are facing serious challenges partly due to various changes that are taking place in technology, communication and geo-politics. The global employment, labour migration, privatization, technological and industrial advancement as well as competition automatically created new life style among Tanzanians.

In this study a total of 270 stakeholders in both universities were asked to respond on whether there is any commitment and self discipline among students to their studies as compared to the period before the cost sharing policy was operational. It was found out that, stakeholders in both universities disagreed with the proposition that cost sharing improves commitment and self discipline among students as shown in Table 9 below. That out of 81 students from public university 43 (53.1 %), 54 students from private

University, 32 (59.3 %) and out of 54 private parents 24 (44.4 %) urged that cost sharing does not improve student commitment and self discipline to studies. This is supported by Mihangwa (2008) who observes that when students in higher education faces cost sharing problems they react differently includes chaos and interrupts the overall university timetable. It is therefore pointed out that students do not behave or react responsibly wherever they get problems.

Results further indicated that 38 (46.9%) public university parents 8 (14.8 %) private university parents, 6 (11.1 %) private university students and 16 (19.8 %) public university students agreed that cost sharing improves commitment and self discipline towards studies. This observation is supported by Nyaigoti-Chacha (2004) that cost sharing as well as students' loan scheme increase the seriousness of students towards their studies.

It can therefore be generalized that the perception of stakeholders on students' commitment and self discipline to studies is perceived differently among stakeholders also there is no significance differences among stakeholders in higher education.

Table 9: Cost sharing advantages to stakeholders

| Statement | Students N=135 | | | | Guardians/Parents N=135 | | | | | | |
|--|----------------|------------|--------------|------------|-------------------------|------------|--------------|------------|----|------|-------|
| | Public n=81 | | Private n=54 | | Public n=81 | | Private n=54 | | | | |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | | | |
| Enhanced student commitment and self discipline to studies | Agree | 26 | 32.1 | 16 | 29.6 | 0.907 | 38 | 70.4 | 17 | 31.5 | 0.095 |
| | Undecided | 12 | 14.8 | 6 | 11.1 | | 15 | 27.8 | 13 | 24.1 | |
| | Disagree | 43 | 53.1 | 32 | 59.3 | | 28 | 51.8 | 24 | 44.4 | |
| Increase access to higher education | Agree | 40 | 49.4 | 32 | 59.3 | 0.482 | 48 | 59.3 | 26 | 48.2 | 0.150 |
| | Undecided | 9 | 11.1 | 4 | 7.4 | | 12 | 14.8 | 14 | 25.9 | |
| | Disagree | 32 | 39.5 | 18 | 33.3 | | 21 | 25.9 | 14 | 25.9 | |
| Motivate stakeholders to be selective in labour marketable discipline of studies | Agree | 18 | 22.2 | 17 | 31.5 | 0.247 | 28 | 34.6 | 27 | 50.0 | 0.189 |
| | Undecided | 28 | 34.6 | 12 | 22.2 | | 31 | 38.3 | 13 | 24.1 | |
| | Disagree | 35 | 43.2 | 25 | 46.3 | | 22 | 27.1 | 14 | 25.9 | |
| Promote equality | Agree | 22 | 27.2 | 10 | 18.5 | 0.493 | 19 | 23.5 | 14 | 25.9 | 0.375 |
| | Undecided | 9 | 11.1 | 8 | 14.8 | | 26 | 32.1 | 10 | 18.5 | |
| | Disagree | 50 | 61.7 | 36 | 66.7 | | 36 | 44.4 | 30 | 55.6 | |
| Promote expansion of private universities | Agree | 54 | 66.7 | 28 | 51.9 | 0.245 | 50 | 61.7 | 33 | 61.2 | 0.463 |
| | Undecided | 10 | 12.3 | 6 | 11.1 | | 13 | 16.1 | 7 | 12.9 | |
| | Disagree | 17 | 20.9 | 20 | 37.0 | | 18 | 22.2 | 14 | 25.9 | |

4.4.2 Increase of access to higher education

It should be noted that among the objectives of re-introduction of cost sharing in higher education was to allow all qualifying students to access higher education. Student loans have the potential of increasing higher education accessibility by assisting those who are unable to pay fees from their own funds. The stakeholders were therefore asked to give their views whether this objective was attained or not. The results as shown in Table 9 above indicate that 162 were stakeholders from public university among them 81 were parents and 81 were students. When asked on whether the cost sharing increased access to higher education, 40 (49.4 %) of public university students and 48 (59.2%) of public university parents agreed that cost sharing increased access to higher education. On the other hand, of the 108 respondents from private institution 54 were students and 54 were parents, among them 32 (59.2%) private university students and 26 (48.1%) private university parents agreed that cost sharing increased access to higher education. This imply that cost sharing increases access to higher education which is also supported by Nyatega (2009b) by noting that HESLB assisted many students to access higher education. According to Mbonea (2008) the government decided to expand the opportunity to higher education in order to allow more people access education and the country to be free from technologist dependency. In the same vein Mkono (2006) also observes that HESLB enabled many Tanzanians to access higher education by an increase of 161.4% when it provided loans to 42 729 students in 2005/06 compared to 16 345 students in 2004/05 in both public and private higher learning institutions within and outside the country.

Generally, the findings imply that stakeholders approve the government decisions to allow many post form six students and those with equivalent qualifications to be absorbed by public and private higher education.

4.4.3 Motivate stakeholders to be selective in marketable discipline of studies

Wide arrays of human skills are essential in fuelling the dynamics of development. Education produces a big pay off for the recipient and his/ her family. There is also a positive correlation between education and individual productivity not only in the market place, but also in the household. Respondents were required to indicate whether or not cost sharing motivate stakeholders to be selective to labour market discipline of studies. Stakeholders presented mixed feelings regarding motivation for their selection of discipline for their studies as presented in Table 9. The study findings showed that 27 (50.0%) of private university parents agreed that cost sharing motivate stakeholders to be selective in labour marketable discipline of studies. On the other hand 21 (25.9%) public university students as well as 10 (18.5%) private university students disagreed with the opinion that cost sharing does motivate stakeholders to be selective in labour market discipline of studies, while 31 (38.3%) public university parents remained neutral.

These results are contrary to observation by Mwakiluma (2007) and Chapman (2005). According to Mwakiluma (2007) during SAPs many people were retrenched because of inadequate skills and knowledge in specified employment post and therefore this increased their awareness to ensure that they educate their children to avoid unemployment and retrenchment in future. Chapman (2005) observes that in Namibia income contingent loan scheme encourage students into courses where labour market needs are seen to be greatest.

In general, the result implies that the stakeholders motivation choice on selection in labour marketable study discipline is dominated by subjectivity among stakeholders. However, stakeholders' perception and decision frequency was nearly the same in all three options as indicated in Table 11. In reality its impact can be direct observed at SUA

where some disciplines are currently affected negatively in terms of students' intake due to unreliable labour market. For example, few students join BVM and Agriculture engineering degree programmes but for the fields that have reliable labour market like, rural development and agriculture economics more students join them. The problem of labour market also inhibits post secondary leavers to apply to study at SUA because some SUA graduates are stranded in streets searching for jobs.

4.4.4 Cost sharing promote equality among stakeholders

Currently many stakeholders claim that there are unequal chances of securing loans and an increased gap between poor and rich stakeholders. Respondents were asked to give their views on whether or not cost sharing under student's loan scheme promotes equality among beneficiaries. As shown in Table 9, research findings revealed that most of the respondents were in disagreement with the idea that cost sharing promotes equality among stakeholders in higher education. This is indicated by 50 (61.7%) public university students, 36 (66.7 %) private university students, 36 (44.4%) public university parents and 30 (55.6%) private university parents. According to Mihangwa (2008) due to current uncommitted leadership, government policies have created classes of poor and rich Tanzanians. In the same vein Ishengoma (2004) point out that the socio- economic status influences admission/enrollment into prestigious disciplines. Ishengoma (2004) continue to clarify that, inequalities persist in access to higher education in terms of socio-economic and religion aspects which has some historical explanations and roots.

To add on inequality influence between poor and rich people, Mpiza (2007) in her study found out that some students are not able to be enrolled into public universities although they had the required qualifications and admission to pursue university education because of their poor financial status, hence need for assistance. On the other hand Cooksey *et al.*

(2003) argue that participation in higher education in Tanzania is shaped by dimensions of inequality that include religion, region, and ethnicity. This means that there is some kind of marginalization for disadvantaged groups and poor people in particular, in securing loans. Therefore, to some extent education policies that involve large-scale and priority financing of higher education tend to become policies for widening the socio-economic gap between the rich and the poor within the country.

On the other hand a total of 22 (27.2%) public university students, 10 (18.5%) private university students, agreed that cost-sharing promote equality in the sense that all in needy students have an opportunity of being supported by the government to attain their education goal in private or public higher education institutions. This perception is also supported by Nyatega (2009b) by observing that HESLB assisted many students to access higher education who otherwise could not do so on private basis. Theoretically it implies that many students can access higher education in public and private institution but this opportunity is dominated by people from well of families. From the study findings it can be concluded that, there is lack of proper follow up and policy direction to allow critical identification of needy beneficiaries and to determine how much financial support they should get. This situation has result into inequality in students loan provision which also influences inequity in access to higher education. In this regard the equity issue is not fully observed.

4.4.5 Whether cost sharing promote expansion of private Universities

With the expansion of educational opportunities the government planned to produce the required labour for running the economy in the country. The government amended the education Act No. 25 of 1978 and replaced it with the Education Act No. 10 of 1995. This new Act has the provision for the establishment of the private higher education

sector because the public universities cannot absorb all potential post secondary school candidates.

As shown in Table.9 above, the respondents were asked to give their views on whether or not cost sharing has contributed towards the expansion of private universities in the country. The findings indicated that a total of 54 (66.7%) public university students, and 28 (51.8%) private university students, 50 (61.7%) public university parents, 33 (61.1%) private university parents agreed with the proposition. According to Juma (2009b) expansion of private higher education enables many students to be enrolled for university education. Similarly, Juma (2009a) observes that, from 2008/2009 academic year tutorial assistants and lecturers from private universities started being offered loans for their masters and PhD studies. This trend is a shift from the previous system which offered loans to academic staff from public universities only. By this initiative it means that many Tanzanian university lecturers will get opportunity for higher education funding. With more qualified academic staff in both private and public universities both institutions will expand because they will be having skilled staff who are able to teach confidently and introduce new degree programmes. Therefore due to economic liberalization and competition qualified students have to decide themselves to which higher education they should join in relation to their future carrier interest.

As it can be observed in Table 9 above and study findings as shown under sections 4.4.1, 4.4.2, 4.4.3, 4.4.4, and 4.4.5 it can be concluded that there is no significant difference between stakeholders in both institutions on cost sharing advantages because the $\chi^2 > 0.005$, hence the majority of the respondents perceive cost sharing programme having more advantages to both institutions. The Chi – square applied to simplify the expected frequencies and to find out if there is significant differences or not in perception among stakeholders as well as public and private higher education.

4.5 Stakeholders Reasons to Support for Cost Sharing Policy in Higher Education

The current discussion and debate among higher education beneficiaries in Tanzania is to find a permanent solution on the matters pertaining to students' loan scheme. However, educated people are more receptive to change than uneducated towards growth and contribution to development. This section presents stakeholders views regarding their acceptance and support for cost sharing. As it can be observed from section; 4.3.7 majority of stakeholders were not supporting the cost sharing policy under means testing procedures. Under this section stakeholders were required to give their responses by filling in open ended questionnaires on the reasons for supporting cost sharing policy in higher education. Stakeholders mentioned many reasons as shown in Table 10 below. However, five reasons that were most and least favoured by respondents as presented in Fig.11. The rise of new stakeholders' internal factors and the rapid pace at which new knowledge is created and utilized, increases the proportion of young and adult people attending university in the country.

4.5.1 Cost sharing allows more students to be enrolled in higher education

According to the study findings 87 (32.2 %) stakeholders supporting cost sharing were of the view that, cost sharing allows more students to be enrolled in higher education. This issue is also supported by Juma (2009b) who point out that the amount of money offered to students increase students enrolment in both private and public universities. According to Msaki (2008) the increase in student enrolment at UDSM is due to expansion of both public and private universities because more new courses have been introduced and more students have been offered loans for their studies. In the same vain Mwakiluma (2007) contend that cost sharing succeeded in maintaining students' enrolment in higher education. This means that cost sharing allowed more qualifying

stakeholders to be enrolled for post secondary school studies, while there is slightly increase in enrollment in both private and public universities.

4.5.2 Higher education is too expensive to be funded by the government

On the issue that higher education is too expensive to be funded by the government as indicated in Table 10 below. A total of 70 (26 %) respondents stated that higher education is too expensive to be funded wholly by the government. They further observed that because of socio-economic changes, there was a need to focus on stakeholders contribution to higher education cost. The aspect of stakeholders contributing to higher education is supported by Nyaiyeti-Chacha (2004) that higher education is not cheap.

According to World Bank (2001) and URT (2007) education financing is the largest items of government expenditure and covers one fifth or more of the total budget which also requires a long-term investments and a predictable income source. This is taking into consideration that the population of the country continue to grow in demand for higher education while, this demand is exceeding the capacity that public budget can spend for higher education (Ishengoma, 2004). As a result of this situation shared responsibility to financing higher education is inevitable.

Table 10: Stakeholders reasons to support cost sharing

| Stakeholders reasons | Frequency | Percentage |
|---|------------------|-------------------|
| It allows more students to be enrolled in higher education | 87 | 32.2 |
| Higher education is too expensive to be handled by government | 70 | 26.0 |
| It create education commitment and competition among stakeholders | 59 | 21.8 |
| It enhance education for self reliance | 28 | 10.4 |
| Children education is both parental and government responsibility | 14 | 5.2 |
| Education benefit based on individual bases | 12 | 4.4 |
| Total | 270 | 100.0 |

4.5.3 Cost sharing creates stakeholders commitment and competition

Further examination showed that 59 (21.8 %) respondents supported cost sharing because it creates stakeholders commitment and competition as found in Table.10 above. This stand point is supported by Babyegeya (2002) who observe that involvement of stakeholders in financing education encourages local communities in capital development of education, when the government comes in to top – up these local efforts. This should be taken into consideration that, currently there is an increase on individual efforts due to the mind set change for those who are empowered with education. The negative attitude and any kind of ignoring education attainment are being phased out. Government, private sectors, religions, NGO's, CBO's, are working hard to create more access to education in particular higher education.

4.5.4 Children education is both parent and government responsibility

Children education is both the parent's and government's responsibility as shown in Table 10 above. This was pointed out by a total of 14 (5.2 %) respondents when they gave their views on cost sharing in higher education. Further more, according to Chiuri and Kiumi (2005) education is an expensive venture hence individuals and governments should continue to spend resources in pursuing and providing education. Therefore, from the results of this study the government and stakeholders are inseparable and they should continue to assist each other in order to increase efficiency and expand higher education provision.

4.5.5 Education benefit on individual level

The study findings revealed that 12 (4.4%) of respondents mentioned that education benefit are also based on individual level, as Table 10 above shows. This perception is

also supported by other people like Johnstone and Marcucci (2007) who point out that besides education being able to enhance an individual's decision making and exposure to the outside world, it also empowers him/her for control over resources.

According to Chiuri and Kiumi (2005) education benefits increases as one moves up the education ladder. On the other hand according to Bagenda (2008) some parents send their children outside the country for various level of education, including pre-primary and primary education because education is beneficial at individual level. However, World Bank (2000) advocated that financial diversification alongside partial privatization as the best way of providing satisfactory mass higher education that meets claims of quality, equity, and responsiveness to client demands and efficiency. Therefore from the above study findings, it is clear that some parents are willing to accept cost sharing for higher education basing on the benefit they expect to gain at individual and family level.

4.6 Stakeholders Perception against Cost Sharing

Dwindling education resources during this period of higher education expansion has had a sharp impact on the quality of education in Tanzania. The government and HESLB are responsible to all stakeholders to ensure that loans reach the target group. However, the entrenched stakeholders mindset of free higher education in previous years leads them to reject the current cost sharing policy. In this study section stakeholders were asked to give their views and reasons for disapproving cost sharing as indicated in Fig. 10 below.

