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# **Implications of Individual Behavioral Patterns to the Monitoring and Evaluation Process of Fee Free Basic Education Policy in Tanzania: A case of Mwanza Region, Tanzania**

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**Abstract.** It is an unidentified prerequisite a resoluteness that individuals' behavioral patterns have insinuations to the monitoring and evaluation process. Academic literature reviewed by this fixes an intermittent of texts on how behavioral patterns lesser to the M&E process of fee-free basic education policy in Tanzania. This study used knowledge, persuasions, appreciation, and beliefs as part of individuals' behavioral patterns on how they influence the relevance, efficiency, effectiveness, impacts, and sustainability of fee-free basic education provision policy. The study was conducted in the Mwanza region in Tanzania by local government authorities of Mwanza City Council, Ilemela municipality, and district councils of Ukerewe, Sengerema, Magu, Kwimba, and Buchosa. A sample size of 195 respondents was selected purposively from stakeholders of fee-free basic education provision policy. Data collected through questionnaires were analyzed using MATLAB-based Minitab software tested as one sample t-test. Statistical and practical significance were used to interpret the results. The findings illustrate that  $p(\beta < \alpha = 0.05)$  and  $\mu_m < \mu$ , designates that knowledge, persuasions, appreciation, and beliefs emerge, as well as upshot and engraving to the performance indicators on the M&E of fee-free basic education provision policy. The results propose projected behavioral patterns elements that emerge to be added to enhance the M&E process as a discipline of study; in future research, it may be interesting to compare and contrast the findings in addition to this longitudinal data might be more trustworthy to validate the findings.

**Keywords.** Individuals, Behavioral Patterns, Monitoring and Evaluation Process, Fee Free Basic Education Provision Policy, Tanzania

## **INTRODUCTION**

Findings from reviewed academic literature revealed a scarcity of literature outlining the relationship between individuals' behavioral patterns on how much they inspire the monitoring and evaluation to enhance feedback provision and decision-making. (Kazekimana, 2018), noted challenges in the M&E process that not all communities have members with M&E skills, points at insufficient technical guidance about how to monitor the implementation of

activities, and lack of standard reporting framework. M&E planning should indicate the necessity of sensitizing, the community about activities conducted to increase ownership and a sense of achievement (World Bank, 2012). The individual is an important part of monitoring and evaluation of the development of a program, project, or activity, that seeks to create change in the actions and behaviors of the individual (Johanna, Sybille, Heta, and Daniel, 2022). Jemison (2018), defined behaviors as the necessary existence of displaced energy influenced by time action and beliefs, further points that it is possible to measure the intensity of an individual's perception as they follow a predictable path that leads to cruel verbal, mental, and or physical harm. Behaviors are shaped by individual experience, knowledge, needs, and personal attributes however it is influenced by personal biases (a person's historical experiences or pre-existing beliefs), selectively perceived what they want or expect to use, and information overload (Study Smarter, 2024). Individual behavioral patterns to the program during the M&E process have received great attention discussed (Benjamin, 2023, eval-community, 2023, UNDP, 2002), that it helps to ensure that the project is meeting the needs and expectations of those intended to benefit, managers gain valuable insights and perspectives that build support and ownership of the program, project, or activity. Benjamin (2023) highlights that one way to involve individuals in the M&E process, consult with them during planning stages, this involves holding focus to gather input on the goals and objectives. Evalcommunity, (2023) synthesizes that individuals have an interest or concern in a particular project, program, or activity in the context of monitoring and evaluation processes (M&E), individuals are those who have a vested interest in the success of the M&E process, the finding and the outcome, however, these are project/program managers, funding agencies, donors, beneficiaries, implementing partners and government officials. (Ngengelezi, 2015, Evalcommunity, 2023, and GDJS, 2018), globalization has produced growing pressures on governments and organizations around the world to be more responsible for demanding the participation of stakeholders for good governance, accountability, and transparency; individuals share control over the content, the process and the results at M&E.

Despite individuals playing a critical role in the success of monitoring and evaluation processes in development programs and policies, Evalcommunity, (2023), noted challenges in working with individuals' behavioral patterns to the M&E process that a. individuals may have different communication styles, language barriers, cultural differences ii. some individuals may have more power or influence than others, which can make it difficult to ensure that all stakeholder's input is equally considered in program design and M&E processes iii. stakeholders may have different opinions or perspectives on what data is relevant or important to collect, how data is relevant or important to collect, or how data should be analyzed and individuals may have different expectations for the resources that should be allocated to the program. (Sulemana, Musah & Simon, 2018) suggested increasing engagement of the substructures in the planning, implementation, monitoring, and evaluation process, creating an enabling environment for the substructures to set their targets, support them to meet the targets, and build their capacities to report regularly to communities under them at Nanton municipality in Ghana. (Sulemana, Musah and Simon, 2018 quotes Ahenkan, 2013) to the lack of space for individual participation. In the context of Tanzania, Tanzania has several projects and programs that demand the involvement of individuals, at monitoring and evaluation stages, these are Tanzania Social Action Fund (TASAF), which has the objective of enabling poor households to increase incomes and opportunities while improving consumptions (TASAF, 2011). National Strategy for Growth and Poverty Reduction (NSGRP) focuses on accelerating economic growth, reducing poverty, improving the standard of living and social welfare of the people of Tanzania,

as well as good governance and accountability, Shukia (2020) points out the implementation of fee-free basic education provision policy in Tanzania. However, a controversial implementation of the fee-free basic education policy addressed by Shukia (2020), that individuals perceive and translate the fee-free basic education policy into practice, further, narrates that the policy is misapprehended and causing confusion and dissonance. Lazaro (2022), points out a massing gap among community members regarding community participation in the provision of fee-free basic education that could affect the M&E process. World Bank, (2010), discloses factors that hinder monitoring and evaluation at local government authorities among is lack of focus among stakeholders to the program, activity or project. It was the intent of this study on how individuals' behavioral patterns inspiration to the monitoring and evaluation process of fee-free basic education policy in Tanzania, the study to be conducted in the Mwanza region.

### **LITERATURE REVIEW**

(Neil, 2016 quotes Ward 1898 & Brown 2016) through principle of positivism asserts human behavioral patterns through observations and senses that are based on reality or positivity, it is a scientific outlook on knowledge and the world, it holds that all genuine knowledge is either actual by definition or positive, meaning a posteriori fact derived by reason and logic from sensory experience, however, positivity agrees to which the phenomena can be precisely determined, also subjected to mathematical demonstration and therefore mathematics which is not itself a concrete science gauge by which the position of every science is to be determined. Comte (1865) discusses three stages of knowledge that are fictitious knowledge, metaphysical knowledge, and scientific knowledge, however, describes the foundation of beliefs that are faith and custom, philosophy and rational logic, therefore individuals' perception based on this principle, their knowledge should come from positive information of observable experiences, however, concluded that positivism it confines itself to data of experiences and excludes a priori or metaphysical speculations. Sharpe (2011) quotes ( Reynold, 1998, Rogers et al., 2000, Sedan & Sechrest, 1999) points to program theory that it consists of a set of statements describing a particular program explaining why, how, and under what conditions the program effects occur, predicts the outcomes of the program, and specifies the requirement necessary to bring about the desired program effects; however, program theory modeling uses three components to describe the program, the program activities or input, the intended outcomes or inputs and the mechanisms through which the intended outcomes are achieved. Furthermore, Rogers (2016) points to a program theory that has vital issues of inputs, processes, output, outcomes, and impacts. Based on theoretical conceptualization, the study develops knowledge of the M&E model based on metaphysics and scientific knowledge to validate inspiration of knowledge at indicators of the M&E process (Relevance, Effectiveness, Efficiency, Impact, and sustainability). (Dainton 2004, quotes Simon, 1976, O'Keefe, 1990), through communication theories argued that persuasion involves a goal and intent to achieve that goal on the part of the message sender, communication is the means to 2.1: achieve that goal, and message recipients must have free will (i.e. threatening physical harm if the recipient doesn't comply is usually considered force not persuasion), from a well-crafted public relation campaign designed to foster positive attitudes about a program, project or activity, is one way achieving persuasive communication theory. According to Social judgment theory (Dainton, 2004, quotes, Sherif & Hovland, 1961, Sherif, Sherif & Nebergall, 1965) points at people make evaluations about the content of the messages based on their anchors or stance on a particular topic messages these have three categories latitude of acceptance includes all ideas that a person finds acceptable, latitudes of rejection, includes all those ideas that a person finds unacceptable,