4.6.1 Cost sharing does not improve the access of poor people to higher education

Due to economic, social and political development within the society in most Sub Saharan Africa including Tanzania class emerges progressively. In Tanzania the natural

death of socialism and emergence of economic liberalization and privatization influenced capital accumulation among Tanzanians hence some investing in various private social sectors including education.

In this study 270 respondents were asked to present their views on whether they have negative views regarding the introduction of cost sharing. Data shown in Fig. 10 below indicate that 66 (25 %) respondents were of the view that cost sharing does not improve access to higher education for poor people. This view about cost sharing not benefiting the poor is also shared by Makene (2008) who observes that when government offers loans to students with highest performance, children from poor families are likely not to qualify for loans because majority of students from poor families are studying in government schools which are affected by shortage of resources, which consequently leads to poor performance. On the other hand, Katulanda (2009) argue that cost sharing in higher education is a sensitive issue it touches people of low income who can not afford to pay for their children. Katulanda (2009) further observes that cost sharing implementation is vice versa since most of the students who benefit are from high economic class. In the same vein, Materu (2008) noted that the current loan provision system favors rich families. The findings imply that peasant children are agonized on whether to take loan or not as loans put the whole family in a debt trap. This implies that loans, repayable grants, and bursaries are inherently inequitable as this punishes poor people because their children will have to save from their salaries in order to pay for the loans, hence some continued hardships.

4.6.2 Only rich and well to do people should cost share

During socialism period the government controlled all means of production. Currently the private sectors are growing, dominating and control the economy. This has resulted into

the emergence of differences in socio economic background between the well to do and poor families. As presented in Fig. 10, 59 (22 %) respondents were of the opinion that rich people are able to take cost sharing to higher education. This opinion is supported by Omari (1991) that students from poor families have dropped out of the university as parents and relatives fail to raise the remaining amount, a situation that influences them to join inferior and cheaper institutions where fees are affordable. According to Mwakiluma (2007) for the 40% of the required tuition fee, a student needs to pay between 400 000/= to 1 200 000/= per year as university cost which is unaffordable to the majority of Tanzanians. This is a clear indication that at the moment majority of Tanzanians are not able to contribute comfortably to cost sharing.

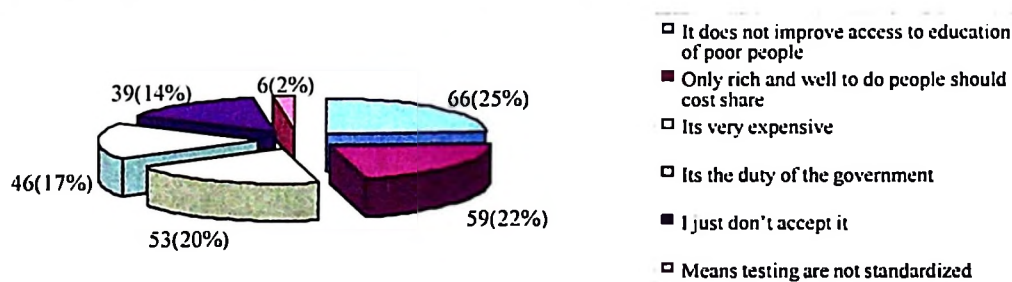


Figure 10: Reasons given against cost sharing policy

4.6.3 Education cost is government responsibility only

The government spends a lot of money to finance education because the society benefits directly and indirectly from education. An educated employee applies his/her knowledge and skills that lead to economic, political and social transformation of the country. In this study out of 270 respondents 46 (17%) claimed that education cost is a government responsibility as Fig. 10 above shows. This argument is also supported by Materu (2008) and Mihangwa (2008) who observe that education is not an individual

concern because the government is supposed to spend its resources towards improving its citizens' social and economic welfare of national wealth. However, this belief does not hold water because people also have responsibility for their own welfare. Therefore all Tanzanians should cultivate the habit of paying fees for their children at higher education because the global economic change influences education policy in developing countries including Tanzania.

4.6.4 Means testing are not standardized

Income contingent loans in developing countries with some notable exceptions typically do not impress/satisfy the beneficiaries at required level, this is because many countries are beset by problems. In Tanzania the current adjustment to income is insensitive to household income. The perception and views by the stakeholders is that, means testing are not standardized or are unfair. This is related to the concern by 6 (2%) among stakeholder. According to Materu (2008) HESLB is required to implement means testing fairly among students including those coming from poor families. In relation to unstandardized/unfair means testing, the researcher met two students at Sokoine University who said that, *“the overall means – testing strategies are too biased which result to misplacement of beneficiaries”*.

Referring to such complains, Kabadi and Kimoth (2008) contend that Tanzania government closed some higher education institution where students were complaining about unfair means testing that offered 100% loans to students from well to do families while students from poor economic status were being offered 60% to 40% loan. Therefore comprehensive students loan form check-up should be introduced by HESLB

in order to minimize complains among beneficiaries who always create crisis due to life hardship they face at the higher education institutions.

4.7 Stakeholders Views on the Socio Economic Criteria Used by HESLB to Offer Loans to Students

It is important to note that socio – economic condition of the community is the determinant for its production and livelihood standards. In order to find respondents' views and perceptions about HESLB criteria for offering loans to students, five socio economic criteria were presented as determinants for loan group categorization. In other countries like, China and Australia the higher education funding it is called Income Contingent Loans (ICL). Stakeholders are required to present their socio economic particulars to the respective loans organ for education. In this study stakeholders were asked to indicate whether they supported or did not support those social economic indicators in terms of their relevance for smooth cost sharing and means testing grouping. The results found are shown in Table 11.

4.7.1 Disadvantaged group

The government decided to ensure equality in education access to higher education. Therefore it created some mechanisms to facilitate access to disadvantaged social and cultural groups. In relation to this aspect the HESLB created a category which favors these groups. Results as shown in Table 11 below indicate that, most stakeholders favoured the disadvantaged group (orphans, people living with disabilities and women) to be considered for 100% category. This criterion was favoured by 42 (51.9 %) public university students, 37 (68.5%) private university students, 44 (54.3%) public university

parents and 35 (64.8%) private university parents. However, few respondents were against social economic indicators to be applied for student loan categorization. Only 23 (28.4%) public university students, 14 (17.3%) public university parents, 14 (25.9%) private university students and 12 (22.2%) private university parents were against disadvantaged group being given priority for loan placement in higher education. These results are supported by the education training policy on equity issue with respect to women, disadvantaged groups in the country (URT, 1995). However, according to MHEST (2006) the total number of students living with disability in public HEI's was only 54 in the academic year 2005/2006. In the same vein private higher education are leading in admission of female students (URT, 2007).

Despite this support by respondents, the researcher is of the view that people living with disability and orphanage should not be taken wholly as a sole criteria for not being able to contribute to their education. This is because one can be a disabled person or an orphan but his family is able to pay. A deceased parent may also leave adequate resources to support education for children left behind, this is also the same to female students. In this regard, there should be proper and rigorous mechanism to determine students who are really in need of loans so that groupings are done correctly and without bias.

4.7.2 Economic level of parents

There is always a positive correlation between economic status and the material wealth of an individual or family. For example most of high economic status families' possess material wealth like cars, good houses, educating their children at private institutions. Also, they have a number of investments in various sectors. In this study the second and most preferred criterion was the economic level of parents whereby 35 (43.2%) public university students, 24 (44.4%) private university students, 49 (60.5%) public university

parents, 34 (62.9%) private university parents agreed with this criteria that it is fair and acceptable criteria to be used by HESLB during means testing as indicated in Table 11 below. In both institutions majority of stakeholders who were in favour with this criterion were parents compared to students' percentage.

As who should be offered loans basing an economic criterion, Katulanda (2009) contend that dependants from parliamentary members, regional commissioners, and district commissioners should not be offered loans because they are automatically exposed to good economic status.

As who should be offered loans basing an economic criterion, Katulanda (2009) contend that dependants from parliamentary members, regional commissioners, and district commissioners should not be offered loans because they are automatically exposed to good economic status. It should be noted however that the criteria on the economic level of parents, guardians, could only be verifiable by wealth value of assets owned by parents/guardians.

However, in terms of loan provision, economic status is another aspect that needs to be assessed critically, because no straight forward conclusion can be given in terms of ability to pay for higher education. For example, one may ask what is the determinant factor. Is it the rank of an individual? Salary scale? Type of project/investment? or what? The above observations indicate that the HESLB is required to be strictly careful when tracing economic level of applicants. HESLB should formulate special mechanism at local government level to trace the economic level of the stakeholders. In case of cheating measures should be taken for those who do so.

Table 11: Socio economic indicators (criteria used to offer loans)

| Statement | Students N=135 | | | | Parents/Guardians N=135 | | | |
|---|----------------|------------|--------------|------------|-------------------------|------------|--------------|------------|
| | Public n=81 | | Private n=54 | | Public n=81 | | Private n=54 | |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Student education background | | | | | | | | |
| In favour | 27 | 33.3 | 28 | 51.9 | 58 | 71.6 | 27 | 50.0 |
| Undecided | 9 | 11.1 | 5 | 9.3 | 13 | 16.1 | 9 | 16.7 |
| Against | 45 | 55.6 | 21 | 38.8 | 10 | 12.3 | 18 | 33.3 |
| | | | | X^2 | | | | X^2 |
| | | | | 0.111 | | | | 0.108 |
| Education level of parents/guardians | | | | | | | | |
| In favour | 25 | 30.9 | 17 | 31.5 | 32 | 39.5 | 18 | 33.3 |
| Undecided | 15 | 18.5 | 13 | 24.1 | 28 | 34.6 | 6 | 11.1 |
| Against | 41 | 50.6 | 24 | 44.4 | 21 | 25.9 | 30 | 55.6 |
| | | | | X^2 | | | | X^2 |
| | | | | 0.866 | | | | 0.026 |
| Economic level of students/parents/guardians | | | | | | | | |
| In favour | 35 | 43.2 | 24 | 44.4 | 49 | 60.5 | 34 | 63.0 |
| Undecided | 16 | 19.8 | 14 | 25.9 | 23 | 28.4 | 12 | 22.2 |
| Against | 30 | 37.0 | 16 | 29.6 | 9 | 11.1 | 8 | 14.8 |
| | | | | X^2 | | | | X^2 |
| | | | | 0.498 | | | | 0.267 |
| Wealth/value of asset owned by parents/guardians | | | | | | | | |
| In favour | 28 | 34.6 | 18 | 33.3 | 47 | 58.1 | 27 | 50.0 |
| Undecided | 12 | 14.8 | 12 | 22.3 | 18 | 22.2 | 19 | 35.2 |
| Against | 41 | 50.6 | 24 | 44.4 | 16 | 19.7 | 8 | 14.8 |
| | | | | X^2 | | | | X^2 |
| | | | | 0.449 | | | | 0.044 |
| Disadvantaged group e.g. orphan/ people living with disabilities | | | | | | | | |
| In favour | 42 | 51.9 | 37 | 68.5 | 44 | 54.3 | 35 | 64.8 |
| Undecided | 16 | 19.7 | 3 | 5.6 | 23 | 28.4 | 7 | 13.0 |
| Against | 23 | 28.4 | 14 | 25.9 | 14 | 17.3 | 12 | 22.2 |
| | | | | X^2 | | | | X^2 |
| | | | | 0.045 | | | | 0.0915 |

4.7.3 Education level of parents/ guardians/ students

Under normal circumstances education level of an individual in the society is generalized to reflect the high status of life style for him/her. In this study the criteria which was least favored is the education level of parents and guardians as indicated in Table 11 above. According to the findings, majority of respondents, 41 (50.6%) public university students, 24 (44.4%) private university students and 21 (25.9%) public university parents and 30 (55.6%) private university parents were against this criterion.

It is true that, education level should not be used to predict the income of an individual due to unpredictable employment situation in public and private sectors. Also, income in terms of salary does not necessarily correspond to education level. There are employees with higher education level with lower salaries and vice versa. While it is true as noted by Chiuri and Kiumi (2005) that education increases productivity of the labour force which contributes directly to national wealth as well as enhancement of national consciousness, an individual may not necessarily be rich because of his/her education.

It is therefore unfair to categorize student loans by referring to the education level of his/her parents due to unpredictable income and employment status. Some educated parents may not be receiving attractive wages/salary, while on the other hand, some one who is not educated may earn some attractive income that is higher than an educated person. Therefore this social economic indicator used by loan board should be modified to avoid confusion among stakeholders. Assessment should be done by looking other aspects instead of relying on education.

4.8 Loans Provision Criteria

Tanzania government established HESLB as its organ to handle loan provision to students. Among the functions of HESLB is to ensure efficient and effective implementation of students loans provision. Progressively HESLB amended means-testing in order to meet the mutual interest of government and beneficiaries for smooth cost sharing policy implementation. In this section, stakeholders were asked to give reasons to why they are not satisfied with the current loan provision criteria to students in higher education. Findings are summarized in Table 12.

Table 12: Stakeholders reasons for dissatisfaction to criteria used by HESLB to offer loans

| Statement | Frequency | Percent |
|---|------------------|----------------|
| Criteria for means testing are not effective and unfair | 119 | 44.0 |
| Poor household are disadvantaged in cost sharing | 59 | 22.0 |
| Cost sharing policy favors the rich | 51 | 19.0 |
| Inconsistency in data provided and final categorization | 19 | 7.0 |
| Delays in processing | 8 | 3.0 |
| Lack of clarity on the whole process | 5 | 2.0 |
| Cost sharing will create classes | 5 | 2.0 |
| Lack of transparence | 3 | 1.0 |
| Total | 270 | 100.0 |

4.8.1 Means testing are not effective and unfair

Fair decisions in loan provisions will reduce complains and dissatisfactions among stakeholders. Means testing if used fairly and objectively can become a good method for indicating the real economic status of the applicant in order to be grouped in an

4.8 Loans Provision Criteria

Tanzania government established HESLB as its organ to handle loan provision to students. Among the functions of HESLB is to ensure efficient and effective implementation of students loans provision. Progressively HESLB amended means-testing in order to meet the mutual interest of government and beneficiaries for smooth cost sharing policy implementation. In this section, stakeholders were asked to give reasons to why they are not satisfied with the current loan provision criteria to students in higher education. Findings are summarized in Table 12.

Table 12: Stakeholders reasons for dissatisfaction to criteria used by HESLB to offer loans

| Statement | Frequency | Percent |
|---|------------------|----------------|
| Criteria for means testing are not effective and unfair | 119 | 44.0 |
| Poor household are disadvantaged in cost sharing | 59 | 22.0 |
| Cost sharing policy favors the rich | 51 | 19.0 |
| Inconsistency in data provided and final categorization | 19 | 7.0 |
| Delays in processing | 8 | 3.0 |
| Lack of clarity on the whole process | 5 | 2.0 |
| Cost sharing will create classes | 5 | 2.0 |
| Lack of transparence | 3 | 1.0 |
| Total | 270 | 100.0 |

4.8.1 Means testing are not effective and unfair

Fair decisions in loan provisions will reduce complains and dissatisfactions among stakeholders. Means testing if used fairly and objectively can become a good method for indicating the real economic status of the applicant in order to be grouped in an

appropriate group for government sponsorship. Data from the proportion of 270 respondents showed that 118 (44%) of respondent argued that criteria used by HESLB for means testing are ineffective and unfair, as data shown in Table 12 above. This is also supported by Bagenda (2008) who observe that some of the criteria used to offer loans to students such as economic status needs to be revisited and rectified. In the same vain, Omari (1991) contend that student loan scheme as well as means testing increased bureaucracies, corruption, and inequities, because data for the assessment for who is eligible for loans and who is not is very poor.

It is important to note that the social economic status of the family is never static as it changes with time. For example, it would be unfair to assume that a student in higher education lives in harmony relationship with their parents, simply because the parent has a good position so he/she can pay fee for that student. Like wise when HESLB concentrate on education background of student and forget that during that particular time his/her parents were employed but that situation might have changed for various reasons such as retirement and retrenchment. On the other hand, it was reported by Key informants from HESLB headquarter that the mechanism of student loan categorization was operated by computer. Computer operations are too automatic in such a way that certain important aspects that need social or moral considerations can easily be neglected. Therefore the current sorting and placement of students in various loan groups needs to be rechecked and scrutinized critically.

4.8.2 Poor household families are disadvantaged in means testing

Due to poor economic situation, most of Tanzanians especially those living in rural areas are living in poverty in all aspects including nutritional and food status, shelter and clothing. Poverty has prevented majority of the Tanzanians to meet their requirements in

various social economic aspects including education. To confirm the level of this problem 60 (22%) respondents claimed that poor household families are disadvantaged in cost sharing as indicated in Table 12 above. According to Chiuri and Kiumi (2005) poverty lowers access and retention rates due to both direct and indirect education cost. On the other hand Materu (2008) points out that some students in higher education use loans to offer studies for their dependants due to current poverty status among Tanzanians. This implies that due to poverty and prohibitive education cost few children from poor families are able to make their way to tertiary level of education. This is therefore a reflection that majority of parents are not in a position to take the responsibility for higher learning cost sharing. Thus if the current system is not changed it is likely to continue favouring the privileged group of people who are able to meet the cost sharing requirements and therefore widening the gap between the haves and the have-nots.

4.9 Stakeholders' Perception on Challenges they Face During Loan Application and Provision Procedures

The HESLB as an organ that handle loans for students in higher education designed some mechanism to identify needy students. It created students loan forms number one, two, and three or (SLF1, SLF2 and SLF3) that are filled by students who need financial assistance for their studies. Parents, guardians, local government leaders, lawyers are also involved in filling these forms. Under this section stakeholders were asked to rank their option views on the overall procedures carried out by beneficiaries in the process of loan applications. Table 13 provides the outcome of their views.

4.9.1 Correlation between institution timetable and HESLB loan provision

In order to work smoothly, it is very important for universities and HESLB to work closely and synchronize their activities, specifically activities that are related to students funds. These activities include opening of universities, periods for going to practical fields and filling and sending forms. For example, it has been observed that at the time of starting a new academic year and a new semester students in both public and private institutions find that no money is sent to their bank accounts. Such a situation creates problems in the entire process of the new academic year.

In this study one of the burning issues mentioned by the majority of respondents is about lack of correlation between institution timetable and HESLB loan provision as shown in Table 13 below. It was found that 68 (83.9%) public university students, 42 (77.8 %) private university students, 47 (58.1%) public university parents and 41 (75.9%) private university parents agreed that there is lack of correlation between institution timetable and HELSB for loan provision. This aspect is also supported by Temba (2008) who pointed out that at MUCoCoBS 123 first year students for 2008/2009 academic year had their loans disbursed, while loans for 64 would have been dishd out by the end of November 2008. From the above observation it can be concluded that higher education students suffers during new academic and semester session because fund disbursement comes late from HESLB. Therefore new strategies are needed in order to overcome this criticism because stakeholders argue that the delay is because of means testing. However it was reported by Key informant from HESLB that, delay in loan processing and disbursement is contributed by stakeholders themselves. On the other hand HESLB agreed that it has inexperienced and young leadership which may need more support staff in order to bring some improvement.

4.9.2 Unclear certifications procedures of asserts/wealth owned by parents/guardian

HESLB loans application forms have a number of questions related to assert and wealth owned by parents that loan applicants have to indicate. These include, type of houses, ownership of cars, land and other asserts. However, to most stakeholders it is unclear to what level or status of those asserts qualify or disqualify an applicants eligibility for loan.

This uncertainty was also revealed in this study. Most of stakeholders, 60 (74.1%) public university students, 37 (45.7%) public university parents also 39 (72.2%) private university students and 30 (55.6%) private university parents as shown in Table 14 above agreed that, there is unclear certification procedures of asserts/wealth owned by parents/guardians. This view is also supported by Omari (1991) by pointing out that the process of identifying who should pay tuition fee and who should get loan introduces much error and interpersonal friction that they may threaten the social and political tranquility both at village and national level.

For example when stakeholders are required to mention the size of house, type of house wall, the type of house roof he/she own, for what purpose is this? is it a good indicator towards the ability to contribute to higher education as claimed by HESLB. Suppose some one lives in a mud and grass roofed house but has two thousand cattle is this person able to pay or not? Land ownership is among the criteria that can be used for loan approval. However, land ownership in Tanzania has some contradictions. It is documented that in Tanzania 58% of rural residents own land through customary law, 16% bought land from residents, 26% hired land and 5% were offered land from formal sector (URT, 2006). The marriage laws of 1971 restrict widows to inherit the land after husbands' death (URT, 2006). Currently Tanzania population is 37 million people.

Table 13: Challenges that face students and parents during student loan application

| Statement | Students N=135 | | | | | | Parents/Guardians N=135 | | | | | |
|---|----------------|------------|----------------|--------------|------------|----------------|-------------------------|------------|-----------|--------------|----------------|--|
| | Public n=81 | | | Private n=54 | | | Public n=81 | | | Private n=54 | | |
| | Frequency | Percentage | X ² | Frequency | Percentage | X ² | Frequency | Percentage | Frequency | Percentage | X ² | |
| Cost encountered during filling students loan form including cost of loans application forms | | | | | | | | | | | | |
| Agree | 60 | 74.1 | | 41 | 75.9 | 0.360 | 51 | 62.9 | 34 | 63.0 | 0.015 | |
| Undecided | 9 | 11.1 | | 8 | 14.8 | | 16 | 19.8 | 16 | 29.6 | | |
| Disagree | 12 | 14.8 | | 5 | 9.3 | | 14 | 17.3 | 4 | 7.4 | | |
| Beaucratic procedures when filling and making declaration of student loan for m. E.g. sending forms to A level head mistress/headmasters where A level education was attended | | | | | | | | | | | | |
| Agree | 54 | 66.7 | | 44 | 81.5 | 0.145 | 46 | 56.8 | 39 | 72.2 | 0.698 | |
| Undecided | 14 | 17.3 | | 2 | 3.7 | | 16 | 19.8 | 5 | 9.3 | | |
| Disagree | 13 | 16.0 | | 8 | 14.8 | | 19 | 23.4 | 10 | 18.5 | | |
| No correlation between institution timetable and HESLB for timely loan provision | | | | | | | | | | | | |
| Agree | 68 | 84.0 | | 42 | 77.7 | 0.201 | 47 | 58.0 | 41 | 75.9 | 0.404 | |
| Undecided | 3 | 3.7 | | 9 | 16.7 | | 22 | 27.2 | 9 | 16.7 | | |
| Disagree | 10 | 12.3 | | 3 | 5.6 | | 12 | 14.8 | 4 | 7.4 | | |
| Unclear certification procedures of asserts/ wealth owned by parents/guardians | | | | | | | | | | | | |
| Agree | 60 | 74.1 | | 39 | 72.2 | 0.755 | 37 | 45.7 | 30 | 55.6 | 0.984 | |
| Undecided | 11 | 13.6 | | 6 | 11.1 | | 17 | 21.0 | 11 | 20.4 | | |
| Disagree | 10 | 12.3 | | 9 | 16.7 | | 27 | 33.3 | 13 | 24.0 | | |
| Difficulty in students loan form access | | | | | | | | | | | | |
| Agree | 51 | 62.9 | | 36 | 66.7 | 0.654 | 55 | 67.9 | 37 | 68.5 | 0.095 | |
| Undecided | 14 | 17.3 | | 6 | 11.1 | | 11 | 13.6 | 10 | 18.5 | | |
| Disagree | 16 | 19.8 | | 12 | 22.2 | | 15 | 18.5 | 7 | 13.0 | | |
| Misplacement and loss of students record forms | | | | | | | | | | | | |
| Agree | 60 | 74.1 | | 46 | 85.2 | 0.066 | 55 | 67.9 | 37 | 68.5 | 0.072 | |
| Undecided | 13 | 16.0 | | 5 | 9.2 | | 12 | 14.8 | 11 | 20.4 | | |
| Disagree | 8 | 9.9 | | 3 | 5.6 | | 14 | 17.3 | 6 | 11.1 | | |

Therefore if only 5% of Tanzanians have verifiable land documents to be approved during students loans application, then how many will be approved? On the other hand, the widow who is staying with her children as a mother but have no rights to own land as well as house means have no verifiable documents to be approved for her children loans. From this discussion and findings it is clear that means testing is difficult in absence of verifiable measures of family income and assets. Therefore the asset/wealth assessment in SLFI, 2, 3 should be revised in order to reflect a true picture of needy applicants.

4.9.3 Misplacement and loss of students records

In every formal and informal system record keeping is of vital importance in order to keep working system. HESLB started to operate in 2004/2005 by tracing records of previous loan beneficiaries for loan repayment. Currently there are mixed feelings among stakeholder regarding students' record keeping at HESLB. In this regard respondents were asked to respond if they were facing misplacement or loss of students record at HESLB. In response to this as presented in Table 14 above, 46 (56.8%) public university students and 55 (67.9%) public university parents, as well as 46 (85.2%) private university students and 37 (68.5%) private university parents agreed on that problem. Poor record keeping at HESLB has created some confusion to stakeholders

A good example of HESLB poor record keeping was presented by one parent who had this to say: *"I decided to shift my son from teachers training college to a private University after checkup from the Internet and found that my son was placed in B category or 80% of HESLB loan whereby I was supposed to contribute 20%. However after one month I found that no loan was disbursed to my son, after several follow-up, I was told that, HESLB*

entered data wrongly therefore that particular student was not qualified to be offered loans”.

The problem of record misplacements is also expressed by Magoiga (2009) an orphan student at SAUT University who was offered a 100% group category and disbursed food and accommodation allowances but not tuition fee. He claimed that he reminded the HESLB several times but the response was negative up to April 2009, when he decided to present a feature article in Rai newspaper. The general implication to this information is for HESLB to evaluate its ability to handle its number of clients countrywide in relation to client and staff ratio. It seems that the HESLB staff are overworked a situation that leads them to apply select, copy and paste exercise for students loans processing.

4.10 HESLB Loans Provision and Loans Repayment Trends from 2004/05-2007/08

A major challenge faced by governments throughout the world both in industrialized and developing countries is how to reform the finance of higher education in response to the twin pressures of rising private demand for admission to higher education and heavily constrained public budget. It can be observed that Tanzanian government through HESLB is working hard in the expansion of higher education which influences increase in enrollment as well as the amount of education budget in the form of loans as needed by beneficiaries. Refer Table 14 below.

Table 14: HESLB Loan provision and repayment trend since 2004/2005-2007/08

| Year | 2004/05 | 2005/06 | 2006/07 | 2007/08 |
|---------------------------------|-----------------------|------------------------|----------------|-----------------------|
| Loan provision amount in Tsh | 9 883 224 500 billion | 56 111 371 483 billion | NIL | 317 billion |
| Number of Students offered loan | 16 345 | 42 729 | 51 064 | 55 584 |
| Loan repayment | | | | 1 392 133 375 billion |
| Number of debtors | | | | 9 424 |

Source: Maghembe, 2008

4.10.1 HESLB loans provision trend since 2004/2005-2007/08

As shown in Table 14 above, the study found that there is an increase in the number of loan beneficiaries from one year to another. Also, funds allocated have been increasing in order to accommodate the number of needy students. It was further found that in the year 2004/2005 the number of loan beneficiaries was 16 500 while in the year 2007/2008 HESLB offered loan to 55 584 students to make a total of 145 970 applicants by June 2008.

4.10.2 Students Loan repayment trend since 2004/2005-2007/08

The income contingent loan requires a student to repay a debt depending on the level of their future income. As indicated in Table 14 above this concerns transaction costs concerning how the debt is to be paid. The study found that HESLB communicated with 468 employers and identified 9424 out of 113 240 debtors. More examination of the results shows that Tsh.317 billion was offered up to June 2008, and a total of Tsh. 1 392 133 375 billion loan was recovered by December, 2008 (Maghembe, 2008; Nyatega, 2009b). Meanwhile, for 2008/2009 academic year HESLB planed to offer

loans to 60 000 students but managed to offer loans to 56 071 students who needed Tsh. 140.3 billion while HESLB intended to recover Tsh 5.1 billion (Juma, 2009b). Expansion and market liberalization as well as increase of enrollment in higher education leads to increase in education funding. It was pointed out by the Key informant at HESLB that stakeholders are pretending and cheat that they are poor. However lack of reliable database of the past loan beneficiaries, lack of national identity, graduate mobility, unemployment to graduate, recognition of employed graduate, lack of cooperation among employers, unwillingness of beneficiaries to repay the loan hinders HESLB efforts in loan recovery.

4.11 SUA and IUCO enrollment trend from 2004/2005 – 2007/2008

Competition for absorbing more students is now dominant among universities in Tanzania. The main reason behind this competition is the money acquired by the university through students fees. Under the current system the more number of students the university enrolls the more amount of money the university gets. This trend has prompted most universities to review their curricula and introduce new degree programmes as a way of attracting more students' enrollment. This has been established through findings obtained through documentary from admission offices of the two universities as shown in Table 15 below.

Table 15: SUA and IUCO enrollment rate

| Year | Applied | Enrollment | Percentage |
|---------------------------|----------------|-------------------|-------------------|
| Sokoine University | | | |
| 2004/05 | 3396 | 769 | 22.6 |
| 2005/06 | 2906 | 802 | 27.6 |
| 2006/07 | 2392 | 820 | 34.3 |
| 2007/08 | 1526 | 712 | 46.7 |
| Iringa University | | | |
| 2006/07 | - | 888 | - |
| 2007/08 | - | 772 | - |

Source: SUA fact and figure 2009/2010; SUA and Tumaini admission office, 2009.

Some results shows that there is a slight increase for undergraduate enrollment rate at SUA and IUCO. Introduction of new courses like BSc in Information technology, Tourism and hospitality, Education, Range management at SUA for 2008/09 academic year, has stimulated an increase for student enrollment although its rate is not appealing. Perhaps the reasons for this trend at SUA as was pointed by Key informant is due to courses not being attractive and the difficulty of the science programmes. Moreover there are few employment opportunities to government and private sector for SUA graduate.

On the other hand the enrollment rate at IUCO up to 2007/2008 academic year was not convincing. Further more there was an introduction of new courses at the university after government decision to offer loans to both public and private universities in order to allow all stakeholders benefit with their revenue. As Omari (1991) contend most of East African universities are facing wastage of food like duplication of programmes with very few students, official corruption and lack of concern for cost effectiveness and efficiency. According to Ishengoma (2008) because of limited gross enrollment ratio in Tanzania higher education is still low (1.0%) compared to East African and Sub Saharan countries like Kenya (3.0%), Uganda (3.0%), Swaziland (5.0%), South Africa

(15.0%), Botswana (6.0%), Zimbabwe (4.0%) and Namibia (6.0%). This examination result is also supported by Ishengoma (2004) that beginning of cost sharing does seem not to have had any impact on undergraduate admission rates and general enrollments either positive or negative. Maghembe (2008) also point out that to a great extent few form six leavers qualify to join university especially for science subjects. According to Babyegeya (2002) privatization of higher education would gain more credit if the accessibility to private universities was not guaranteed not only to those who miss chances in the public universities but also those who choose to join them to meet their preference.

This result implies that increase of loan beneficiaries does not influence the undergraduate enrollment in higher education, but promotes expansion of new public and private university. However the ratio of applicants and admitted student is too low, which means that many students apply to join university but they do not offered admission due to shortage of infrastructure at the higher learning institution.

4.12 The most problematic issue facing stakeholders in cost sharing participation in Higher Education

People satisfaction toward various services offered by their government is very important for strengthening harmony and national political and social stability. In this regard, peoples' views and opinions need to be considered and be used for creating improvements in various services. Cost sharing in various social services including health, education have been a source of complains among people. This section attempted to conduct an investigation on the contents of procedures and processes of cost sharing using student loan scheme. Three options were set in order to determine the most problematic aspect in the current cost sharing programme. Those options

included, unclear cost sharing policy to stakeholders, unclear/poor cost sharing implementation strategies and irrelevant information on cost sharing among stakeholders before loan access. Respondents were asked to select only one option which they regarded most burning and problematic. The aim for this probe was to alert the government and HESLB pay attention to critical aspects in the loans process that need policy amendments for the benefits of both the government and stakeholders.

From the results as indicated in Fig. 11 and Fig. 12 below, the average of stakeholders on unclear cost sharing policy to stakeholders scored 64 (47.4%) students and 44 (32.8%) parents with average of 108 (40%) respondents. On the other hand poor cost sharing implementation scored 56 (41.5%) students and 71 (52.2%) parents with average of 127 respondents out of 270. However, irrelevant information cost sharing policy among stakeholders before loan access scored 15 (11.1%) students and 20 (14.9%) parents with average of 35 of total respondents. Hence the unclear cost sharing policy implementation will be discussed as the most burning issue among stakeholders in higher education because it scored higher average frequency than the two options as indicated above.