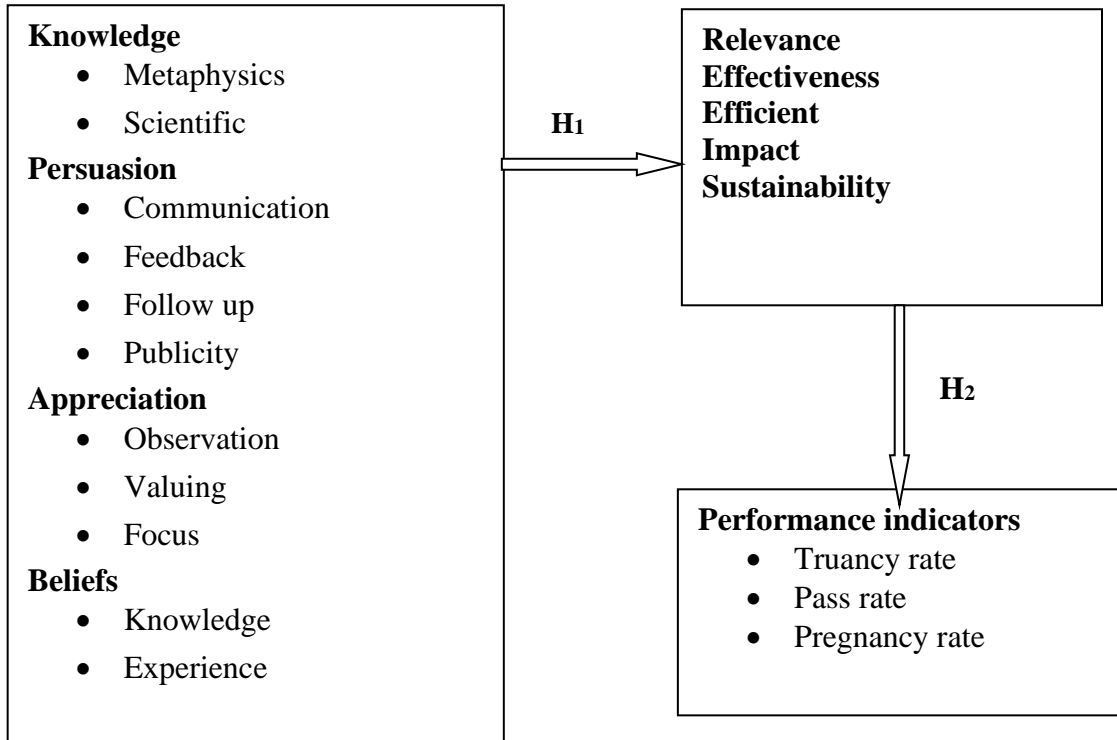
finally, there is the latitude of noncommitment includes ideas for which you have no opinion that neither accept nor reject the ideas. Rogers (1983) points at innovation as an agent of behavior change, with innovation defined as ‘an idea, practice, or object perceived as new.’ Consequently, it is the perceived attributes of an innovation that determine its rate of adoption to a greater extent than the characteristics of the Adopters. However, the behavior will change more rapidly if innovations are perceived as being better than previous options (relative advantage) and consistent with the existing values, experiences, and needs of potential adopters (compatibility), if they are easy to understand (complexity), testable via limited trials (trial ability) and their results are visible (observability). (Fagley, 2018) points at appreciation that it consists of several aspects including focus on what one has, awe, gratitude, and interpersonal (Fagley 2018, quotes Adler & Fagley 2005, Tucker, 2007) in the tendency to feel appreciation, there must be a consistency with personal observations that at one end of the continuum are people who appreciate kindness or opportunities, appreciate beauty wherever it is found, however, (Fagley 2018, quotes Fagley 2012, 2016) points at individual differences in the tendency to feel appreciation, also appreciation can be increased through particular belief and practices, which can be learned. (Adler 2002, Adler & Fagley, 2005) points at focus that have an aspect of appreciation involves noticing, focusing on valuing (appreciating) what one has, this attentional focus on what one has counters the tendency to take positive aspects of one’s life for granted. Bourdieu (1972), argues that an individual possesses levels of abstract structures with the action, feelings, and mental states of an individual; also, it operates on the person as well as the system of models of perception and appreciation that results from acting to the world drives ones to decision making. Morris, et al. (2012) quote Reckwitz (2002) pinpoints that the central insight of recognition of human ‘practices’ (ways of doing, ‘routinized behavior’, habits) are arrangements at various inter-connected ‘elements,’ such as physical and mental activities, which form people’s actions or ‘behavior’ as part of their everyday lives. Leicester (2023), points to three underlying theories of beliefs at which this study focused, these are the intellectualistic theory that belief is a cognitive act related to evidence that the things believed are probably true, the dispositional theory that recognizes our own beliefs by observing how we react to things, the feeling theory that belief is a particular feeling that comes to us and is a signal to us that we believe. The theory of change suggested by Inigo (2011), allows the organization of thoughts and configuration abstractly based on knowledge and experience; in the project, program, or activity planning, as in life in general, we are guided by our own internal and implicit images – or mental models - of how the world works. These images guide our ways of thinking and acting, theory of change offers an approach for critically reflecting on these internal or implicit mental models and for ‘testing’ them against our life experiences and lessons learned, it forces us to make our implicit rationale assumptions explicit, an articulation is required on how we think change will happen; how we can contribute; and the sequences of changes we expect to result from our activities and efforts, if all of this is explicit and agreed, we can assess our progress against expected changes, learn from our failures and successes and ultimately become more relevant and effective in influencing positive changes for people with whom and for whom we work (CSO, 2015).

The major focus of this section is merge the empirical findings and conceptual emphasis that has assessed involvement of an individuals to the M&E process; prior studies has identified a number of evidences that stakeholders involves to M&E process are influenced with behavioral patterns in different context, (Bejamin, evalcommunity, 2023; UNDP, 2002) identified an influence of individuals behavioral patterns to the implementing program, project or activity, (Ngengelezi 2015, evalcommunity 2023 and GDJS, 2018) points at necessity of

stakeholders' involvements at M&E for assurance of transparency and accountability; (Talisayon, 2019) declares lack of understanding the terms 'knowledge' (epistemological problem); the complexity arising from multiple actors in development, each with their own different world-views, interests, values, power and development agendas (sociological-political problem); the large variety, as well as gaps, among the approaches and tools for measuring or assessing the magnitude, utilization and impact of use of intangible assets including knowledge (methodological problem); and use knowledge to demonstrably create value or other desirable development outcomes (operational problem), Plummer, Amanda, Samantha, and Witkowski, (2023) notes challenges at participatory M&E that are unequal power structures, varying level of skills, difficult to integrate multiple types of knowledge and perspectives from multiple divers back grounds and engaging with indigenous communities and active consultation, (Plummer et al quotes Reed, 2008, Stem et al, 2005, Hockings et al, 2000; Margoluis & Salasfky, 1998) indicates tensions arise regarding on how to conduct M&E that different M&E needs different approaches which depends on the overall goal of practitioners. Western scientist according to Plummer et al (2023), suggests indigenous communities contribute to the planning, design, implementation, analysis, and reporting of the research. (Shukia, 2020) studied the perception of individuals at fee-free basic education provision. Lazaro (2022) argues a massive gap in fee-free basic education provision in Rombo district in Tanzania. All studies reviewed indicate a strong positive relationship between stakeholders' behavioral patterns to the M&E process but in different contexts. Several conclusions can be drawn from the above discussions with regards to implications of individuals' perceptions towards the M&E process, first, the two theories such as descriptive theory (principle of positivism Neil, 2016 quotes Ward 1898, Brown 2016, communication persuasive theory Dainton, 2004, quotes Simon, 1976, O'Keefe, 1990 and Appreciation theory Fagley, 2018) and explanatory theories ( Theory of social practice, Rogers 2016, Diffusion Innovation theory Rogers 1983, Program theory Sharpe 2011, quotes Reynold 1998, Rogers, 2000, Sedan & Sechrest, 1999), provide motivation and associations for assessing on individuals' behavioral patterns has implication to the feedback and decision making approach; to specify the research gap and exploration of potential backgrounds of how behavioral patterns of an individual relates to M&E process, the extension review takes place below. The conceptual framework for this study is presented. The relevant independent variables in the framework are individuals' behavioral patterns such as Knowledge, persuasion, appreciation, and beliefs. The dependent variables are M&E indicators such as Relevance, effectiveness, efficiency, impact, and sustainability. A causal effect relationship of individuals behavioral patterns with M&E process and performance indicators of fee free basic education provision as shown to Figure 1.