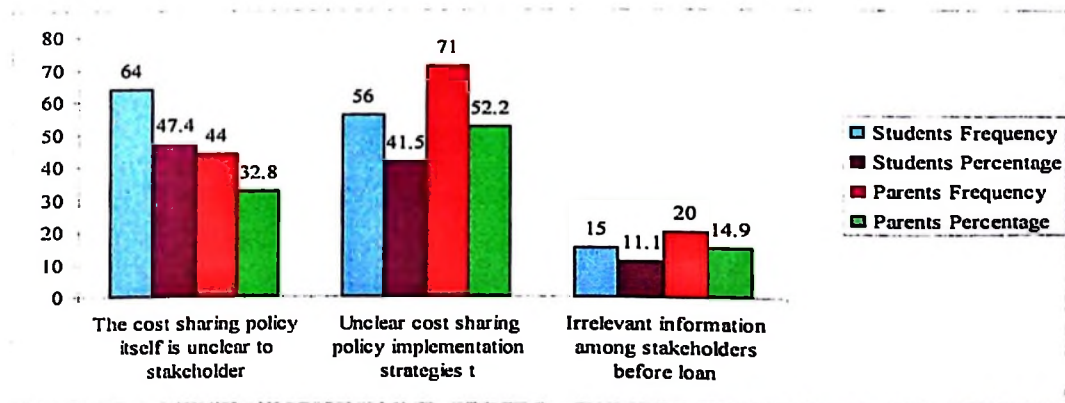


Figure 11: The most problematic issue in cost sharing programme

4.12.1 Unclear cost sharing policy to stakeholders

The unclear cost sharing policy to stakeholders is seen to be most problematic issue among students compared to parents as can be observed in Fig. 11 above. This is because students are the ones who are affected directly with cost sharing policy programme. The study found that unclear cost sharing policy to stakeholders scored lower average of 108 (40%) among stakeholders compared to unclear cost sharing implementation to stakeholders which scored 127 (47%) of the total studied sample as illustrated in Figure 12 below. Therefore unclear cost sharing implementation should be discussed in detail as most problematic issue among stakeholders.

However, stakeholders may ask themselves that if the government and stakeholders are sharing the education cost, why does the government reclaim fund offered to students? On the other hand, if the government objective for cost sharing is to assist students with poor financial background but the children from well to do families are the ones who benefit from cost sharing. The major question comes; what is the overall objective of the policy and who is it really benefiting? Uncertainty of employment among students when they graduate is another reason to how will be able to recover loans.

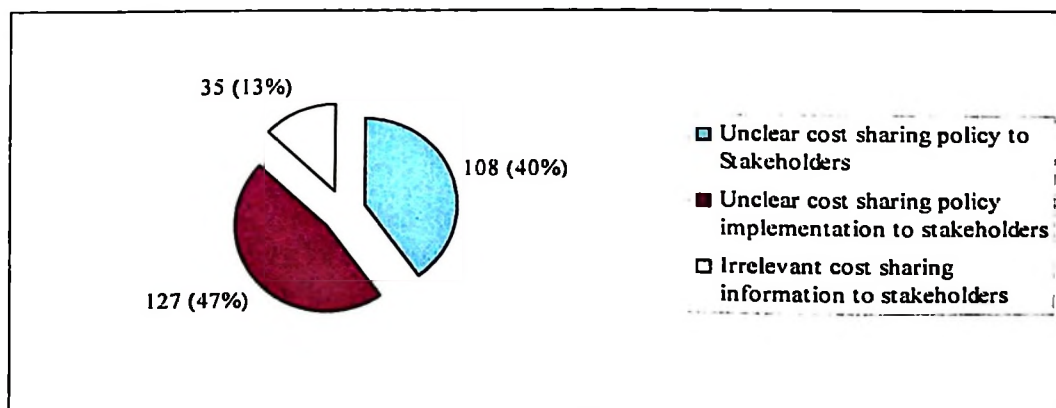


Figure 12: Average stakeholders choice to most problematic issue in cost sharing.

4.12.2 Unclear cost sharing policy implementation strategies

Out of 270 respondents, 56 (41.5%) students, 71 (52.2%) parents with average of 127 (47%) in Fig. 11 and Fig. 12 above, pointed out that, there is unclear cost sharing policy implementation strategies. It can be observed in Fig. 12 above that parents scored higher when pointing the most problematic issue. This is because of parental responsibility and are the ones who own assert to declare towards education cost to their children. On the other hand, parents identified that due to current global economic development without education their children will be exposed to unknown life hardship. According to Juma (2009a) during 2008/2009 academic year HESLB will reduce over burden to loan beneficiaries who complain and cause confrontation with the Board. The stakeholders burden will be reduced by increasing loans group categorization from five to ten. On the other hand, Kamugisha (2009) found that HELSB lacks information and characteristics of people which interferes smooth implementation of means testing. In the same vein the cost sharing programme especially means-test implementation is also controversial. However, it should be noted as pointed out by Materu (2008) that nobody is against cost sharing policy, but the government is required to be committed when dealing with community sensitive policies. According to Ishengoma (2008) current financing system in higher education in Tanzania is flawed and lopsided that has generated looming, crises controversies, partisan and debates among higher education stakeholders.

This result should be summarized that poor implementation distort this good policy. This is a common problem that face planning sector in Tanzania government. It is said by some people that “Tanzanians are good in policy formulation and planning but poor in implementation”. Cost sharing policy as well as students’ loan scheme is good but its poor implementation strategies lead the whole policy to be distorted. Therefore there is

now an urgent need for the government as well as HESLB to adjust rapidly in order to fulfill their set missions and the needs of stakeholders in higher education.

4.13 Stakeholders Suggestions for Improving Cost Sharing Under (HESLB)

It is advised to propose alternative measures when pointing the criticism towards a particular theory or practice for betterment or the continuation of any programme. Stakeholders were therefore given the opportunity to select from a number of options as indicated in Table 16 below towards improving HESLB performance for merciful and harmony implementation. In this section stakeholders' views on how HESLB can improve its performance are discussed.

4.13.1 HESLB is to improve technical labour power in quality and quantity

Many stakeholders especially those who depend on government funds for their studies complain and believe that there is some incompetence within HESLB in terms of knowledge and skills to handle loan provision. Others contend that staff at HESLB are overloaded with work. From various options provided to stakeholders, the study found out that the most selected options was for the HESLB to improve its technical labour power in quality and quantity. This option was mentioned by 77 (95.1%) public university students, 52 (96.3%) private university students, 71 (87.7%) public university parents and 47 (87.0%) private university parents. Improvement of technical labour power was also supported by the HESLB director who claimed that HESLB staffs were not enough to accommodate the number of students which was increasing every year.

According to HESLB (2006) in July, 2005 the MHEST seconded a secretariat of seven staff who visited Kenya Higher Education Loan Board (HELB) for learning new ways

of Board operations. According to Nsungwe (2009a) in 2008 the HESLB assistant director of legal affairs attended a short course in the United States to examine the USA state system of higher education, aiming to improve the Tanzanian loan provision. It can therefore be concluded that the HESLB and the government has recognized this weakness and thus steps are being taken to rectify the problem.

4.13.2 HESLB offices to be allocated at institutional, zonal and at ward level

People can easily participate in their day to day activities when the services they need are allocated close to them. Higher education in Tanzania is expanding in terms of actual demand and number of students who are enrolled. These students came from different parts of Tanzania, from north to south as well as east to west. Unfortunately, the office responsible for processing students' loans has remained centralized. The issue of decentralizing HESLB operation offices at institutional and ward level in order to allow easy access to loan forms was favoured as a second priority by stakeholders as found in Table 16 below. Most of the respondents 72 (88.9 %) public university students, 9 (90.7 %) private university students, 74 (91.4%) public university parents and 46 (85.2 %) private university parents agreed that it is important to decentralize HESLB operation. Many stakeholders agreed because of the cost encountered in terms of transport, loans form information access, processing and follow up in case of loans provision errors. This perception was also supported by the Minister for Education and Vocational Training in his 2008/09 budget speech to Parliament in Dodoma when he pointed out that in 2008/09 fiscal year the HESLB would operate at zonal level in order to easy services to stakeholders. This decision is a positive move for reducing unnecessary beaucracies and minimizing cost to stakeholders.

4.13.3 Exclusion of means testing during field practical sessions

It should be noted that living cost differ from one area to another depending on the nature of social and economic situation. HESLB has been providing students loans through means testing at flat rate without consideration of the expenses encountered as living cost at specified place. However, the current students living cost allowances in higher education offered by HESLB is Tsh. 5000 per head per day countrywide.

The stakeholders proposed means testing to be excluded during field practical session as their third choice in section 4.13, where 77 (95.1%) public university students, and 68 (83.9%) public university parents as well as 46 (85.1%) private university students and 38 (70.4%) private university parents agreed as presented in Table 16 above.

For example, one parent said that during field practical students consult their parents in advance for financial assistance because of insufficient fund offered by HESLB during the specified time. This is true because there is a difference in living cost between the higher education institution and the place where field practical is conducted. For example, cafeteria service at higher education institutions are lowered in price at Tsh. 1500/= per plate, accommodation is Tsh 450/= per day while the same plate sell at Tsh. 3000/= and accommodation is Tsh. 10 000/= per day at off campus.

Because of the small amount of money given during practical periods students are forced to work within areas where the living cost is relatively lower even if those areas do not match with the skills and knowledge required. When the life hardship is prolonged the student performance will automatically be affected and the overall output quality will be low.

Table 16: Suggestions put forward by parents and students for improving student loan scheme and cost sharing implementation programme under (HESLB)

| Statement | Students N=135 | | | | Parents/Guardians N=135 | | | |
|--|----------------|------------|--------------|------------|-------------------------|------------|--------------|------------|
| | Public n=81 | | Private n=54 | | Public n=81 | | Private n=54 | |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| HESLB technical labour should be improved in quality and quantity | | | | | | | | |
| Agree | 77 | 95.1 | 52 | 96.2 | 71 | 87.7 | 47 | 87.0 |
| Undecided | 3 | 3.7 | 1 | 1.9 | 3 | 3.7 | 2 | 3.7 |
| Disagree | 1 | 1.2 | 1 | 1.9 | 7 | 8.6 | 5 | 9.3 |
| Government should be involved in search of employment for graduate students | | | | | | | | |
| Agree | 76 | 93.8 | 50 | 92.6 | 56 | 69.2 | 38 | 70.4 |
| Undecided | 3 | 3.7 | 2 | 3.7 | 8 | 9.9 | 8 | 14.8 |
| Disagree | 2 | 2.5 | 2 | 3.7 | 17 | 20.9 | 8 | 14.8 |
| Government and private employers should form a special link programme in order to recognize the employees in private sector | | | | | | | | |
| Agree | 69 | 85.2 | 45 | 83.3 | 34 | 42.0 | 41 | 76.0 |
| Undecided | 8 | 9.9 | 6 | 11.1 | 18 | 22.2 | 6 | 11.1 |
| Disagree | 4 | 4.9 | 3 | 5.6 | 29 | 35.8 | 7 | 12.9 |
| Government and parents/ guardians and guarantors should make close follow up to recognize whether a graduate student has been employed or unemployed | | | | | | | | |
| Agree | 66 | 81.5 | 44 | 81.5 | 46 | 56.8 | 37 | 68.5 |
| Undecided | 9 | 11.1 | 3 | 5.6 | 14 | 17.3 | 9 | 16.7 |
| Disagree | 6 | 7.4 | 6 | 11.1 | 21 | 25.9 | 8 | 14.8 |
| The HESLB should coordinate at institution, zone and at Ward level | | | | | | | | |
| Agree | 73 | 90.1 | 49 | 90.7 | 74 | 91.4 | 46 | 85.2 |
| Undecided | 4 | 4.9 | 4 | 7.4 | 4 | 4.9 | 4 | 7.4 |
| Disagree | 5 | 6.2 | 1 | 1.9 | 3 | 3.7 | 4 | 7.4 |
| Means testing for loan provision should be excluded during field practical | | | | | | | | |
| Agree | 77 | 95.1 | 46 | 85.1 | 68 | 84.0 | 38 | 70.4 |
| Undecided | 3 | 3.7 | 5 | 9.3 | 4 | 4.9 | 11 | 20.4 |
| Disagree | 1 | 1.2 | 3 | 5.6 | 9 | 11.1 | 5 | 9.2 |
| Local government leaders, politicians should be involved to raise stakeholders' awareness for cost sharing policy. | | | | | | | | |
| Agree | 57 | 70.4 | 49 | 90.7 | 70 | 86.4 | 44 | 81.5 |
| Undecided | 17 | 21.0 | 2 | 3.7 | 6 | 7.4 | 3 | 5.6 |
| Disagree | 7 | 8.6 | 3 | 5.6 | 5 | 6.2 | 7 | 12.9 |

4.13.4 Government and private employers should link together in order to identify employees for loan recovery

Loan repayment is necessary in order to allow fund circulation to other in needy students. It has been reported and experienced that resources allocated to education are insufficient to meet the sectors requirements. Loan repayment can be realized using various strategies. Linking the government and private employers is one of these strategies. This strategy was mentioned by 69 (85.2%) public university students, 45 (83.3%) private university students, 34 (41.9 %) public university parents and 41 (75.9 %) private university parents as shown in Table 16 above.

According to Chapman (2005) the administration system in developing countries is weak, rely on intensive and inefficient manual record keeping, taxation may be shaky or even corrupt, no reliable system of unique identifier exists, financial regulation bankrupts, laws and contract laws are often in effectual. It is from such situation especially lack of reliable database of past loaned students, HESLB succeeded to collect only Tsh 110 million out of 317 billion by December 2008 (Nyatega, 2009b). According to Barr (2001) and Palacios (2004) in order for income contingent loan to be workable, it needs the collection agent who has the capacity to accurately assess former students life time income and able to deduct debts in accordance with these incomes in a low cost way.

Effective from 2008/2009 academic year the HELSB embarked on enhancing timely recovery of all due loans. However, HESLB recognized only 9 424 (0.08%) loans debtors out of 113 240 by June 2008 (Maghembe, 2008). On the other hand seven (7) HESLB agents were selected to trace loan beneficiaries from employers, business person and self employment then arrange for loan repayment mechanism (Nyatega, 2009b).

Currently the recovered loans amount does not exceed to 0.003% of the total loan offered from 1994/95 to 2007/08 academic year. This means repayment trend is too minimal at the same time most of the debtors are not ready to repay the loan willingly as this point was mentioned by only 189 respondents compared with other categories as shown in Table 16. Stakeholders think it is a less important responsibility to recover loans. This option was least ranked due to the majority of stakeholders assumption that the money offered is a grants not a loan.

4.14 Suggestion on How to Improve Cost Sharing Policy and Procedure in the HESLB

Stakeholders' involvement and participation on matters pertaining to society development should be emphasized. Many planned goals worldwide collapse due to lack of stakeholders participation from planning, implementation and evaluation. The strategic alliance and partnership between university, government and society enhance moral diversification of funding. Under this section, stakeholders were asked to present their views and ideas on how to improve the students' loan provision in higher education system. Preference among stakeholders were so diverse in such a way that the HESLB as well as the government should focus on several matters which include, education to stakeholders, review of cost sharing policy freely on how to improve the students' loan provision in higher education system reviewed, review of means testing. Below are views expressed by stakeholders as indicated in Fig. 13.

4.14.1 Need for cost sharing education to stakeholders

It is important to inform and involve the local communities and the bursary recipients against potential abuse. Knowledge and awareness of the society prepares a set of decisions for future action directed to goal achievement. It is therefore community action

of deciding in advance what to do, when, how, and who to do it. In this study as illustrated in Fig. 13 below, out of 270 respondents, 141 (52.1%) stakeholders pointed out that, stakeholders require to be educated about cost sharing policy. It was noted that there is some misunderstanding among stakeholders about the whole issue of cost sharing. This misunderstanding is because of lack of reliable information and education. It is from this understanding that the government has pledged to continue offering mass education to the public through advertisements and general publicity using radio, television and newspapers (HESLB 2006; Maghembe, 2008). Education to stakeholders should be continuous because higher education stakeholders change every year as new students loans beneficiaries emerges progressively.

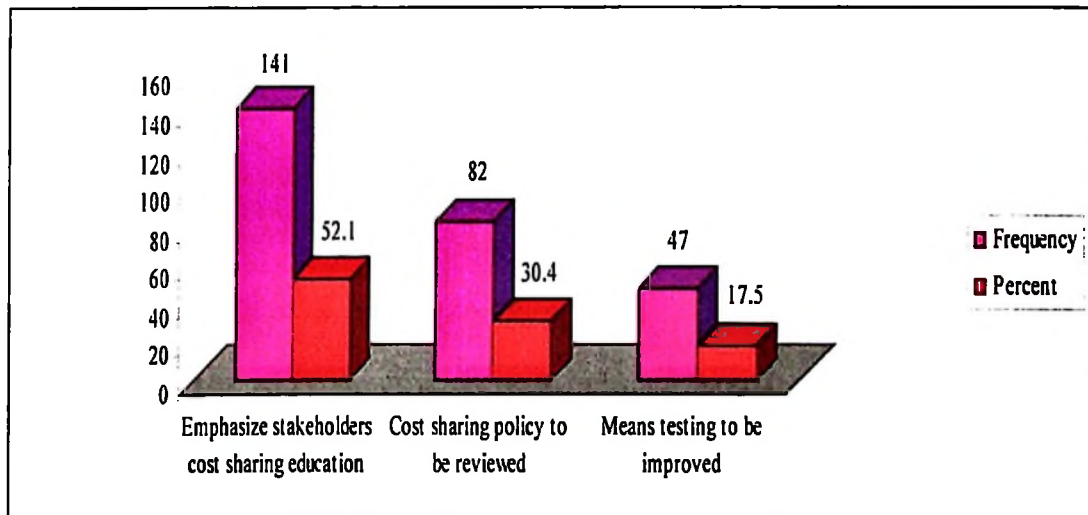


Figure 13: Stakeholders suggestions to improve cost sharing

4.14.2 Cost sharing policy need to be reviewed

Higher education institutions in Tanzania are facing new challenges that require reform in their management and governance. Higher educational financing scheme is among the areas that need to be reviewed. Review of cost sharing policy is also supported by many

people from different sectors including researchers, lecturers, economists as well as politicians. Under this section stakeholders were asked to give their opinions on how to improve cost sharing specifically to students' loan scheme. As presented in Fig. 13 out of 270 respondents 82 (30.4%) were of the view that cost sharing policy need to be reviewed. This proposition is also supported by Katulanda (2009) a member of Tanzania Parliament who recommends that the current loan provision and group categorization system should be reviewed because it is confusing. Also, Key informants from studied institutions pointed out that some contents of the policy need to be amended. According to Ishengoma (2008) the current system of financing public higher education is in die need of being revisited.

Generally this implies that the current cost sharing policy and its implementation strategies are in confusion and crisis. On the other hand, loan beneficiaries and the population in general are dissatisfied. Therefore ongoing evaluation is needed in order to bring smooth implementation environment.

4.14.3 Means testing should be improved

Many higher learning institutions in Sub Saharan Africa and Tanzanian public universities in particular, are experiencing massive increase in student enrollment. The introduction of students' loan scheme and means testing operation must be acknowledged as bold positive steps in the right direction for higher education in Tanzania. On the other hand, however, lack of follow-up and policy direction regarding identification of the beneficiaries and how much financial support they should get remains the challenge. Concerning the question of sorting out beneficiaries, the study found out of 270 respondents, 47 (17.5%) mentioned that means testing should be improved as illustrated in Fig. 13 above. This is because currently means testing procedures are confusing and

are not objective as to who is eligible for loan approval and who is not. This stakeholders' argument is also supported by World Bank report on cost sharing that, the cost sharing can not be implemented equitably without a functioning student loans scheme to assist students who need to borrow for their education (World Bank, 2000). In the same vein, Chapman (1997) stress that, means testing should be applied to ensure that those taking the loans are actually those who do need those loans in order to benefit from a tertiary degree. It is therefore important to stress here that cost sharing in higher education specifically students' loan scheme should be rectified in its content and the implementation strategies. Also implementers should be committed and of self discipline when dealing with this sensitive issue.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents a summary, conclusion and recommendation made after the analysis and discussion of study findings. The conclusion and recommendation were drawn basing on findings in relation to the study objectives. The study intended to answer the following: Stakeholders perception on cost sharing in terms of; awareness, loan provision criteria, HESLB loan provision performance, loan repayment, in relation to increase enrollment in both private and public higher education, most problematic issue persist in cost sharing and stakeholders' opinions on how to improve higher education loan provision and its repayment.

5.1 Summary

The study found that in terms of perception towards cost sharing, stakeholders were generally aware about it even before joining their respective universities. The main source of information about cost sharing was the media. It was further found that, 81% of stakeholders depends on government for education funding and that about 80% of government sponsored students were offered loan within category A and B groups. However, majority of stakeholders are not satisfied with current loan group in which they are allocated, a situation which lead them to reject and criticize the entire cost sharing policy.

Cost sharing is rejected because majority of stakeholders find higher education expensive and therefore consider that it is the government responsibility to its citizens. On the other hand, cost sharing is opposed because the current system is perceived by many as biased implementation in terms of the criteria and mechanism used for means testing to group

loan applicants. The major argument is that applicants from poor family backgrounds are in one way or another disadvantaged because they have no capacity to contribute their share for cost sharing. However, some stakeholders do accept cost sharing on the basis that it allows more higher education enrollment, the government need to be supported in higher education delivery.

In terms of the effectiveness of criteria used by HESLB in students' loan scheme, stakeholders most favoured criteria on disadvantaged group, education background of students, economic level of parents/guardians and worth/value of asset owned by parents/guardians/students to be used to justify the loan provision to students. However they did not favoured the education level of the parents/ guardians because education levels do not necessarily lead to good and attractive wages nor does it reflect high economic status.

Major reasons presented for dissatisfaction to HESLB criteria for offering loans included unfair means testing, delay in loan processing. All these problems lead well to do families being favoured.

Regarding the challenges faced from loan application stage to final stage of getting loan, stakeholders mentioned the following: lack of correlation between institution time table and timely loan provision, unclear certification procedures of assets/wealth owned by parents/guardians, misplacement and loss of students' record forms and cost encountered during filling students loan forms.

The relationship between cost sharing and students enrollment in higher education shows that, enrollment rate in both institutions is not convincing, but it is dominated by the introduction of new course programmes.

It was observed from the study that in general loans provision trends to beneficiaries' increases from one year to another however, the trend rate of loan repayment rate is too minimal. In terms of what was the most problematic issue, stakeholders mentioned poor implementation of means testing as a determinant of fee to be met by loan applicants

Regarding measures that can be taken in order to improve cost sharing, stakeholders mentioned the following: strengthening of HESLB technical labour both qualitatively and quantitatively; and coordination of HESLB at three levels zonal, institutional and ward levels; as well as means testing being excluded during field practical session. On the other hand, few stakeholders selected the option for government and private employers to link together in order to identify employees in public and private sector for loan recovery.

5.2 Conclusion

The following are arguments made from the findings;

- (i) Many higher education stakeholders are aware of cost sharing before joining universities. The stakeholders views about rejection or acceptance of cost sharing was relatively neutral. However, what was consistently insisted is fair means testing. Most of the stakeholders (84%) are still depending on the government for their higher education cost. The HESLB performance as well as students loan scheme criteria implementation need to be rectified.

- (ii) Cost sharing policy through HESLB maintained constant students' enrollment in higher education, created market liberalization competitions at individual, community and institution level. On the other hand does not improve equality in relation to social economic of stakeholders. Loan repayment strategies and efforts, should be emphasized to recover the amount for next sponsorship applicants. Cost sharing has not influenced students' selection of degree programmes in relation to labour market. HESLB needs to be decentralized to allow easy access to stakeholders.

- (iii) The overall stakeholders perception on socio economic criteria, challenges during loan application to loan provision and opinion on how to improve HESLB performance, views does not differ greatly between students and parents, as well as between public and private university. Hence this should be concluded that higher education stakeholders are facing same perception in the whole process of cost sharing policy. The difference is that stakeholders in private universities do not have a place to present their doughty because of the agreement signed between them and the private university authority.

- (iv) Unfair implementation strategies of cost sharing in higher education can be pointed out as the major problem which influences stakeholders to be against the policy.

5.3 Recommendations

Based on the study findings and also from the fact that Tanzania like any other developing countries is influenced by global economic development policies, the following recommendations are put forward:

- (i) Government policies on education should be free from politics so that they can meet socio economic challenges that are currently facing people.
- (ii) Employers in both public and private institutions should continue with students' loan debts collection as they are assisting NSSF, PPF and other financial institutions. This system will enable HESLB to minimize cost and retain a large amount of money to be circulated to offer loans to other loan applicants stakeholders. To appoint private agents to collect students' loans debts is another way of spending government funds extravagantly.
- (iii) New employees in all sectors should be asked to provide evidence of their loans repayment status.
- (iv) Employers who do not show cooperation should be forced by law to pay the debt on behalf of their employees.
- (v) The government should formulate a policy where by local and foreign investors would be required to contribute for higher education funding. For example for single cellular phone voucher a Tsh 100 should be deducted for higher education financing o a one litre diesel and petrol a Tsh 150 can be set aside fore higher education fund contribution.
- (vi) Public and private financial institutions should be encouraged to assist education cost to stakeholders with interest free or minimal interest loans as alternative for funding higher education for their needy children.

- (vii) When HESLB offers loans to stakeholders, it should consider the location of the institution. For example the living cost in Dar es Salaam is higher than that of Dodoma and Iringa. Therefore the amount of food and accommodation allowances should be given basing on the location of the institution.
- (viii) For quality academic output means testing should be excluded during field practical session to allow students enjoy and access same services such as meals, accommodation, transport and exploratory knowledge at the time when they are doing practical studies.
- (ix) Loans applicants who cheat or submit false information to HESLB should be penalized.
- (x) National identity cards should be given priority as a way of assisting HESLB to identify who qualify and who does not qualify for loan. National identity card is important to HESLB because will includes the family background particulars and socio economic status of the stakeholders, this would simplify tracing in needy students and minimize cheating.
- (xi) The two socio economic indicators; economic levels of parents/guardians as well as wealth/ asserts owned by parents and guardians should be grouped together as single criterion for means testing because always economic levels of an individual/family can be verified by material asserts he/ she own.
- (xii) More education on cost sharing should be provided to students and other stakeholders.

- (xiii) Topics on global economic crisis which influenced government to introduce cost sharing in social service should be included in ordinary and advanced secondary schools curriculum in order to raise awareness among students.

5.4 Area for Further Research

It was reported by HESLB Key informant that, during loans application for higher learning studies, stakeholders cheats and pretend that they are poor, therefore next research should find out why stakeholders cheat/ submit false information to HESLB, which system do they commonly use to cheat, and what measures should be taken in order to avoid cheating.

REFERENCES

- Ajay, J.F.A., Lameck, K.H.G. and Johnson, G.A. (1996). *The Africa Experience of Higher Education*. Ohio University Press. Ohio. 276pp.
- Babbie, E. (1990). *Survey Research Methods*, Wsalstroth Publishing Company. Belmont California. 395pp.
- Babbie, E. (2001). *The Practice of Social Research*. Oxford University Press., Cape town. 674pp.
- Babyegeya, E. (2002). *Education Planning and Administration*, National Printing Corporation., Dar es Salaam. 368pp.
- Bagenda, P. (2008). “Migomo vyuo vikuu: uhalisi wake dhidi ya matakwa ya kisiasa” Universities strike and their reality against political interest. Rai, Issue No. 792. p. 4.
- Bailey, K. (1994). *Methods of Social Research*, (4th edition), Free Press., New York. 345pp.
- Barr, N. (1993). Alternative funding resources for higher education. *Economic Journal* 103 (418): 718 – 728.
- Barr, N. (2001). The Welfare state as piggy bank: Information, risk, uncertainty and the role of the state. [<http://www.codesria.org/Links/Publication/jheas2-04/woodhall.pdf>] site visited on 2/7/2009.

- Barr, N. and Crawford, L. (1998). Funding higher education in an age of expansion
Education Economics Journal 6 (1): 45 – 70.
- Barr, N., and Crawford, I. (2005). *Financing Higher Education*, Routledge., London.
282pp.
- Barro, R. (1991). Economic growth in a cross- section of countries quarterly. *Journal of
Economics* 106: 07 – 444.
- Belfield, C.R., (2000). Economic Principles of Education: Edward elga.
[<http://Ideasrepec.org/p/auu/dpaper/491.html#provider>] site visited on 3/7/2009.
- Carnoy, M. (1984). The dialogic of Education An Alternative Approach to Education
and social change in developing countries. In: *Cumbert, E.,(ed). Expression of
Power in Education: Studies of Class, Gender and Race*. Centre of Cross- cultural
Education. pp. 9 –27.
- Carnoy, M. (2000). Globalization and higher education. *Perspectives in Education* 18
(3): 29-37.
- Causley, D. and Kumar, K. (1998). *The collection Analysis and use of Monitoring and
Evaluation data: The international bank for reconstruction and Development*.
Washington D.C. 92pp.
- Chagula, W. K. (1968). *The Economic and Politics of Higher Education and Research in
East Africa Academy*. Government Printers. Nairobi. 45pp.

- Chao, I. (1974). *Statistics, Methods and Analysis*. Second edition. Tosho Printing Company Ltd., Tokyo. 436pp.
- Chapman, B. (1997). Conceptual issues and the Australian experience with income contingent charges for higher education. *The Economic Journal* 107: 738-751.
- Chapman, B. (2005). Income Contingent Loans for Higher Education: International reform. discussion paper no. 491. [<http://econrsss.anu.edu.au/pdf/DP491.pdf>] site visited on 3/7/2009.
- Chiuri, L.W. and Kiumi, J. K. (2005). *Planning and Economics of Education*. Pangolin Publishers Ltd. Kijabe. 230pp.
- Cooksey, B., Levey, L. and Mkude, D. (2003). Higher education in Tanzania : A case study - economic, political and education sector transformations. *World Education News and Reviews* (16): 1.
- Court, D. (1999). Financing Higher Education in Africa, Makerere: The Quite Revolution.
[<http://www.ingetaconnect.com/content/uwp/wjoe/2002/0000001/00000001/art0000>] site visited 2/7/2009.
- Delgado, M. (2008). Use of Key informants in assessing Hispanic mental health needs. *Journal of Behavioral Health Services and Research Springer*, New York 9 (2): 2-4.

- Eisemon, J. and Salmi, M. (1993). Higher education system in Sub Saharan Africa . *In: Oketch, M.O. (2003). Market Model of Financing Higher Education in Sub-Saharan Africa: Higher Education Policy* 16 (3): 313-332.
- Evangelist Lutheran Church of Tanzania (2006). Tumaini University. [www.elct.org/tumaini.html] site visited on 30/6/2009.
- Fourie, M. (1998). Institutional governance of higher education in transition: A South African perspective. *International Journal of Educational Development*, (1): 73 – 74.
- Galabawa, J. (1991). Funding, *Selected Issues and Trends in Tanzania Higher Education* 21: 49 – 61.
- Gilliard, S. (2008). “Ripoti ya Uchangiaji wa Elimu ya Juu kea whiptail make 1992-2007/2008” Higher education. cost sharing report for in needy students for the year 1992/93-2007/08. Tanzania Daima, Issue No.9762. p. 10.
- Green, J. and Brown, J. (2005) *Principles of Social Research*. , Open University Press., England. 119pp.
- Harman, G. (1983). The erosion of university independence. *In: G. William, (eds), Higher Education. The International Journal of Higher Education and Education Planning*. 12(5): 505.