**Individuals' behavioral patterns**

**M&E Process indicators**



**Figure 1: Conceptual Framework of the Study**

Addressing relevancy to the policy, BetterEvaluation (2023), points to the legal and policy basis for M&E systems integration that there might be formal legislative and policy frameworks that underpin the establishment, operation, and integrations of M&E practices within government processes. This framework provides the official mandate for how M&E should be conducted and how its findings will be used in planning, budgeting, and policymaking. However, ILO (2011) advocates that indicators should be relevant to the needs of the user and the purpose of monitoring. It should indicate to the users whether progress is being made (or) not in addressing the problem identified. EU (2023), comments on the role of monitoring and evaluation in the policy cycle addressed policy design, policy delivery, and policy review. Contributors to efficiency to the Monitoring and Evaluation were Evalcommunity (2023), suggesting that in the context of the M&E process, efficiency means achieving the intended outcomes and impacts while optimizing the use of resources and minimizing waste. It is achieved by establishing clear goals and objectives, using appropriate indicators, developing a comprehensive M&E plan, utilizing technology, training staff, and stakeholders, implementing feedback mechanisms, and continuously reviewing and adjusting the M&E plan. Shayo (2020, quote OECD, 2002) suggests that effectiveness is the ability of the system to produce expected goals and relevant findings and results within the planned budget schedule. Ba (2021) points out the effectiveness of the M&E process that contributes greatly to expanded policy and program design, improved operational decisions, improved tactical and strategic decisions, and improved capability to advance development objectives. Kazekimana (2018, quote Reynolds 2011) argues that effective M&E helps in providing timely

information on the project progress, which in turn leads to an increase in technical capabilities and project performance. Migolo (2023), points out the benefit of the M&E process that it helps to identify the impact of the program on the intended beneficiaries. By evaluating the long-term effects of the program, stakeholders can understand the broader and lasting impact of the program and can inform future program planning. However, M&E also helps to build support and ownership for the program, by involving stakeholders in the M&E process and sharing the findings with them, as it demonstrates that the program is responsible for the needs and priorities of the intended beneficiaries, and for building support and ownership of the program, which can be critical for success. Sandra (2023), suggests that in pursuing sustainable impact, it is crucial to measure the impact of interventions, track progress towards goals, assess decisions of initiatives, identify areas for improvement, and make informed decisions based on evidence. However, evidence-based decision-making allows measuring impact to enable evidence-based decision-making by providing empirical data and insights. planning. However, ILO (2011) addresses the performance indicators, which are concise quantitative and qualitative measures of program performance that can be easily tracked regularly. Quantitative indicators measure changes in a specific value (number, mean, or median) and a percentage. Qualitative indicators provide insights into changes in attitudes, beliefs, motives, and behaviors of individuals. Although important, information on these indicators is more time-consuming to collect, measure, and analyze, especially in the early stages of program implementation, World Bank (1996), indicates that performance indicators are measures of program impacts, outcomes, outputs, and inputs that are monitored during project implementation to assess progress towards forwarded objectives. Evalcommunity (2023), points at Stakeholders stakeholder's performance indicators that measure the satisfaction or engagement of project stakeholders, such as level of stakeholder participation, satisfaction, or support for the project, however, there are limitations and challenges to stakeholder engagement results, that stakeholders may have different perspectives on what is important to measure and how to measure it, failure to engage stakeholders in the selection and interpretation of KPIs may result in lack of buy-in and support for the M&E process. Addresses on the benefits of a fee-free basic education program in Tanzania (Al-Samarrai, S & Tamagnan, M. E, 2016) indicate on dropout rate, enrollment rate, and pass rate as performance indicators of the fee-free basic education policy in Tanzania.

### **METHODOLOGICAL APPROACH**

This research proposed an empirical setting to assess the theoretical setting of the relational path of stakeholders' behavioral patterns to the M&E process and validate through a hypothesis. The conceptual framework seeks to quantify the data (the approach for this investigation is explanatory and comprises research tools and techniques. For further conceptual validation, qualitative information might be worthwhile in any research approach. The quantitative method is unadventurously based on the positivity approach to explore a scientific review of the underlying phenomena. This motivates the deductive model which shows the hypothesized relationship (Saleh 2006, quotes Aaker et al 2001, Davis 2000). (Saleh 2006, quotes Kuhn 1970) suggests causal hypothesis testing that is most well suited to mature science where a research approach seeks to match underlying assumptions of the scientific observation and the challenge is not to uncover the unknown to obtain the reason. According to (Saleh 2006, and Rosner 1990), this approach provides a concrete answer to the research question scientifically was defined objectively and measured through statistical tools and techniques. Further, (Saleh 2006, quotes Beedles 2002, Fielding and Fielding,1989) point out that the qualitative research method emphasizes the exploration of real interest in a complex situation



which cannot always be easily quantified and is also used as a contributory support to the quantitative research findings for qualitative interpretation. (Saleh 2006, quotes Beedles 2002) points not necessarily for subjective experiments or information and the necessity of statistical analysis and detailed discussion of the situation. Saleh, (2006) emphasizes at justification of combining both qualitative and quantitative techniques within a research approach, this combination is not only to develop or extend theories and test their application but also achieve triangular between methods through enhancing the qualitative output with rich interview data, however, there is a difference among research approaches that do not limit researchers to use one methodology rather than combining both approaches sequentially that application of in-depth investigation is more important for reinforcement. (Saleh 2006, quotes Davis 2000) suggests a quantitative technique that can measure specific characteristics through a structured data collection procedure from a large representative sample, so that the result can be projected to the entire population. This research study has the main strength to answer a research question through the acquisition and analysis of information that can be aggregated from the survey data (Saleh 2006, quotes Beedle 2002). (Saleh, 2006) points at the generalization of quantitative empirical results where a certain context only is relevant to the area of study. So far, this study triggers the inferential representations that confirm the hypothesized relationship or significance of the relations. This study is taken as intermittent creativities that explore the relations of individuals' behavioral patterns to the M&E process of fee-free basic education provision policy in Tanzania. The study demands restrict the interacting variables in a uniform environment, therefore, the rationale for selecting local government authorities in the Mwanza region context rather than all local government authorities in Tanzania according to (Saleh, 2006 quotes Amine & Cavusgil, 1986) was to eliminate macro-environmental diversity that exists among local governments; a collection of data to be fairly homogeneous environment, control plausible impacts arising from uncontrollable external variables. The rationale for selecting the local government in Mwanza Region as a context was that the researcher himself found at Mwanza City Council which has facilitated easy access to information from nearby local government in Mwanza Region. However, this study provides less local government data for generalization. (Saleh, 2006 quotes Kim and Frazier, 1997) emphasized that it was imperative to select an appropriate knowledgeable key respondent under the context of the study, however, Saleh (2006), points to the quality of informants that should be among of stakeholders.... for this study facilitators of fee-free basic education provision available at local government authorities. The composition forms a research population of 195 informants. (Saleh, 2006 quote Mitchell, 1994), suggested that the questionnaire should be targeted at the qualified informants. In this study, key informants were all stakeholders of fee-free basic education provision at local government authorities in the Mwanza region. (Saleh, 2006) comments that as the dependent and independent variables were causally related and using the same type of measurement scales all of these could suffer from common method bias. This study used 5- points Likert scales items in the questionnaire, respondent was asked to rate their perceptions on the questionnaire items based on 5 point Likert Scales ranging from 1" Strongly Disagree to 5" Strongly agree.

A panel of experts reviewed the original version of the questionnaire formulated in English before undergoing pre-testing. Reviewers' comments were revised and modified. The questionnaire was revised and pretested for its clarity, validity, and reliability on a small sample size of respondents. The feedback obtained was included for slight modifications. An English version was translated into a Swahili version to allow quick response and to ensure clear communication with the respondents (Saleh, 2006 quotes Chang et al., 1999). This study tests

the validity of the instruments. Cronbach (1990) points out that validity is the extent to which a test measures what it is supposed to measure. Criterion-related validity was used by correlating test results. Analysis of results achieved by the Pearson correlation coefficient, which measures the strength between the different variables and their relationships. According to Shaun (2022), the Pearson correlation coefficient (r) measures linear correlation. It is a number between -1 and 1 that measures the strength and direction of the relationship between two variables. Data collected through structured questionnaires were processed and analyzed using one sample T-Test, (Complete Dissertation, 2023) argues that the t-test is a statistical procedure used to determine whether a sample of observations could have been generated by a process with a specific mean, are two kinds of hypotheses for one sample t-test, the null hypothesis and alternative hypothesis. This study used an alternative hypothesis to assume that some difference exists between the true mean (M) and comparison mean ( $\mu$ ), whereas this study used a null hypothesis to reject a hypothesis. Assumptions made for data analysis were, the observations are independent of one another, and the dependent variables are considered to be normally distributed. The four steps were used: (i) Calculate the sample mean (ii) Calculate the sample standard deviation (iii) calculate the test statistics (iv) Calculate the probability of observing the test statistics under the null hypothesis.

$$\mu = \frac{\sum(\sum_1^y(x))}{\sum N} \dots\dots\dots 1$$

Where:  
 x; Strength based at Likert scale  
 y; Number respondents at each response  
 N; Population of respondents

by the creation of a hypothesis and evaluation based on data collected as significance level  $\alpha=0.05$ , Number of sample values = N, mean value =  $\mu$ , standard deviation =  $\delta$ , standard error

$$\sigma E - \sigma \dots\dots\dots 2$$

mean

$$t = \frac{\bar{x} - \mu}{\sigma E} \dots\dots\dots 3$$

t-value

and degree of freedom, df

$$df = N - 1 \dots\dots\dots 4$$

However, this study used MATLAB Minitab for processing raw data. Mrudula (2022) points out that Minitab has the following features basic statistics, which provides tools that can be used by users for the analysis of statistical data, it provides tools such as descriptive statistics, correlation analysis, regression analysis, and more, Minitab has graphics tools for easily transform data into graphical form such as bar charts, scatterplots,, box plots, histograms and more others, provide rooms to other statistical tools like Analysis of Variance (ANOVA),

Statistical Process Control, Measurement System Analysis and Design of Experimentation it is a trusted software used by six sigma professionals developed at University of Pennsylvania State University with Triola Statistics Company. Interpretation of the results of this study was done using statistical significance and practical significance. Statistical significance was used by just looking at the p-value, the p-value gives the probability of observing the test results under the null hypothesis, the lower the p-value, the lower the probability of obtaining the results like one that was observed if the null hypothesis was true, as well as practical significance which refers to the magnitude of the difference, which is known as the effect size.

## FINDINGS

### Demographic Characteristics

A clear understanding of the respondent’s characteristics in this study is essential. It has significant values for assessing their behavioral patterns about behavioral patterns on monitoring and evaluation at fee-free basic education provision policy. In this study, age and level of education are important demographic characteristics to strengthen the results and findings of the study. The study shows based on a sample size of respondents (N=195), standard seven were 19 (9.7%), form four was 35(17.9%), form six was 22 (11.3%), certificates 34 (17.4%), diploma 30 (15.4%) and degree and above 55 (28.2%).

**Table 1: Level of Education of Respondents**

Level of education	Percent
Standard Seven	9.7
Form Four	17.9
Form Six	11.3
Certificate	17.4
Diploma	15.4
Degree and above	28.2
<b>Total</b>	<b>100.0</b>

The findings showed that individuals’ engagement in monitoring and evaluation strongly influenced their level of education. This is statistically significant that individuals should explore more things on their own to make predictive answers (Karimi et al, 2020). Educational status among respondents has significance to the study. Age of respondents, The results reveal age distributions of respondents were 18-30 (19.5%), 31-45 (32.3%), 46- 55 (40.5%), and 55-above (11.7%).

**Table 2: Age Distribution of Respondent**

Age (years)	Percent
18-30	19.5
31-45	32.3
46-55	40.5
>55	11.7
<b>Total</b>	<b>100.0</b>

The age group is important in this study, as respondents differ in life experiences as respondents change tastes and behavior as they get older as well and respondents born within a generation typically share some similar characteristics and ways of thinking.

### Behavioral Patterns Based on Descriptive and Inferential Data Analysis

General findings show that  $\mu(\alpha=0.05) < \mu(\beta=0.95)$ ,  $p(\beta)$ , for improvement of findings, this study used the null hypothesis and an alternative hypothesis. Null hypothesis ( $H_0$ ): The population means ( $m$ ) is equal to the hypothesized mean ( $\mu$ ), (i.e.  $\mu = m$ ), and the Alternative hypothesis ( $H_1$ ): The population means does not equal the hypothesized value ( $\mu \neq m$ ), that if the p-value is less than the significance level (i.e..05) you can reject the null hypothesis (Frost. 2023). The study is imperative to validate an argument based on statistical and practical significance that individuals' behavioral patterns exist and influence the M&E process.

### Analysis and Findings of Knowledge Patterns

Based on Table 3 and Table 4, findings show that  $p(\beta < \alpha)$  and  $\mu(\alpha=.05) < m(.95)$  and combined means findings,  $\mu(\alpha=.05) = 1.867$ ,  $\delta = .362$ ,  $\delta E = .125$ ,  $m(.95) = 2.092$ ,  $t(8) = 1.86$  and  $p(\beta) = .001$ , (Neil, 2016 quotes Ward 1898 & Brown 2016) asserts that aspects of knowledge it is derived by reason and logic from sensory experience. Comte (1865) argues about stages of knowledge, which are metaphysical knowledge and scientific knowledge. Reflecting on the M&E process, Rogers (2016) points to virtual knowledge of inputs, processes, output, outcomes, and impacts. However, Sharpe (2011) quotes (Reynold, 1998, Rogers et al., 2000, Sedan & Sechrest, 1999) explains that it consists of a set of statements describing a particular program explaining why, how, and under what conditions the program affects occur, predicts the outcomes of the program, and specifies the requirement necessary to bring about the desired program effects. Observations show trends of variations in knowledge values among respondents.