- Higher Education Accreditation Council (2001). *Tanzania Higher Education News, HEAC News letter*, January-April 1 (1): 1-12.
- Higher Education Students Loan Board (2006). *Higher Education Student Loan Board in Tanzania Annual Report 2005/2006*. 43pp.
- Hornby, S. (2006). *Oxford Advanced Learner's Dictionary*. 7 edition, Oxford University Press., New York. 1840pp.
- Ishengoma, J.M. and Deborah, Y. (1999). Educational Equity in Tanzania: The imperiled promise of reform. *Journal of Education* 181(1): 59 – 73.
- Ishengoma, J.M. (2003). Cost sharing in higher education: tuition, financing and accessibility. *Czech Sociological Review* 39(3): 351 – 374.
- Ishengoma, J.M. (2004). Cost sharing in higher education in Tanzania; Fact or Fiction? *Journal of Higher Education in Africa* 2(2): 101-133.
- Ishengoma, J.M. (2008). Financing Public higher education in Tanzania; towards a new model and Implications for Development and Retention of the next generation of academics. Paper presented at the university Leaders forum; Next generation of academics, Accra, Ghana 22-25 December, 2008.
- Ishumi, A.G.M. (1994). *30 years of Learning Education Development in Eastern and Southern Africa from Independence to 1990*, IDRC., Ottawa. 220pp.

Jiang, A. (2008). Students defy government order, Daily news, Issue No. 9678. p. 1.

Johnstone, D.B. (2002). Challenges of financial austerity. *Imperatives and Limitations of Revenue Diversification in Higher Education* 11(1): 18-36.

Johnstone, DB. (2003). Income contingent loans and graduate taxes: can they work in developing and transitional countries? *Journal of Educational Planning and Administration* 18(2): 59 –174.

Johnstone, D.B. (2004a). The economic and politics of cost sharing in higher education comparative perspectives *Economics of Education Review* 23(4): 403 – 410.

Johnstone, D.B. (2004b). Higher education finance and accessibility: Tuition fees and student loans in Sub – Saharan Africa. *Journal of Higher Education in Africa* 2 (2): 11 – 36.

Johnstone, D.B. (2005). A political culture of giving and the philanthropic support of public higher education in International perspective. *International Journal of Educational Advancement* 5(3): 256-264.

Johnstone, D.B. and Marcucci, P.N. (2007). Worldwide Trends in Higher Education Finance; Paper on Cost-sharing, Student Loans, and the Support of Academic Research. [<http://www.be-org/avp/soe/cihe/publications>] site visited on 2/7/2009.

Joseph, S. (2008). Decline of public service ethics alarms Government. The African, Issue No. 3479. p. 1-2.

- Joseph, S. (2009). Students' loans board wants to charge interest. *The African*, Issue No. 35 25. p. 1 – 2.
- Juma, A. (2009a). Loan board unveils sponsorship cheats. *Daily news*, Issue No. 1501. p. 2.
- Juma, A. (2009b). Loan board recovers 1.4 billion from former students. *Daily news*, Issue No. 9731. p. 2.
- Kabadi, C. and Kimothi, G. (2008). "Serikali yafunga Chuo kingine" Government closes another University . *Mwananchi*, Issue No. 03076. p. 1&4.
- Kalembo, W.K. (2003). *System Wastage in Higher Education. Paper Presented on Strategies to curb Wastage in Higher Education in Tanzania*. Commission for science and Technology. March 27, 2003, Dar es Salaam, Tanzania. 16pp.
- Kasozi, A.B.K. (2009). Access and equity to higher education in Uganda. Whose children attend university and are paid for by the State? [<http://ahero.uwc.ac.za/index.php?module=cshe&action=downloadfile&fileid=36807145012384138704601>] site visited on 6/7/2009.
- Katulanda, F. (2009). "Mbunge ataka sera ya elimu ya juu irekebishwe" Member of Parliament wants the higher education policy reformed. *Mwananchi*, Issue No. 03146. p. 2.
- Kiamba, C. (2003). The Experience of Privately Sponsored Studentship and other income generating activities at the University of Nairobi. [<http://www.codestria.org/links/publications/jhea2-4/johnstone.pdf>] site visited on 2/7/2009.

- Kiamba, C. (2004). Privately sponsored students and other income-generating activities at the university of Nairobi *Journal of Higher Education in Africa* 2 (2): 53-73.
- Kothari, C. R. (2004). *Research Methodology Methods and Techniques*, second edition Wiley Eastern Limited., New Delhi. 468pp.
- Luhanga, M. L. (2003). The Tanzania experience in initiating and sustain Education reforms. *Paper on improving Tertiary Education in Sub – Saharan Africa*, September 23 – 25 September 2003, Accra, Ghana. 225pp.
- Luhanga, M.L., Mkude, D.J., Mbwete, T.S.A., Chijoriga, M.M. and Ngirwa, C.C. (2003a). *Strategic Planning and Higher Education Management in Africa*. The University of Dar es Salaam Experience. Dar es Salaam University Press., Dar es Salaam. 225pp.
- Luhanga, M.L., Mkude, D. J., Mbwete, T.S.A., Chijoriga, M.M. and Ngirwa, C.C. (2003b). *Higher Education Reforms in Africa: The University of Dar es Salaam Experience*. Dar es Salaam University Press., Dar es Salaam. 160pp.
- Lwehabura, M. (2007). The status and practice of information literacy for teaching and learning in four Tanzania universities. Thesis for Award of PhD in Information Studies at University of Kwa Zulu- Natal- Pietermaritzburg. 416pp.
- Macha, J. (2008). “Serikali yafunga Chuo kingine” Government closes another university. Mwananchi, Issue No. 03076. p. 1-2.

Maghembe, J. (2008). Hotuba ya Waziri wa Elimu na Mafunzo ya Ufundi ya mwaka 2008/2009, Bungeni Dodoma. Minister of Education and Vocational Training budget Speech in Parliament for 2008/09 financial year. Dodoma. [www.moed.go.tz/pdf/HOTUBAYAWEMU2008-2009pdf] site visited on 30/6/2009.

Magoiga, S. (2009) "HESLB inataka mkaa kwenye mgomba," Does HESLB wants a banana plant to produce charcoal. Rai, Issue No. 813. p. 4.

Makene, B. (2008). "Nishangilie ujinga kwa sifa ya siku moja?" Should I cheer-up nonsense for a day's popularity? Rai, Issue No. 792. p. 16.

Maliyamkono, T. L., Ishumi A. G. M and Wells, S. J. (1982). *Higher Education and Development in Eastern Africa*. Heinemann. London. 150pp.

Maliyamkono. T. L. and Ogbo. O. (1999). *Cost Sharing in Education and Health*. Tema Publishers Company Ltd., Dar es Salaam. 274pp.

Materu, G. (2008). "Kuhusisha migomo vyuo vikuu na siasa ni kuficha udhaifu" Associating Universities students strike with politics is concealing weaknesses. Rai, Issue No. 792. p. 25.

Mbonea, A. (2008). "Uhuru bila nidhamu ni fujo". Freedom without discipline is chaos. Rai, Issue No. 792. p. 14 - 15.

Mihangwa, J. (2008). "Migomo vyuo vikuu: Ni utukufu au mitafaruku katika jamii? (2)"
Universities students strikes: Is it a glory or chaos in the society? Rai, Issue No.
792. p. 8.

Ministry of Higher Education Science and Technology (2006). *Basic statistics on higher education Science and Technology, 2001/ 2002- 2005/2006* Dar es Salaam:
Ministry of Higher Education, Science and Technology.
[www.sussex.ac.uk/education/1-4-30-7-8.html] site visited on 29/6/2009.

Mkono, N. (2006). *HESLB Annual Report for 2005/2006*. Dar es Salaam. 43pp.

Mkude, D., Cooksey, B. and Levey, L. A. (2000). *UDSM – 2000 and Beyond. A Situation Analysis of the University of Dar es Salaam Institutional Transformation*. Dar es Salaam University Press., Dar es Salaam. 126pp.

Mkude, D., Cooksey, B and Levey, L. A. (2003). *Higher Education in Tanzania. A case study*. Clarendon Press., Oxford. 114pp.

Mosha, H. J. (1990). Twenty years of education for self reliance: A critical analysis.
International Journal of Educational Development, U.K Oxford 10 (1): 59 -67.

Mpiza, M. (2007). *The Impacts of Cost Sharing on Students in Public Universities in Tanzania: A case study of the university of Dar es Salaam*.
[<http://www.duo.uio.no/publ/pfi/2007/61070/Finalthesis31may07-adobe.pdf>] site visited on 6/7/2009.

- Msaki, H. (2008). "Migomo inatia doa chuo kikuu cha Dar es Salaam". Students strikes tarnishes image of the University of Dar es Salaam. *Mwananchi*, Issue No. 03143. p. 4.
- Msuya, E.A. (2004). Efficiency in the utilization of physical learning resources in higher learning institutions in Tanzania. Dissertation for award of MA Education Degree at University of Dar es Salaam, Dar es Salaam, Tanzania, 132pp.
- Muhanga, M.L. (2007). An Investigation into outsourcing towards efficiency improvement span of control and operational costs reduction in public university in Morogoro region. Dissertation for Award of MA Degree at Sokoine University of Agriculture, Morogoro, Tanzania, 137pp.
- Mutakyahwa, R.G. (1999). "Financing, Delivery and Management of Educational Services in Tanzania" In: *Costsharing In Education and Health, Maliyamkono and Ogbo* (Eds). Tema Publishers. pp 12-82.
- Muyengi, Z.E. (2006). The causes, effects, and way out of students crises in higher learning institutions. Dissertation for Award of MA Degree at Sokoine University of Agriculture, Morogoro, Tanzania, 73pp.
- Mwakiluma, P. (2007). Assessment of how cost sharing affects students' performance in higher learning in Tanzania. Dissertation for Award of MA Degree at Mzumbe University, Morogoro, Tanzania, 75pp.

Namuli, J. and Kasozi, A. (2009). "Maskini hawana nafasi ya elimu ya juu Uganda".
 Poor people in Uganda have no access to higher education. *Mwananchi*, Issue No.
 03186. p. 8.

Nditi, N., Mvungi, S. E. A., and Mwaikusa, J. (2000). Origins and Causes of the Crises
 University of DSM In: *Managing University Crises Conference. (Edited by*
Mbwete, T.S.A. and Ishumi, A.G. M), 10-16 march 1996, Arusha Tanzania.
 Published by DUP (1996) Ltd., Dar es Salaam. 175pp.

Norty, V. O. (2003). Student Loan Scheme: The Ghana experience. In: *Mwamila, B.,*
Omari, Mbuya, E. (2003). Financing of Higher Education in Eastern and
Southern Africa: Diversifying Revenue and Expanding Accessibility, University
of Dar es Salaam, Dar es Salaam. 222- 226pp.

Nsungwe, T. (2009a). Tanzanian finishes course on higher education challenges.
 The African, Issue No. 3477. p. 5.

Nsungwe, T. (2009b). Students loans board wants to charge interest. The African, Issue
 No. 35 25. p. 1 – 2.

Nyaigoti-Chacha, C. (2003). Tuition fees in Universities. Parental Contribution. In:
Mwamila, L.M; Omari, I; Mbuya, E (eds). Financing of Higher Education
Eastern and Southern Africa University of Dar es Salaam . 137- 145pp.

- Nyaigoti-Chacha, C. (2004). Reforming Higher Education in Kenya, challenges, lessons and opportunities. [<http://ahero.uwc.ac.za/index.php?Module=cshe&action=downloadfile&field=36807145012384138704601>] site visited on 6/7/2009.
- Nyatega, G. (2009a). HESLB plans to offer 100% loans for science students for 2009/2010 academic year. Mwananchi, Issue No. 03158. p. 5.
- Nyatega, G. (2009b). HESLB staff, SUA management and students meeting at Sokoine University of Agriculture, council chamber on 18/7/ 2009.
- Nyerere, J.K. (1966). "*Tanzania Itajengwa na Wenye Moyo*". *Tanzania to be built with people with will*. Print Park Press. Dar es Salaam. 12pp.
- Oketch, M.O. (2003a). Market model of financing higher education in Sub-Saharan Africa: *Higher education policy* 16 (3): 313-332.
- Oketch, M.O. (2003b). Privatization and Diversification of Resources in Kenya's Higher Education System. [<http://www.codestria.org/links/Publications/jhea2-04/johnstone.pdf>] site visited on 2/7/09.
- Omari, M.I. (1991). *Higher Education at Crossroads in Africa*. Man Graphics Limited., Nairobi. 102pp.
- Omari, I.M. (2000). The Relationship Between Education and Income in Poverty Alleviation Strategies. In: *J.C.J. Galabawa (Eds). Basis education remedial for poverty alleviation faculty of education, University of Dar es Salaam, Dar es Salaam. pp. 66-102.*

- Oyondo, T.M.O., Gatimu, K. and Gravenir, F.Q. (1991). *Economics of Education*, Nairobi University Press, Kikuyu, 122pp.
- Palacios, M. (2004). Investing in Human Capital: A capital market approach to higher education funding. [<http://enconrsss.anu.edu.au/pdf/DP491.pdf>] site visited on 6/7/2009.
- Rweyemamu, M. (2008). “.Eti Rais Kikwete anyamaze, Rais Machibya aseme?” Silence for president Kikwete, speech for president Machibya? Rai, Issue No. 792. p.9.
- Saiboko, A. (2008). HESLB appoint agents to collect debt. Sunday news, Issue No. 31890. p. 3.
- Sawyer, A. (1999). Globalization and the social sciences in Africa. *African Sociological Review* 3 (1): 119.
- Shen, H. and Ziderman, A. (2007). Student Loans Repayment and Recovery, International Comparisons: Ramat Gan, Israel. Department of Economic Bar Iran University. [<http://www.be-org/avp/soe/cihe/publications>] site visited on 2/7/2009.
- Sifuna, D. N. (1998) The governance of Kenyan public universities. *Research in Post-Compulsory Education* 3(2): 175-212.
- Sokoine University of Agriculture (2005a). *Cooperate Strategic Plan. Implementation Coordination Committee*. Interpress Tanzania Limited., Dar es salaam. 50pp.

Sokoine University of Agriculture (2005b). *Fact and Figure. Second Edition*. Interpress Tanzania Limited., Dar es Salaam. 46pp.

Ssebuwufu, J.M. (2002). University Financing and Management Reforms of Makerere University. In: *B.L.M. Mwamila; I.M. Omari, and E. Mbuya (Eds). Financing Higher Education in Eastern and Southern Africa. Diversifying revenue and expanding accessibility, International an International Conference on financing Higher Education*. March 2. University of Dar es Salaam, Dar es Salaam. Tanzania. 86 – 95pp.

Tanzania Commission of University (2007). Tanzania commission of University report, 2007. [<http://www.tcu.or.tz/universities-college.html>] site visited on 8/9/2008.

Temba, P. (2008). MUCCoBS suspends 595 students. Daily news. Issue No. 9682. p. 3.

The African Team (2008). Cost sharing stance receives mixed reaction. The African, Issue No. 3479. p. 1-2.

United National Educational Scientific and Cultural Organization (2000a). World Education report. [<http://epaa.asu.edu/epaa/v3n5.html>] site visited on 8/9/2008.

United National Educational Scientific and Cultural Organization (2000b). World Education Forum, Final Report. [<http://epaa.asu.edu/epaa/v3n5.html>] site visited on 8/9/2008.

United Republic of Tanzania (1995). *Education and Training Policy*. Adult Education Press, Dar es Salaam. 99pp.

United Republic of Tanzania (1998a). *Student Unit Cost (SUC) for Higher Education Institutions in Tanzania. Executive summary*. Ministry of science Technology and Higher Education. Dar es Salaam. 2: 13 – 30.

United Republic of Tanzania - Ministry of Science and Higher Education (1998). *Financial Sustainability of Higher Education in Tanzania*. Dar es Salaam University Press, Dar es Salaam. 14 pp.

United Republic of Tanzania (1998b). *Financial Sustainability of Higher Education in Tanzania*. Ministry of Science, Technology and Higher Education, Dar es Salaam. 155pp.

United Republic of Tanzania (1999). *National Higher Education Policy*. Dar es Salaam University Press Ltd., Dar es Salaam. 28pp.

United Republic of Tanzania (2001). *The Education and Training Sector Development Program*. [<http://www.duo.uio.no/publ/pfi/2007/61070/Finalthesis31may07-adobe.pdf>] site visited on 6/7/2009.

United Republic of Tanzania (2002a). *Some Basic Statistics on Higher Learning Institutions in Tanzania. 1997/98- 2001/02*. Ministry of Science Technology and Higher education, Dar es Salaam. 67pp.