**Table 3: Trends of Findings of Knowledge Patterns**

Respondents	$\mu$	$\delta$	$\delta E$	$p(\beta)$	t(df)	m	Significance test
DS	2.167	0.319	0.120	0.00	2.18	2.427	<b><math>p(\beta &lt; \alpha)</math>,                      Statistical                      significance</b>  <b><math>\mu(\alpha=.05) &lt; m(\beta=.95)</math> for                      practical                      significance</b>
CC	2.21	0.354	0.23	0.01	1.36	2.391	
CMT	1.378	0.235	0.08	0.01	2.4	1.572	
WDC	1.186	0.2114	0.034	0.00	2.17	1.260	
B	1.013	0.333	0.043	0.001	2.41	1.117	
SRP	2.045	0.522	0.18	0.001	2.39	2.475	
SC/BB	1.045	0.340	0.054	0.01	1.26	1.124	
HBF	1.446	0.2026	0.082	0.001	2.322	1.613	
SOP	1.877	0.334	0.118	0.00	2.17	2.151	

*DS-District Secretariat, CC- Counsellors at Councils, CMT- Council Management Team, WDC- Ward Development Council, B- Beneficiaries, SRP- Secretariat of Ruling Party SC/SB – School Committee/School Board, HBF-Head of Basic Facilities, SOP-Secretariat of Opposition Party*

**Table 4: Descriptive Statistics of knowledge patterns**

N	Mean	StDev	SE Mean	95% Upper Bound for $\mu$
9	1.867	0.362	0.121	2.092
<b>t-value</b>		<b>p-value</b>		
1.86		0.001		

### Analysis and Findings of Persuasion Patterns

Based on Table 5 and Table 6, findings show that  $p(\beta < \alpha)$  and  $\mu(\alpha=.05) < m(\beta=.95)$ , and combined means findings,  $\mu(\alpha=.05)=2.211$ ,  $\delta=.434$ ,  $\delta E=.145$ ,  $m(.95) =2.480$ ,  $t(8)=1.855$  and  $p(\beta)=.000$ , it indicates the statistical and practical significance of persuasion patterns to the M&E process. Rogers (1983) points at innovation as an agent of behavior change, with innovation defined as ‘an idea, practice, or object perceived as new.’ Consequently, it is the perceived attributes of an innovation that determine its rate of adoption to a greater extent than the characteristics of the Adopters.

**Table 5: Trends of Persuasion Patterns**

Respondents	$\mu$ ( $\alpha=0.05$ )	$\delta$	$\delta E$	$p(\beta)$	t	m (0.95)	Significance test
DS	2.545	0.661	0.250	0.00	2.17	3.088	<p><b><math>p(\beta &lt; \alpha)</math>- Statistical significance</b></p> <p><b><math>\mu(\alpha=.05) &lt; m(\beta=.95)</math> for practical significance</b></p>
CC	2.460	0.653	0.23	0.001	2.33	2.997	
CMT	1.773	0.533	0.19	0.01	2.31	2.212	
WDC	1.142	0.539	0.085	0.00	1.68	1.285	
B	1.025	0.279	0.036	0.001	2.78	1.125	
SRP	2.525	0.255	0.09	0.001	2.78	2.735	
SC/BB	1.060	0.419	0.066	0.001	2.197	1.205	
HBF	1.603	0.312	0.127	0.01	2.024	1.860	
SOP	2.168	0.312	0.11	0.001	2.33	2.425	

DS-District Secretariat, CC- Counsellors at Councils, CMT- Council Management Team, WDC- Ward Development Council, B- Beneficiaries, SRP- Secretariat of Ruling Party SC/SB – School Committee/School Board, HBF-Head of Basic Facilities, SOP-Secretariat of Opposition Party

**Table 6: Descriptive Statistics of Persuasion Patterns**

N	Mean	StDev	SE Mean	95% Upper Bound for $\mu$
9	2.211	0.434	0.145	2.480
<b>t-value</b>		<b>p-value</b>		
1.855		0.000		

### Analysis and Findings on Appreciation Patterns

Based on Table 7 and Table 8, show that  $p(\beta < \alpha)$  and  $\mu(\alpha=.05) < m(\beta=.95)$ , and on means findings,  $\mu(\alpha=.05)= 2.060$ ,  $\delta=.0.318$ ,  $\delta E=.106$ ,  $m(.95) =2.257$ ,  $t(8)=1.86$  and  $p(\beta)=.000$ , is statistically and practical significantly that appreciation pattern ensues and results in the M&E

process of fee-free basic education provision policy. Bourdieu (1972), justifies that an individual possesses levels of abstract structures with the action, feelings, and mental states of an individual; also, it operates on the person as well as the system of models of perception and appreciation that results from acting to the world drives ones to decision-making. Morris, et al. (2012), quoting Reckwitz (2002), pinpoint a central insight of recognition of human ‘practices’ (ways of doing, ‘routinized behavior’, habits) are arrangements at various interconnected ‘elements,’ such as physical and mental activities, which form people’s actions or ‘behavior’ as part of their everyday lives. Based on appreciation theories and social practices theories, an appreciation of the M&E indicators was developed for validation.

**Table 7: Trends of Appreciation Patterns among Respondents**

Respondents	$\mu$ ( $\alpha=0.05$ )	$\delta$	$\delta E$	$p(\beta)$	t	m ( $\beta=0.95$ )	Significance test
DS	2.208	1.042	0.393	0.001	2.18	3.066	<b><math>p(\beta &lt; \alpha)</math>, Statistical significance</b>  <b><math>\mu(\alpha=.05) &lt;</math> <math>m(\beta=.95)</math> for practical significance</b>
CC	1.962	0.630	0.22	0.001	2.36	2.048	
CMT	1.410	0.275	0.09	0.01	1.09	1.508	
WDC	1.145	0.549	0.087	0.00	2.78	1.387	
B	1.105	0.346	0.045	0.001	1.18	1.158	
SRP	2.225	0.788	0.28	0.001	2.31	2.874	
SC/BB	1.090	0.369	0.058	0.001	2.103	1.252	
HBF	1.537	0.793	0.324	0.01	1.40	1.989	
SOP	2.275	0.777	0.27	0.001	2.36	2.914	

DS-District Secretariat, CC- Counsellors at Councils, CMT- Council Management Team, WDC- Ward Development Council, B- Beneficiaries, SRP- Secretariat of Ruling Party SC/SB – School Committee/School Board, HBF-Head of Basic Facilities, SOP-Secretariat of Opposition Party

**Table 8: Descriptive Statistics of Appreciation Patterns**

N	Mean	StDev	SE Mean	95% Upper Bound for $\mu$
9	2.060	0.318	0.106	2.257
<b>t-value</b>		<b>p-value</b>		
1.86		0.000		

**Analysis and Findings of Belief Patterns**

Based on Table 9 and Table 10 findings show that  $p(\beta < \alpha)$  and  $\mu(\alpha=.05) < m(\beta=.95)$ , and  $\mu(\alpha=.05) = 1.925$ ,  $\delta=.0.316$ ,  $\delta E=.105$ ,  $m(.95) = 2.123$ ,  $t(8)=1.86$  and  $p(\beta)=.000$ , it is statistical and practical significantly that persuasion pattern exist and effect on the M&E process of fee-free basic education provision policy. According to the theory of change suggested by Inigo (2011), organization of thoughts and configuration abstractly based on knowledge and experience; in the project, program, or activity planning, as in life in general, are guided by our own internal and implicit images – or mental models - of how the world works. These images guide our ways of thinking and acting, theory of change offers an approach for critically reflecting on these internal or implicit mental models and for ‘testing’ them against our life experiences and lessons

learned, it forces us to make our implicit rationale assumptions explicit, an articulation is required on how we think change will happen; how we can contribute; and the sequences of changes we expect to result from our activities and efforts, if all of this is explicit and agreed, we can assess our progress against expected changes, learn from our failures and successes and ultimately become more relevant and effective in influencing positive changes for people with whom and for whom we work (CSO, 2015). Based on theories of beliefs and the theory of change beliefs to M&E model was formulated where the influence of beliefs to the M&E would be validated.

**Table 9: Trends of Beliefs Patterns among Respondents**

Respondents	$\mu$ ( $\alpha=0.05$ )	$\delta$	$\delta E$	$p(\beta)$	t	m ( $\beta=0.95$ )	Significance test
DS	2.143	0.620	0.234	0.000	2.18	2.654	<p><math>p(\beta&lt;\alpha)</math>- Statistical significance</p> <p><math>\mu(\alpha=.05)&lt;</math> <math>m(\beta=.95)</math> for practical significance</p>
CC	2.153	0.319	0.11	0.001	1.31	2.98	
CMT	1.383	0.155	0.055	0.01	2.00	1.493	
WDC	1.048	0.357	0.056	0.00	1.67	1.142	
B	1.012	0.274	0.035	0.001	1.14	1.052	
SRP	1.815	0.491	0.17	0.001	2.38	2.219	
SC/BB	1.023	0.567	0.089	0.001	1.88	1.190	
HBF	1.473	0.420	0.171	0.01	2.03	1.818	
SOP	2.293	0.407	0.167	0.001	2.08	2.628	

DS-District Secretariat, CC- Counsellors at Councils, CMT- Council Management Team, WDC- Ward Development Council, B- Beneficiaries, SRP- Secretariat of Ruling Party SC/SB – School Committee/School Board, HBF-Head of Basic Facilities, SOP-Secretariat of Opposition Party

**Table 10: Descriptive Statistics of belief patterns**

N	Mean	StDev	SE Mean	95% Upper Bound for $\mu$
9	1.926	0.316	0.105	2.123
<b>t-value</b>		<b>p-value</b>		
1.86		0.000		

**Consistence of Behavioral Patterns on the M&E Process Based at Performance indicators Relevance on Fee Free Basic Education Provision Policy**

Test results in Table 11 and Table 12 show  $p(\beta=0.001)$  as  $p(\beta<\alpha)$  is statistically significant. Justified by ILO (2011) that indicators should be relevant to the needs of users and the purpose of monitoring, they should indicate to the users whether progress is being made (or) not in addressing the problem identified. EU (2023), comments on the role of monitoring and evaluation in the policy cycle addressed in policy design, policy delivery, and Policy Review.

**Table 11: Summary of Findings at Relevancy to the Policy**

	DS (N=7)	CC (N=8)	CMT (N=8)	WDC (N=40)	B (N=60)	SRP (N=8)	SC/B (N=40)	HBF (N=40)	SOP (N=8)
Education training policy	2.57	2.71	1.38	1.63	2.45	1.88	1.88	1.35	2
Mission, vision and objective	2	2.42	1.75	1.58	2.77	2.88	1.95	1.43	2.5

*DS-District Secretariat, CC- Counsellors' Council, CMT- Council Management Team, WDC- Ward Development Council, B- Beneficiaries, SRP- Secretariat of Ruling Party SC/SB – School Committee/School Board, HBF-Head of Basic Facilities, SOP-Secretariat of Opposition Party*

**Table 12: Test Results at the Relevance of Policy**

Description of test category	p(β)	p(α = 0.05)
Education and Training 2014 policy	0.001	Significant (p<0.05)
Mission, vision, objective and goals	0.001	Significant (p<0.05)

### Efficiency on Fee-Free basic education provision policy

Test results in Table 13 and Table 14 show  $p(\beta=0.001)$  as  $p(\beta<\alpha)$  is statistically significant, then that behavioral pattern has an imprint on performance data in the monitoring and evaluation of a fee-free basic education provision policy specifically efficiency to the policy. Evalcommunity (2023) suggests that in the context of the M&E process, efficiency means achieving the intended outcomes and impacts while optimizing the use of resources and minimizing waste. It is achieved by establishing clear goals and objectives, using appropriate indicators, planning a comprehensive M&E plan, evaluating technology, training staff, and stakeholders, implementing feedback mechanisms, and continuously reviewing and adjust the M&E plan.

**Table 13: Summary of Findings on Efficiency of the Policy**

	DS (N=7)	CC (N=8)	CM T (N=8)	WDC (N=40)	B (N=60)	SRP (N=8)	SC/B (N=40)	HBF (N=40)	SOP (N=8)
Community involvement	2	2	1.13	1.75	2.57	1.63	2.23	1.65	1.75
Capitation and funds	2.42	2.71	1.13	1.75	2.57	1.63	2.23	1.65	1.75
Input/output	2.85	3.42	1.38	1.63	3.02	2.88	2.05	1.78	2.13

*DS-District Secretariat, CC- Counsellors Council, CMT- Council Management Team, WDC- Ward Development Council, B- Beneficiaries, SRP- Secretariat of Ruling Party SC/SB – School Committee/School Board, HBF-Head of Basic Facilities, SOP-Secretariat of Opposition Party*



**Table 14: Test Results of the Efficiency of Policy**

Description of test category	p(β)	p (α = 0.05)
Community involvement	0.001	Significant (p<0.05)
Satisfaction funds and capitations	0.001	Significant (p<0.05)
Inputs and outputs deliverance	0.001	Significant (p<0.05)

**Effectiveness on Fee Free Basic Education Provision Policy**

Test results in Table 15 and Table 16, show  $p(\beta=0.000)$  as  $p(\beta<\alpha)$  is statistically significant, Shayo (2020, quote OECD, 2002) suggests that effectiveness is the ability of the system to produce expected goals and relevant findings and results within planned budget schedule. Ba (2021) points out the effectiveness M&E process that contributes greatly to expanding policy and program design, improving operational decisions, improving tactical and strategic decisions, and improving the capability to advance development objectives. Kazekimana (2018, quote Reynolds 2011) argues that effective M&E helps in providing timely information on the project progress which in turn leads to an increase in technical capabilities and project performance.

Table 15 indicates the summary of findings based on the mean depicted on the treatment of pass rate and enrollment rate at hypothetical tests.

**Table 15: Summary of Findings on Effectiveness of The Policy**

	DS (N=7 )	CC (N=8 )	CMT (N=8 )	WDC (N=40 )	B (N=6 0)	SRP (N=8 )	SC/B (N=4 0)	HBF (N=4 0)	SOP (N=8 )
Performance indicators	2.14	2.14	1.5	2.05	1.72	1.63	1.7	1.55	2.5

*DS-District Secretariat, CC- Counsellors' Council, CMT- Council Management Team, WDC- Ward Development Council, B- Beneficiaries, SRP- Secretariat of Ruling Party SC/SB – School Committee/School Board, HBF-Head of Basic Facilities, SOP-Secretariat of Opposition Party*

Table 16 indicates test results based on the effectiveness of the policy after treatment of pass and enrollment rate.

**Table 16: Test Results of Effectiveness at Policy**

Description of test category	p(β)	p (α= 0.05)
Performance indicators	0.000	Significant (p<0.05)

**Impacts at Fee Free Basic Education Provision Policy**

Test results in Table 17 and Table 18 show  $p(\beta=0.000)$  as  $p(\beta<\alpha)$ , which is statistically significant. Migolo (2023), points out the benefit of the M&E process that it helps to identify the impacts of the program on the intended beneficiaries. By evaluating the long-term effects of the program, stakeholders can understand the broader and lasting impact of the program and can inform future program planning. However, M&E also helps to build support and ownership for the program, by involving stakeholders in the M&E process and sharing the findings with them, it demonstrates that the program is responsible for the needs and priorities of the intended

beneficiaries, as to build support and ownership for the program which can be critical for success.

**Table 17: Summary of Findings Impacts of the Policy**

	DS (N=7)	CC (N=8)	CMT (N=8)	WDC (N=40)	B (N=60)	SRP (N=8)	SCB (N=40)	HBF (N=40)	SOP (N=8)
Significant of data	2.57	2	1.38	1.85	2.12	2.0	1.68	1.68	2.38
Safeguard from poverty	2.14	2.57	1.5	1.48	2.6	1.63	2	1.43	1.63

*DS-District Secretariat, CC- Counsellors' Council, CMT- Council Management Team, WDC- Ward Development Council, B- Beneficiaries, SRP- Secretariat of Ruling Party SC/SB – School Committee/School Board, HBF-Head of Basic Facilities, SOP-Secretariat of Opposition Party*

Test results if the policy has an impact on an area of significant data and safeguards poverty alleviation it is indicated in Table 18.