United Republic of Tanzania (2002b). *Higher Education Institutions; Final Report on Methodology for Determination of Student Unit Costs in Tanzania*. Ministry of Science Technology and Higher Education. Dar es Salaam. 242pp.

United Republic of Tanzania (2002c). *Higher and Technical Education Sub - Master Plan*. Ministry of Science Technology and Higher Education., Dar es Salaam, Tanzania. 136pp.

United Republic of Tanzania (2004a). "Tume yabaini matatizo 60 vyuo Vikuu nchini" Excecutive committee identified sixty critics in higher education. Rai, Issue No. 792. p. 1-2.

United Republic of Tanzania (2004b). "Report of the Probe Team on Student Crises in Higher Education Institutions in Tanzania". Dar es Salaam: Ministry of Science, Technology and Higher Education. 106pp.

United Republic of Tanzania (2006). *Progress Towards the Goals for Growth Social Well-being and Governance in Tanzania*. Total Identity Ltd., Dar es Salaam. 42pp.

United Republic of Tanzania (2007). *Poverty and Human Development Report 2007*. Ministry of Planning, Economy and Empowerment. Total Identity Ltd., Dar es Salaam. 128pp.

University of Washington (2007). Grant information Memorandum (GIM) 21c Cost sharing Policy for Sponsored Agreements. [<http://www.rgs.uci.edu/pdfpages/cgcostshr.pdf>] site visited on 12/11/2007.

Usher, A. (2005). Understanding International Debt Management/ Repayment Programme and their effect on the repayment of student financial assistance: [http://www.be-org/avp/soe/cihe/publications] site visited on 2/7/2009.

Vicent, L. (2006). What is Changing in Academic Research? Trends and future scenarios. [http://www.be-org/avp/soe/cihe/publications] site visited on 2/7/2009.

Wolanin, T. (2002). Means Testing in Developing Countries: International higher education 20: 9-11. [http://codesria.org/Links/Publications/jheas2-04/johnstone.pdf] site visited on 2/7/2009.

Woodhall, M. (1983). Student Loans as a Means of Financing Higher Education: Lessons from International Experience. [http://www.codestra.org/links/publications/jhea2-04/Woodhall.pdf+related:GUQdFrAZ7CUJ] site visited on 2/7/2009.

Woodhall, M. (1988). Designing a student loan programme for a developing country. *The Relevance on Review* 7(1): 153 – 161.

Woodhall, M. (1992a). Student loans in developing countries. *Journal of Feasibility, Experience and Prospects for Reform Higher Education* 23 (4): 347 – 356.

Woodhall, M. (1992b). Changing sources and patterns of finance for higher education *A Review of International Trends, Higher Education in Europe* 17 (1): 141 – 149.

- Woodhall, M. (1993). *Students Loans in Higher Education. HEP Dissemination Programme Educational Forum Series volume 4 Latin America and the Caribbean Paris*. 140pp.
- Woodhall, M. (2002a). Paying for Learning. The debate on student fees, grants and loans in international perspective. *Welsh Journal of Education*, 11 (1): 1- 9.
- Woodhall, M. (2004). Student loans. *Potential Problems and Lessons from International Experience* 2(2): 37-51.
- World Bank (1988). *Education in Sub – Saharan Africa: Policies for Adjustment Revitalization and Expansion*. Washington, DC. 58pp.
- World Bank (1994). Higher Education: The lessons of experience. [<http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079879956815/Funding-HigherEd-wps8.pdf>] site visited on 3/7/2009.
- World Bank (2000). *World Development report 2000/04. Attacking Poverty Overview*. Washington - DC. 335pp.
- World Bank (2001). *A chance to Learn: Knowledge and Finance for Education in Sub Saharan Africa*. Hastert Northwest Printers. Washington-DC. 86pp.
- World Bank (2002). *Constructing Knowledge Societies: New challenges for tertiary education*. [<http://www.codestria.org/Links/Publications/jhea2-04/johnstone.pdf>] site visited on 2/7/2009.

Wozniak, G. D. (1987). Human capital, information and the early adoption of new technology. *Journal of Human Resources* 22: 101 – 112.

Ziderman, A. (2002). Alternative objectives of National student Loan Scheme. In: *Woodhall, M. (ed), Paying for learning, the Debate on Student Fees, Grants and Loans in International Perspective. Special International Issue of the Welsh Journal of Education* 11(1): 37–47.

Ziderman, A. and Albrecht, D. (1995). Financing universities in developing countries.[<http://www.ingetaconnect.com/content/uwp/wjoe/2002/0000001/0000001/art00003>] site visited on 2/7/2009.

APPENDICES

Appendix 1: Student Questionnaires

In the Tables below insert a tick against appropriate corresponding item

A: PERSONAL AND SITUATIONAL PARTICULARS

1. Institution

| Status | Tick ✓ |
|---------|--------|
| Private | |
| Public | |

2. Sex

| Status | Tick ✓ |
|--------|--------|
| Male | |
| Female | |

3. Age

| Status | Tick ✓ |
|----------|--------|
| 18-30 | |
| 31-45 | |
| Above 45 | |

4. Marital Status

| Status | Tick ✓ |
|---------------|--------|
| Single | |
| Married | |
| Widow/Widower | |
| Separate | |

5. Year of Study

| Status | Tick ✓ |
|-----------------|--------|
| 1 st | |
| 2 nd | |
| 3 rd | |
| 4 th | |
| 5 th | |

6. Entry qualification

| Status | Tick ✓ |
|------------|--------|
| Equivalent | |
| Form six | |
| Mature | |

B. STUDENTS AWARENESS/ABOUT COST SHARING

7. Are you aware of cost sharing in higher education before admission to university?

| Status | Tick ✓ |
|--------|--------|
| Yes | |
| No | |

8. If the answer is YES in question (7) above where did you get that information?

| Source | Tick ✓ |
|------------|--------|
| Government | |
| Media | |
| Peer group | |

9. Do you generally approve or disapproval cost sharing policy in higher education in Tanzania?

| Status | Tick ✓ |
|------------|--------|
| Approve | |
| Disapprove | |

10. If the answer is **Approve** in question (9) above, mention any reason (s) for your Answer.

- (i).....
- (ii).....

11. If the answer is **disapproving** in question (9) above, mention any reason (s) for your answer.

- (i).....
- (ii).....

12. Did you apply for government sponsorship for your studies?

| Status | Tick ✓ |
|----------------------|--------|
| Yes and financed | |
| Yes and not financed | |
| No | |

13. If the answer is **NO** in question (12) above, where did you get finance for your studies?

| Sponsorship status | Tick ✓ |
|----------------------------|--------|
| Self sponsorship | |
| Parents | |
| NGO'S | |
| International organization | |

14. If the answer is YES in question (12) above, under what percent category does HESLB categorized you?

| Status | Tick ✓ |
|--------------------------------|--------|
| 100% | |
| 80% | |
| 60% | |
| 40% | |
| 20% | |
| 0% (means private sponsorship) | |

C. STUDENT PERCEPTION ON COST SHARING (LOAN SCHEME)

15. Are you satisfied with the current criteria used by HESLB to offer your sponsorship?

| Status | Tick ✓ |
|--------|--------|
| Yes | |
| No | |

16. If the answer on number (14) above is NO give reasons for your answer.

(i).....

17. Here are some socio economic indicators (Criteria) that, (HESLB) use as means testing for categorizing student loans applicants.

Please circle one number for each indicator to show whether you are in favour of or against it. 1=Strongly in favour of, 2=In favour, 3=Neither in favour of nor against, 4=Against, 5=Strongly against.

| | Socio economic indicators | (Circle) | | | | |
|--------|--|----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| (i). | Student education background. | | | | | |
| (ii). | Education level of parents/ guardians. | | | | | |
| (iii). | Economic level of students/parents/ guardians. | | | | | |
| (iv). | Worth/ value of asset owned by parents/guardians. | | | | | |
| (v). | . Disadvantaged group ,e.g. orphan/with disability | | | | | |

18. For each of the listed statements about cost sharing, tick one option to indicate the extent to which you agree or disagree about their advantages to you, you're family, and the nation? Indicate 1=Disagree, 2=Undecided, 3=Agree

| Statement. | (Tick on option) | | |
|---|------------------|-----------|-------|
| | Disagree | Undecided | Agree |
| (i) Enhanced student Commitment and self discipline to studies | | | |
| (ii) Increase access to education | | | |
| (iii) Motivate stakeholders to be selective in marketable discipline of studies | | | |
| (iv) Promote equality | | | |
| (v) Promote expansion of private Universities | | | |

19. Against each of the statement presented below, are assumed challenges that face students during student loan application. Please tick to indicate whether you, **Strong Agree, Agree, Undecided, Disagree, Strong Disagree.**

| | Statement | Level of agreement | | | | |
|-------|--|--------------------|-------|-----------|----------|-------------------|
| | | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| (i) | Cost encountered during filling the student loan form, including cost of loan application forms. | | | | | |
| (ii) | Beaucratic procedures from filling and declaration of students loan form. E.g. sending forms to A level headmasters/headmistress where A level education was attended. | | | | | |
| (iii) | No correlation between institution timetable and HESLB for timely loan provision. | | | | | |
| (iv) | Unclear certifications procedures of assets/wealth owned by parents/guardians. | | | | | |
| (v) | Difficulty in students loan form access | | | | | |
| (vi) | Misplacement and loss of students record forms. | | | | | |

D. STUDENT OPINION

20. Below are views and suggestions put forward for improving student loan scheme and cost sharing implementation programme under (HESLB). Indicate to what extent you agree or disagree with those suggestions by choosing 1=Strong Agree 2=Agree 3= Undecided 4=Disagree 5=Strong Disagree.

| | Statement | Rank | | | | |
|-------|--|------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| (i) | The HESLB technical labour power should be improved in quality and quantity | | | | | |
| (ii) | Government should be involved in search of employment for graduate students | | | | | |
| (iii) | Government and private employers should form a special link programme in order to recognize the employees in private sector | | | | | |
| (iv) | Government should make close follow up with parents/guardians and guarantors to recognize whether a graduate student has been employed or unemployed. | | | | | |
| (v) | The HELSB department should have coordination offices at institution level, zone level, and at Ward level to ease accessibility of student loan forms. | | | | | |
| (vi) | Means testing for loan provision should be excluded for field practical sessions. | | | | | |
| (vii) | Local government leaders, politicians should be involved to raise stakeholders awareness for cost sharing policy. | | | | | |

21. In general most of stakeholders countrywide complain about cost sharing in higher education. Basing on your opinion what do you think is the most problematic issue about cost sharing program. Tick only **one** among under mentioned statements.

- (i) The cost sharing policy itself is unclear to stakeholders. []
- (ii) Unclear cost sharing policy implementation strategies (means testing) to stakeholders under HESLB. []
- (iii) Irrelevant information among stakeholders before loan access. []

22. Provide suggestions on how to improve cost sharing program in higher education basing in the choice made in question 20 above?

(i).....

THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE

Appendix 2: Parents' questionnaire

In the Tables below insert a tick against appropriate corresponding item
A: PERSONAL AND SITUATIONAL PARTICULARS

1. Institution

| Status | Tick ✓ |
|---------|--------|
| Private | |
| Public | |

2. Sex

| Status | Tick ✓ |
|--------|--------|
| Male | |
| Female | |

3. Age

| Status | Tick ✓ |
|----------|--------|
| 18-30 | |
| 31-45 | |
| Above 45 | |

4. Marital Status

| Status | Tick ✓ |
|---------------|--------|
| Single | |
| Married | |
| Widow/Widower | |
| Separated | |

5. Occupation

| Status | Tick ✓ |
|----------|--------|
| Peasant | |
| Farmer | |
| Business | |
| Employed | |

6. Education level

| Status | Tick ✓ |
|--------------------|--------|
| Non formal | |
| Primary | |
| Secondary | |
| Tertiary education | |

7. Income per year

| Status | Tick ✓ |
|---------------------|--------|
| Tsh.1,000,000 | |
| Tsh.5.000,000 | |
| Above Tsh.5,000,000 | |

B. PARENTS AWARENESS/ ABOUT COST SHARING

8. Are you aware of cost sharing in higher education before your child got admitted to university?

| Status | Tick ✓ |
|--------|--------|
| Yes | |
| No | |

9. If the answer is YES in question (8) above where did you get the information?

| Source is information | Tick ✓ |
|-----------------------|--------|
| Government | |
| Media | |
| Peer group | |

10. Do you generally approve or disapproval cost sharing policy in higher education in Tanzania?

| Status | Tick ✓ |
|------------|--------|
| Approve | |
| Disapprove | |

11. If the answer is Approve in question (10) above, mention reason (s)

(i).....

12. If the answer is disapproving in question (9) above, mention any reason (s) for your answer.

(i).....

(ii).....

13. Did you apply for government sponsorship for your studies?

| Status | Tick ✓ |
|----------------------|--------|
| Yes and financed | |
| Yes and not financed | |
| No | |

14. If the answer is NO in question (12) above, where did you get finance for your child studies?

| Status | Tick ✓ |
|----------------------------|--------|
| Self sponsorship | |
| NGO'S | |
| International organization | |

C. PARENT PERCEPTION ON COST SHARING (LOAN SCHEME)

15. Here are some **socio economic indicators (Criteria)** that, (HESLB) use as means testing for student loan applicants for students' loan categorization.

Circle one number for each indicator to show whether you are in favour of or against it. 1=Strong in favour of, 2=In favour, 3=Neither in favour of nor against, 4=Against, 5=Strongly against.

PLEASE CIRCLE A NUMBER

| | Socio economic indicators | Rank | | | | |
|-------|--|------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| (i). | Student education background. | 1 | 2 | 3 | 4 | 5 |
| (ii). | Education level of parents/ guardians. | 1 | 2 | 3 | 4 | 5 |
| (iii) | Economic level of students/parents/ guardians. | 1 | 2 | 3 | 4 | 5 |
| (iv) | Worth/ value of asset owned by parents/guardians. | 1 | 2 | 3 | 4 | 5 |
| (v). | . Disadvantaged group ,e.g. orphan/with disability | 1 | 2 | 3 | 4 | 5 |

16. To what extent do you agree/disagree about the advantages of cost sharing to you're your family, and nations? 1=Disagree, 2=Undecided, 3=Agree. Please put a tick below.

| Statement | (Tick on option) | | |
|---|------------------|-----------|-------|
| | Disagree | Undecided | Agree |
| (i) Enhanced student Commitment and self discipline to studies | | | |
| (ii) Increase access to education | | | |
| (iii) Motivate stakeholders to be selective in marketable discipline of studies | | | |
| (iv) Promote equality | | | |
| (v) Promote expansion of private Universities | | | |

17. Against each of the statement presented below, are assumed challenges that face you as a parent during student loan application. Please indicate whether you, 1. =Strong Agree 2=Agree 3= Undecided 4=Disagree 5=Strong Disagree.

| | Statement | Level of agreement | | | | |
|-------|--|--------------------|---|---|---|----|
| | | SA | A | U | D | SD |
| | | 1 | 2 | 3 | 4 | 5 |
| (i) | Cost encountered during filling the student loan form, including cost of loan application forms. | | | | | |
| (ii) | Beaucratic procedures from filling and declaration of students loan form. E.g. sending forms to A level headmasters/headmistress where A level education was attended. | | | | | |
| (iii) | In correlation between institution timetable and HESLB for timely loan provision. | | | | | |
| (iv) | Unclear certification procedures of asset/wealth owned by parents/guardians. | | | | | |
| (v) | Difficulty on students loan form access | | | | | |
| (vi) | Loss of students record forms and misplacement of their particulars at HESLB. | | | | | |

D. PARENT OPINION

18. Below are views and suggestions put forward for improving HESLB and cost sharing policy. Indicate to what extent you agree or disagree with those suggestions by; 1=Strong Agree 2=Agree 3= Undecided 4=Disagree 5=Strong Disagree.

| | Statement | Rank | | | | |
|-------|--|------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| (i) | The HESLB technical labour power should be improved in quality and quantity | | | | | |
| (ii) | Government should be involved in search of employment for graduate students | | | | | |
| (iii) | Government and private employers should form a special link programme in order to recognize the employees in private sector | | | | | |
| (iv) | Government should make close follow up with parents/guardians and guarantors to recognize whether a graduate student has been employed or unemployed. | | | | | |
| (v) | The HELSB department should have coordination offices at institution level, zone level, and at Ward level to ease accessibility of student loan forms. | | | | | |
| (vi) | Means testing for loan provision should be excluded for field practical sessions. | | | | | |
| (vii) | Local government leaders, politicians should be involved to raise stakeholders' awareness for cost sharing policy. | | | | | |

19. In general most of stakeholders countrywide complain about cost sharing in higher education. Basing on your opinion what do you think is the most problematic issue about cost sharing program. Tick only **one** among under mentioned statements.

- (i) The cost sharing policy itself is unclear to stakeholders. []
- (ii) Unclear cost sharing policy implementation strategies (Means testing) to stakeholders under HESLB. []
- (iii) Irrelevant information among stakeholders before loan access. []

20. Provide suggestions on how to improve cost sharing program in higher education basing in the choice made in question (21) above?

(i).....

THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE.

Appendix 3: Questionnaire for university staff (administrator)**A: PERSONAL & SITUATIONAL PARTICULARS****1. Name of the institution**

| Status | Tick ✓ |
|--------------------|--------|
| Sokoine University | |
| Tumaini University | |

2. Status of the institution

| Status | Tick ✓ |
|---------|--------|
| Private | |
| Public | |

3. Sex

| Status | Tick ✓ |
|--------|--------|
| Male | |
| Female | |

4. Position /post held

| Status | Tick ✓ |
|-----------------------------|--------|
| DVC academic | |
| DVC administrative/ finance | |
| Admission officer | |
| Dean of students | |

5. Age

| Status | Tick ✓ |
|----------|--------|
| 18-30 | |
| 31-45 | |
| Above 45 | |

6. Period working in this office

| Status | Tick ✓ |
|----------------|--------|
| 1-5 years | |
| 6-10 years | |
| Above 10 years | |

7. Period of dealing with students loan affairs

| Status | Tick ✓ |
|----------------|--------|
| 1-5 years | |
| 6-10 years | |
| Above 10 years | |

B: ADMINISTRATOR AWARENESS ABOUT COSTSHARING

8. Do you generally approve or disapproval of cost sharing policy in higher education in Tanzania?

| Status | Tick ✓ |
|------------|--------|
| Approve | |
| Disapprove | |

9. If the answer is **Approve** in question (8) above, mention reason (s)
 (i).....

C: ADMINISTRATOR PERCEPTION ON COST SHARING

10. Do you consider the criteria of students means testing) applied by HESLB to offer sponsorship to students in higher education appropriate?

| Status | Tick ✓ |
|--------|--------|
| Yes | |
| No | |

11. If the answer on number (10) above is **NO**, give reason (s).
 (i).....

12. Did the introduction of cost sharing through student’s loan scheme increases to the enrollment of students in your institution?

| Status | Tick ✓ |
|--------|--------|
| Yes | |
| No | |

13. If the answer on number (12) above is **NO**, give reason (s).
 (i).....

14. Did the introduction of cost sharing through student’s loan scheme create positive impact on students’ enrollment to your institution?

| Status | Tick ✓ |
|--------|--------|
| Yes | |
| No | |

15. If the answer on number (14) above is **YES**, to what extent?
 (i).....
 (ii).....

16. If the cost sharing under students’ loan scheme did not increase student enrollment in your institution, what do you think are the factors for that situation?
 i).....
 (ii).....

17. Does cost sharing policy affect faculties?

18. Here are some **socio economic indicators (Criteria)** that, (HESLB) use them as means testing for student loan applicants for students' loan categorization. Circle one number for each indicator to show whether you are in favour of or against it. 1=Strong in favour of, 2=In favour, 3=Neither in favour of nor against, 4=Against, 5=Strongly against.

| Socio economic indicators | | CIRCLE | | | | |
|---------------------------|--|--------|---|---|---|---|
| (i) | Student education background. | 1 | 2 | 3 | 4 | 5 |
| (ii) | Education level of parents/ guardians. | 1 | 2 | 3 | 4 | 5 |
| (iii) | Economic level of students/parents/ guardians. | 1 | 2 | 3 | 4 | 5 |
| (iv) | Worth/ value of asset owned by parents/guardians. | 1 | 2 | 3 | 4 | 5 |
| (v) | . Disadvantaged group ,e.g. orphan/with disability | 1 | 2 | 3 | 4 | 5 |

19. Against each of the statement presented below, are assumed challenges that face students during student loan application. Please indicate whether you, 1. =Strong Agree 2=Agree 3= Undecided 4=Disagree 5=Strong Disagree.

| | Statement. | Level of agreement | | | | |
|-------|--|--------------------|---|---|---|----|
| | | SA | A | U | D | SD |
| | | 1 | 2 | 3 | 4 | 5 |
| (i) | Cost encountered during filling the student loan form, including cost of loan application forms. | | | | | |
| (ii) | Beaucratic procedures from filling and declaration of students loan form. E.g. sending forms to A level headmasters/headmistress where A level education was attended. | | | | | |
| (iii) | In correlation between institution timetable and HESLB for timely loan provision. | | | | | |
| (iv) | Unclear certification procedures of assets/wealth owned by parents/guardians. | | | | | |
| (v) | Difficulty in students loan form access | | | | | |
| (vi) | Loss of students record forms and misplacement of their particulars. | | | | | |

D. ADMINISTRATOR OPINION

20. Below are views and suggestions put forward for improving HESLB cost sharing programme. Indicate to what extent you agree or disagree with those suggestions by; 1=Strong Agree 2=Agree 3= Undecided 4=Disagree 5=Strong Disagree.

| | Statement | Rank | | | | |
|-------|--|------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| (i) | The HESLB technical labour power should be improved in quality and quantity | | | | | |
| (ii) | Government should be involved in search of employment for graduate students | | | | | |
| (iii) | Government and private employers should form a special link programme in order to recognize the employees in private sector | | | | | |
| (iv) | Government should make close follow up with parents/guardians and guarantors to recognize whether a graduate student has been employed or unemployed. | | | | | |
| (v) | The HELSB department should have coordination offices at institution level, zone level, and at Ward level to ease accessibility of student loan forms. | | | | | |
| (vi) | Means testing for loan provision should be excluded for field practical sessions. | | | | | |
| (vii) | Local government leaders, politicians should be involved to raise stakeholders awareness for cost sharing policy. | | | | | |

21. In general most of stakeholders countrywide complain about cost sharing in higher education. Basing on your opinion what do you think is the most problematic issue about cost sharing program. Tick only one among under mentioned statements.

- (i) The cost sharing policy itself is unclear to stakeholders. []
- (ii) Unclear cost sharing policy implementation strategies means testing) to stakeholders under HESLB. []
- (iii) Irrelevant information among stakeholders before loan access. []

22. Provide suggestions on how to improve cost sharing program in higher education basing in the choice made in question (21) above?

(i).....

THANK YOU VERY MUCH FOR COMPLETING THE INTERVIEW

Appendix 4: HESLB staff questionnaire

A: PERSONAL & SITUATIONAL PARTICULARS

1. What is your position in HESLB?

| Status | Tick ✓ |
|--------------------|--------|
| Director | |
| Assistant director | |
| Head of department | |
| Head of section | |

2. Period working in this office

| Status | Tick ✓ |
|----------------|--------|
| 1-5 years | |
| 6-10 years | |
| Above 10 years | |

3. Period of dealing with students loan affairs

| Status | Tick ✓ |
|----------------|--------|
| 1-5 years | |
| 6-10 years | |
| Above 10 years | |

B: HESLB STAFF AWARENESS ABOUT COST SHARING.

4. Do you generally approve or disapproval of cost sharing policy in higher education in Tanzania?

| Status | Tick ✓ |
|------------|--------|
| Approve | |
| Disapprove | |

5. If the answer is Approve in question (8) above, mention reason (s)

(i).....

C: HESLB STAFF PERCEPTION ON COST SHARING

6. Do you think the following aspects create problems to HESLB staff during students loan application processing? Please circle the relevant answer.

| | | | |
|-------|--|-----|----|
| (i) | Cheating information among students' loan applicants. | Yes | No |
| (ii) | Incomplete particulars filled in students' loan forms. | Yes | No |
| (iii) | Delay in submission of student loan forms to the loan board. | Yes | No |

7. Any other reason (s) encountered during loan processing.

(i).....

8. How do you rank the following challenges encountered by (HESLB) in repay back of students loan? 1= High, 2= low, 3= Poor,

| | Statement | PEASE CIRCLE A NUMBER | | |
|-------|---|-----------------------|---|---|
| | | 1 | 2 | 3 |
| (i). | Un employment to graduate. | 1 | 2 | 3 |
| (ii) | Less accountability and patriotism among employers. | 1 | 2 | 3 |
| (iii) | Employment competition between government and private sector. | 1 | 2 | 3 |
| (iv) | Recognition of employed graduates. | 1 | 2 | 3 |
| (v) | Channels of contributed finance from employer back to HESLB. | 1 | 2 | 3 |
| (vi) | Machineries and record keeping to technical operators | 1 | 2 | 3 |

9. Any other challenges facing during student loan repay back to the government.

- (i).....
- (ii).....

D. HESLB STAFF OPINION ON IMPROVING COST SHARING

10. Below are views and suggestions put forward for improving HESLB cost sharing programme. Indicate to what extent you agree or disagree with those suggestions by; 1=Strong Agree 2=Agree 3= Undecided 4=Disagree 5=Strong Disagree.

| | Statement | Rank | | | | |
|-------|--|------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| (i) | The HESLB technical labour power should be improved in quality and quantity | | | | | |
| (ii) | Government should be involved in search of employment for graduate students | | | | | |
| (iii) | Government and private employers should form a special link programme in order to recognize the employees in private sector | | | | | |
| (iv) | Government should make close follow up with parents/guardians and guarantors to recognize whether a graduate student has been employed or unemployed. | | | | | |
| (v) | The HELSB department should have coordination offices at institution level, zone level, and at Ward level to ease accessibility of student loan forms. | | | | | |
| (vi) | Means testing for loan provision should be excluded for field practical sessions. | | | | | |
| (vii) | Local government leaders, politicians should be involved to raise stakeholders' awareness for cost sharing policy. | | | | | |

11. In general most of stakeholders countrywide complain about cost sharing in higher education. Basing on your opinion what do you think is the most problematic issue about cost sharing program. Tick **only one** among under mentioned statements.

- (i) The cost sharing policy itself is unclear to stakeholders. []
- (ii) Unclear cost sharing policy implementation strategies (means testing) to stakeholders under HESLB. []
- (iii) Irrelevant information among stakeholders before loan access. []

12. Provide suggestions on how to improve cost sharing program in higher education basing in the choice made in question (11) above?

THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE

Appendix 5: Researcher's diary questions at HESLB, SUA and IUCO


Loan provision performance from 2004/2005 academic year to 2007/2008

1. Number of Applicants.....
2. Amount Of money offered.....
3. Amount of money applied.....
4. Amount of money repaid.....
5. Number of application approved

6. Students enrollment trends at SUA and IUCO from 2004/05 to 2007/08.

| Year | Applied | Enrollment | Percent |
|--------------------------|----------------|-------------------|----------------|
| 2004/2005 | | | |
| 2005/2006 | | | |
| 2006/2007 | | | |
| 2007/2008 | | | |
| Iringa University | | | |
| 2006/2007 | | | |
| 2007/2008 | | | |

Appendix 6: Student Loan Form

| HIGHER EDUCATION STUDENTS' LOANS BOARD (BODI YA MIKOPO YA WANAFUNZI WA ELIMU YA JUU) | | HESLB-SLF 3 COVER PAGE |
|--|---|---------------------------------|
|  | | |
| Tirdo Complex, Kimweri Road, Msasani; P.O.Box 76068, Dar es Salaam, Tanzania Tel: (General)+255 22 2669036/2669037; Website:www.heslb.go.tz E-mail:info@heslb.go.tz | | |
| ALL PAGES OF THIS FORM MUST BE COMPLETED IN BLACK INK TO FACILITATE SCANNING | | |
| 1) APPLICANT'S PRELIMINARY INFORMATION(MAELEZO YA AWALI YA MWOMBAJI) | | |
| FORM FOUR INDEX NO. (NAMBA YA MTIHANI KIDATO CHA NNE) | | YEAR OF COMPLETION (FORM IV) |
| <input type="text"/> | | <input type="text"/> |
| SURNAME (JINA LA UKOO) | FIRST NAME (JINA LA KWANZA) | |
| <input type="text"/> | <input type="text"/> | |
| MIDDLE NAME (JINA LA KATI) | GENDER (JINSIA) (Mark as appropriate/weka alama (X) iliy sahihi) | |
| <input type="text"/> | MALE (MWANAUME) <input type="checkbox"/> FEMALE (MWANAMKE) <input type="checkbox"/> | |
| INSTITUTION OF STUDY(CHUO UNACHOSOMA/UTAKACHOSOMA) | COURSE OF STUDY (KOZI UNAYOSOMA/UTAKAYOSOMA) | |
| <input type="text"/> | <input type="text"/> | |
| YEAR OF STUDY (MWAKA UNAOSOMA)(Mark as appropriate/weka alama (x) iliy sahihi) | | |
| ONE <input type="checkbox"/> TWO <input type="checkbox"/> THREE <input type="checkbox"/> FOUR <input type="checkbox"/> FIVE <input type="checkbox"/> | | |
| 2) FOR HESLB USE ONLY (KWA MATUMIZI YA BODI PEKEE) | | |
| Application Received by | | |
| SURNAME (JINA LA UKOO) | | INITIALS (VIFUPISHO) |
| <input type="text"/> | | <input type="text"/> |
| Signature (Sahiti) | <input type="text"/> | Official Stamp (Mhuni wa Ofisi) |
| | <input type="text"/> | <input type="text"/> |
| Date (Tarehe) (Mark as appropriate/ weka m'ano 02/12/1988) | | |
| <input type="text"/> | | |

HIGHER EDUCATION STUDENTS' LOANS BOARD HESLB-SLF 1 COVER PAGE
(BODI YA MIKOPO YA WANAFUNZI WA ELIMU YA JUU)



Tirido Complex, Kimweri Road, Msasani; P.O.Box 76068,
Dar es Salaam, Tanzania
Tel: (General)+255 22 2669036/2669037:

Website: www.heslb.go.tz E-mail: info@heslb.go.tz

ALL PAGES OF THIS FORM MUST BE COMPLETED IN BLACK INK TO FACILITATE SCANNING

1) APPLICANT'S PRELIMINARY INFORMATION (MAELEZO YA AWALI YA MWOMBAJI)

| | |
|--|---|
| FORM INDEX No. (NAMBA YA MTHANI KIDATO CHA NNE) (En S01310162) | YEAR OF COMPLETION (FCRM IV) |
| <input type="text"/> | <input type="text"/> |
| MIDDLE NAME (JINA LA UKOO) | FIRST NAME (JINA LA KWANZA) |
| <input type="text"/> | <input type="text"/> |
| MIDDLE NAME (JINA LA KATI) | GENDER (JINSIA) (Tick as appropriate/weka alama (X) panapostafini) |
| <input type="text"/> | MALE (MWANAUME): <input type="checkbox"/> FEMALE (MWANANKE): <input type="checkbox"/> |
| INSTITUTION OF STUDY (CHUO UNACHOSOMA/UTAKACHOSOMA) | COURSE OF STUDY (KOZI UNAYOSOMA/UTAKAYOSOMA) |
| <input type="text"/> | <input type="text"/> |
| YEAR OF STUDY (MWAKA UNAO SOMA) (Tick as appropriate/weka alama (X) panapostafini) | |
| ONE <input type="checkbox"/> | TWO <input type="checkbox"/> |
| THREE <input type="checkbox"/> | FOUR <input type="checkbox"/> |
| | FIVE <input type="checkbox"/> |

2) FOR HESLB USE ONLY (KWA MATUMIZI YA BODI PEKEE)

Application Received by (Fomu ya maombi imepokelewa na)

| | |
|--|---------------------------------|
| SURNAME (JINA LA UKOO) | INITIALS (VIFUPISHO) |
| <input type="text"/> | <input type="text"/> |
| Signature (Sahibu) | Official Stamp (Mhoni wa Ofisi) |
| <input type="text"/> | <input type="text"/> |
| Date (Tarehe) / month/mwazi / year mwaka | |
| <input type="text"/> | |