**Table 18: Test Results of Impacts of the Policy**

Description of test category	p(β)	p (α= 0.05)
Significant of data	0.000	Significant (p<0.05)
Safeguard poverty alleviation	0.000	Significant (p<0.05)

### Sustainability on Fee Free Basic Education Provision Policy

Test results in Table 19 and Table 20, show  $p(\beta=0.001)$  as  $p(\beta<\alpha)$  is theoretically significant. Sandra (2023), suggests in pursuing sustainable impact, it is crucial to measure the impact of interventions, track progress towards goals, assess decisions of initiatives, identify areas for improvement, and make informed decisions based on evidence. However, evidence-based decision-making allows measuring impact to enable evidence-based decision-making by providing empirical data and insights.

Table 19 shows the mean results of the exploration of the fee-free basic education provision policy

**Table 19 Summary of Findings at Sustainability to the Policy**

	DS (N=7)	CC (N=8)	CMT (N=8)	WDC (N=40)	B (N=60)	SR (N=8)	SC/B (N=40)	HBF (N=40)	SOP (N=8)
Sustainability	3.43	4.29	1.75	2.53	2.23	2.75	3.7	2.23	2

*DS-District Secretariat, CC- Counsellors' Council, CMT- Council Management Team, WDC- Ward Development Council, B-Beneficiaries, SRP- Secretariat of Ruling Party SC/SB – School Committee/School Board, HBF-Head of Basic Facilities, SOP-Secretariat of Opposition Party*

Table 20 is a summary of the findings based on test results of the sustainability of the policy

**Table 20: Test Results of Sustainability of the Policy**

Description of test category	$p(\beta)$	$p(\alpha=0.05)$
Policy to sustains to decade	0.001	Significant ( $\alpha<0.05$ )

## DISCUSSION

### Insinuations and upshot of Behavioral Patterns to the M&E process of Fee Free Basic Education Provision in Tanzania.

General findings show that  $\mu(\alpha=0.05) < \mu(\beta=0.95)$ ,  $p(\beta)$ , the population means does not equal the hypothesized value ( $\mu \neq m$ ), that if the p-value is less than the significance level (i.e..05) to reject the null hypothesis (Frost. 2023). The study is imperative to validate an argument based on statistical and practical significance that individuals’ behavioral patterns exist and influence the M&E process. This study, incidence on the knowledge patterns that upshot and imprint to the relevance, efficiency, effectiveness, impact, and sustainability of the fee-free basic education provision policy.

These attributes on roles and responsibilities of individuals at local government authorities (Jaba, 2019), (Prihandito, 2023) argue that self-knowledge is an umbrella term that encapsulates a more expansive and nuanced understanding of oneself, its accumulated understanding of self-esteem, rooted in past experiences, self-values, aspirations, and societal constructs. From a psychological approach (Prihandito, 2023), it extends findings that self-knowledge is explored through frameworks like cognitive dissonance, self–schema, and self-concept, but concludes that understanding the approach is more systematic and research-driven. Table 3 shows trends of findings from descriptive analysis of knowledge patterns to the M&E process of fee-free basic education provision policy. A variation of means was suggested by (URT, 2022), that depends on the roles of responsibilities of particular group stakeholders within local government authorities in the implementation of a fee-free basic education program. Shukia (2020), points out stakeholders’ perceptions of the fee-free basic education provision policy, that the policy is misapprehended, causing confusion and dissonance among key stakeholders. Knowledge of politicians is very important. Speijejcken (2011) accounts for political parties as a vital intermediate role between citizens and the state, in which they are supposed to represent citizens’ interests and translate into a policy agenda that responds to citizens’ concerns. With this interest, they try to influence policymaking and decision-making processes. Scholars revealed that political parties have become a growing concern for the international aid donor community. The majority of donors perceive democratic, accountable, and legitimate governance as an important prerequisite for sustainable long-term economic and social development.

Persuasion involves an attempt to influence, people persuade themselves, persuasion involves the transmission of a message, and persuasion requires free choice; appreciation or gratitude is the appreciation of what is valuable and meaningful to oneself and represents a general state of thankfulness and or appreciation; it is a social emotion that signals the recognition of the thing’s others have done. (Dainton 2004, quotes Simon, 1976, O’Keefe, 1990), points out persuasion that involves a goal and intent to achieve that goal on the part of the message sender, proceeding that to achieve that goal message recipients must have free will (i.e. threatening physical harm if the recipient doesn’t comply is usually considered force not persuasion), from a well-crafted public relation campaign designed to foster positive attitudes about a program, project or activity. (Dainton, 2004, quotes, Sherif & Hovland, 1961, Sherif, Sherif & Nebergall, 1965) point out that people make evaluations about the content of the

messages based on their anchors or stance on a particular topic message these have three categories latitude of acceptance includes all ideas that a person finds acceptable, latitudes of rejection, includes all those ideas that a person finds unacceptable, finally there is the latitude of noncommitment includes ideas for which you have no opinion that neither accept nor reject the ideas. Jaba (2019), addresses the issue of roles and also drives someone towards the changes and makes a follow-up.

(Fagley, 2018) justifies that appreciation exists in a fee-free basic education provision policy based on a focus on stakeholders who are respondents. Variations of appreciation trends (Fagley 2018, quotes Adler & Fagley 2005, Tucker, 2007) point at appreciation that there must be reliability with personal observations that differ from one person to another. (Fagley 2018, quotes Fagley 2012, 2016) pinpoints individual differences in the tendency to feel appreciation, also appreciation can be increased through particular beliefs and practices, which can be learned. However, (Adler 2002, Adler & Fagley, 2005) consolidate a focus that has an aspect of appreciation that involves noticing, focusing on valuing (appreciating) what one has, this attentional focus on what one has counters the tendency to take positive aspects of one's life for granted.

Leicester (2023), points to three underlying theories of beliefs at which this study focused, these are the intellectualistic theory that belief is a cognitive act related to evidence that the things believed are probably true, the dispositional theory that recognizes our own beliefs by observing how we react to things, the feeling theory that belief is a particular feeling that comes to us and is a signal to us that we believe.

### **Consistence of Behavioral Patterns to the M&E process Based at Performance**

#### **Data**

#### **Relevance at Fee Free Basic Education Provision Policy**

Findings show  $p(\beta=0.001)$  as  $p(\beta<\alpha)$  is statistically significant. ILO (2011) justifies that indicators should be relevant to the needs of users and the purpose of monitoring; they should indicate to the users whether progress is being made (or) not in addressing the problem identified. EU (2023), comments on the role of monitoring and evaluation in the policy cycle addressed in policy design, policy delivery, and Policy Review. BetterEvaluation (2023), points out the legal and policy basis for M&E systems that there might be formal legislative and policy frameworks that underpin the establishment, operation, and integrations of M&E practices within the government processes, these frameworks provide the official mandate for how M&E should be conducted and how its findings will be used in planning, budgeting, and policy-making, However, ILO (2011) extends that indicators should be relevance to the needs of the user and to the purpose of monitoring, they should be indicated to the users whether progress is being made (or) not in addressing the problem identified. EU (2023), comments on the role of monitoring and evaluation in the policy cycle addressed in policy design, policy delivery and Policy Review. Two responses were used to explore the relevance of the policy on the M&E process:

- i *Tanzania Education Training policy of 2014 is an essential tool of monitoring and evaluation of free basic education provisions*
- ii *Fee free basic education policy in Tanzania has clear mission, vision, goal, and objective*

#### **Efficiency of the fee-free basic education provision policy**

Findings show  $p(\beta=0.001)$  as  $p(\beta<\alpha)$  is statistically significant, to validate evidence. Evalcommunity (2023) suggests in the context of the M&E process, that efficiency means achieving the intended outcomes and impacts while optimizing the use of resources and minimizing waste. It is achieved by establishing clear goals and objectives, using appropriate indicators, planning a comprehensive M&E plan, evaluating technology, training staff, and stakeholders, implementing feedback mechanisms, and continuously reviewing and adjust the M&E plan. The behavioral pattern has rapt on performance indicators in the monitoring and evaluation of fee-free basic education provision policy specifically at efficiency to the policy. Evalcommunity (2023) suggests that in the context of the M&E process, efficiency means achieving the intended outcomes and impacts while optimizing the use of resources and minimizing waste. It is achieved by establishing clear goals and objectives, using appropriate indicators, developing a comprehensive M&E plan, utilizing technology, training staff, and stakeholders, implementing feedback mechanisms, and continuously reviewing and adjusting the M&E plan. Six responses were used to validate hypothetical statements.

- i An individual stakeholder at all levels is involved at systematic reporting with more qualitative and quantitatively information at progress of outcome of free basic education provision*
- ii Based at qualitative and quantitatively information at monthly disbursement; information can be easily accessed at school when needed by stakeholders*
- iii Accessibility of information about indicators, outcomes and impacts of free basic education provision are easily accessible by an individual stakeholder*
- iv Planning of free basic education provision always involves communities and other stakeholders at all levels*
- v Funds received as capitations satisfy expectations and aspirations at quality education provisions*
- vi There is an individual's appreciation at input provision, activities and immediate outputs caused by policy*

### **Effectiveness of the Fee Free Basic Education Provision Policy**

Findings show  $p(\beta=0.000)$  as  $p(\beta<\alpha)$  is statistically significant, Shayo (2020, quote OECD, 2002) suggests that effectiveness is the ability of the system to produce expected goals and relevant findings and results within planned budget schedule. Ba (2021) points out the effectiveness M&E process that contributes greatly to expanding policy and program design, improving operational decisions, improving tactical and strategic decisions, and improving the capability to advance development objectives. Kazekimana (2018, quote Reynolds 2011) argues that effective M&E helps in providing timely information on the project progress which in turn leads to an increase in technical capabilities and project performance. Three responses were used for the validation of hypothetical statements:

- i There are few cases of truancy and dropout at school due to fee free basic education policy*
- ii There are low cases pregnancy rate at school causes by fee free basic education provision*
- iii Fee free basic education provision has an indicators of increases enrolment and pass rate*

### **Impacts of Fee Free Basic Education Provision Policy**

Findings show  $p(\beta=0.000)$  as  $p(\beta<\alpha)$ , which is statistically significant. Migolo (2023), points out the benefit of the M&E process that it helps to identify the impacts of the program on the intended beneficiaries. By evaluating the long-term effects of the program, stakeholders can understand the broader and lasting impact of the program and can inform future program planning. However, M&E also helps to build support and ownership for the program, by involving stakeholders in the M&E process and sharing the findings with them, it demonstrates that the program is responsible for the needs and priorities of the intended beneficiaries, as to build support and ownership for the program which can be critical for success. Behavioral patterns have an impact on performance indicators in the monitoring and evaluation of fee-free basic education provision policy, specifically in the context of policy. Migolo (2023), points out the benefit of the M&E process that it helps to identify the impacts of the program on the intended beneficiaries. By evaluating the long-term effects of the program, individuals can understand the broader and lasting impact of the program and can inform future program planning. However, M&E also helps to build support and ownership for the program, by involving individuals in the M&E process and sharing the findings with them, it demonstrates that the program is responsible for the needs and priorities of the intended beneficiaries, as to build support and ownership for the program which can be critical for success. Three responses were used for the validation of hypothetical statements regarding the impact of fee-free basic education provision.

- i Data collection based at output has significant effects towards outcome and impacts evaluation*
- ii There is more focus at interests for adoption of free basic education provision among stakeholders as policy safeguard them from poverty situation*
- iii Fee free basic education provision is better because it safeguards low-income communities in our society*

### **Sustainability of Fee Free Basic Education Provision Policy**

Findings, show  $p(\beta=0.001)$  as  $p(\beta<\alpha)$  is theoretically significant. Sandra (2023), suggests in pursuing sustainable impact, it is crucial to measure the impact of interventions, track progress towards goals, assess decisions of initiatives, identify areas for improvement, and make informed decisions based on evidence. However, evidence-based decision-making allows measuring impact to enable evidence-based decision-making by providing empirical data and insights. Sandra (2023), suggests that in pursuing sustainable impact, it is crucial to measure the impact of interventions, track progress toward goals, assess the effectiveness of initiatives, identify areas for improvement, and make informed decisions based on evidence. However, evidence-based decision-making allows measuring impact to enable evidence-based decision-making by providing empirical data and insights. Only one response was used for the validation of hypothetical statements.

- i Based at qualitative and quantitative information, free basic education provision program will sustain to decade*

## CONCLUSIONS

Despite individuals playing a critical role in the success of the monitoring and evaluation process in development programs and policies, Evalcommunity, (2023), noted challenges in working with stakeholder's behavioral patterns towards the M&E process. The study evaluated the insinuation of individuals behavioral patterns towards monitoring and evaluation process of the fee-free basic education policy in Tanzania. Literature reviews reveal a complex relationship between M&E processes and individuals behavioral patterns. Discussed by (World Bank, 2010, UN-Women, 2012, Debra, 2021 and Vogel, 2012), the importance of individuals behavioral patterns towards M&E process has been discussed by (Benjamin, 2023, eval-community, 2023, UNDP, 2002), that it helps to ensure that the project is meeting the needs and expectations of those intended to benefit. To narrow the study, several conclusions can be drawn from the above discussions in regard to implications of individuals perceptions to the M&E process. Based on inference from the literature, of course, theoretical developments describing the reinforced arguments in the literature have provided motivation for investing the insinuation of stakeholders in behavioral patterns into the M&E process. A combination of theoretical approaches from and present learned theories and a new theoretical model has been tested. The results propose the projected behavioral patterns that emerge to be added to enhance the M&E process as a discipline of study; this is a contribution to the literature. With dependance to the qualitative and quantitative findings significant to the results, based on one sample t-test, thoroughly indicative show that  $p(\alpha = .05 < \beta)$ , a hypothesis they were accepted based on all models of behavioral patterns proposed, practitioners of M&E, suggested by (Migolo, 2023) that by involving individuals in the M&E process, project managers can gain valuable insights and perspectives and build support and ownership for the program, it is achievable by consulting with them during the planning stages of the program. (Saleh, 2006, quotes Goodman and Dion, 2001) points at practitioners that should recognize behavioral and perceptual antecedes of commitment that are crucial in the process of developing sustainable high level of commitment.

The findings suggest that stakeholders' behavioral patterns exist and have an influence on the M&E process when based on proposed behavioral patterns models. Planning of the M&E process should explore stakeholders' insights, to be part of the planned M&E framework asserted from theoretical and empirical consolidations. Knowledge behavioral patterns, consolidated by (Neil, 2016 quotes Ward 1898 & Brown 2016) and Comte (1865). This study contributes to the research in a number of ways. Significantly, on statistical grounds, the development of a theoretical model under new observed study drawn from present theories satisfies all conditions with a denied level of fit to the data. This confirms the contributions in all respects. However, recommendations of findings come across with detailed conditions comprehensibly and peculiarly. Fundamentally, from a hypothetical viewpoint, the current study has used combined theories and their underlying influences as a basic framework to gain a better understanding of the relationship between behavioral patterns to the M&E process of fee free basic education provision policy in Tanzania. The study examined the implications of behavioral patterns in the M&E process of a fee-free basic education provision policy. The study asked what behavioral patterns are, and how they influence and imprint performance indicators on the M&E process. The findings of this study have to be. However, they caution with some caution as such a pragmatic challenge is erratic and exceptional in the present research setting. This study anticipated individuals' behavioral patterns influence and imprint the M&E process of fee-free basic education provision policy in the existence of academic literature. This provides insights and directions for the exploration of other behavioral patterns

apart from knowledge, persuasion, appreciation, and beliefs possessed by individual stakeholders to the M&E process in programs for future research. As this study attempted to face some challenges in linking academic literature and new productive procedures through enumerating, quantitation, and qualitative data, this layout underpins many studies' paths and hence several propositions are made for future study.

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