

Contributions of fee-free education in secondary schools towards student's academic progress in Iringa Municipal

Abstract:

This study sought to establish Contributions of fee-free education in secondary schools towards student's academic progress in Iringa Municipal through qualitative approach. The population of the study comprised five heads of schools and 35 teachers, parents and students through purposive sampling technique. Participants expressed a positive perception regarding the Contributions of fee-free education in secondary schools towards student's academic progress. Fee Free Education in Tanzania has been a massive benefit hence it gives an access to education which increase students' enrolment. for instance, FFSE in Iringa Municipality, the enrolment of form one students rose for about 45 percent to 5,386 in 2016 to more than 90 percent 43,826 in 2023. It is recommended that the government should expand the provision of service because, free education has minimized the gap in enrolment between the poor and non-poor children in Tanzania public schools, where the poor are now being more enrolled in schools than it was before. Also, different strategies such as building enough classrooms to accommodate all enrolled students in secondary schools should be into consideration. Moreover, Tanzania government should equip enough tables and chairs with appropriate ventilation to make learners enjoy teaching and learning process. Hence the provision of quality education can be possible.

Keywords: Head of schools, fee free education, school, students, academic progress

Introduction

Education and training policy in developing countries has been a central issue to the government practice of different program. These countries have been launching national education policies and plan to promote the production and growth of the education sector and human capital (URT-TEP, 2014). Since independence to the present, Tanzania has made several efforts and commitment to develop national policies to widen education action opportunities for her people (Mbawala, 2017). Tanzania had also practised to offer a free education (FFE) for the first time by removing school fees in 1963 in order to redesign the enrolment disparity between children from rich and poor households. Hence, the Tanzania government financed the education system and provided primarily to university education in Tanzania (HakiElimu, 2017).

However, in 1980s the global economic crisis influenced fee free education provision and cost-sharing education policy which was re-introduced in the 1990s. Thereafter, in 2001 the fees at primary education were abolished following the implementation of the Primary Education Development Plan (PEDP), which aimed at improving access and quality of education provision in the country. Parents were required to meet some necessary contributions and costs including textbooks, uniforms, and school operational charges (HakiElimu, 2017). For example, in 2004, the fees for secondary schools' day students were reduced from 40,000/= to 20,000/= for secondary schools and 70,000/= for advanced secondary schools. In whichever way, the concept of fee-free education aimed at increasing access and enrolment in education.

Dikomentari [IA1]: How did the global economic crisis affect the implementation of free education and what were its consequences in the context of Tanzania?

Several national, regional and international agencies whose deliberations influenced the attempts of removing school fees in Tanzania, it has shown that the fee free education has a number of benefits to implementers. For example, the United Nations - UN through various conventions which has recognised and announced the right to education for all (EFA) 1990. Such UN organs include the Conversion Covenant on Economic, Social and Cultural Rights, Conventions on the Rights of the Child, Worst Forms of Child Labour, and emotion against Discrimination in education, and the African charter on the Right and Welfare of the Child (UNESCO, 2009).

In Tanzania, November 27, 2015 the Tanzanian government issued Circular 5 which implements the Education and Training Policy 2014 and directs public bodies to ensure that secondary education is free for all children. This includes the removal of all forms of fees and contributions. The Circular reads: *“Provision of free education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of new circular.”* (HakiElimu, 2017).

The circulars made clear that the government is financing textbooks, lab chemicals and equipment, furniture, sports equipment, repair of machines, construction and repair of school infrastructures, provision of meals in boarding schools and subsidies to each student. Parents are obliged to bear costs of school uniforms, sports equipment, exercise books, pay medical, and meals expenses of day students, pay travel charges, buy mattresses and bed covers as well as personal hygiene properties for residential students of government schools (HakiElimu, 2017).

The implementation of the fee-free policy education for secondary was strongly accelerated by the late president Dr. John Pombe Magufuli who vowed to implement the policy of fee free education secondary level (Twaweza East Africa, 2016). Subsequent steps were made after the launch of the nation about secondary level fee free education in 2015, where the government made a commitment that from January 2016 students in secondary level enjoyed compulsory 4 years fee free basic education from primary education level to secondary education level. In 2022, President Samia Suluhu Hassan through the minister of finance and planning announced in the parliament that from the government financial year started in July 2022, Tanzania will offer free education for advanced level too. Under the policy of fee free education parents do not pay any fees and other contributions to secondary education. The policy of fee free education led to the increase of students’ academic performance because the students concentrate in learning instead of frustration of school fees which indeed increased of students’ enrolments, (UNESCO, 2015).

Implementation of fee-free education is one of the efforts made by the government to ensure that all students passed standard seven final examination have an access to fee free secondary school in Tanzania. Even though there has been some progress in provision of fee free education in Tanzania like increase of students’ enrolment, acceleration of equity and equality in education, decrease of students drop out and truancy Inoue, and Oketch (2018).

Although the policy of fee free education has been largely successful, still it is plagued by various problems such as conflict between teachers and community members because majority of people believe that all education needs are provided free and the problem starts when teachers ask the parents to donate education needs and other contributions which can improve students’ academic performance. Parents have been refusing to pay other contributions in the belief that all education needs and donations are free. Also, there is shortage of enough classrooms due to increase of students, increasing loads among secondary

Dikomentari [IA2]: Further elaboration is required on the challenges in implementing free education policy, specifically the detailed explanation of the conflict between teachers and the community, including its causes and impact on students’ academic progress. Additionally, more clarity is needed on the community’s perspectives and expectations regarding free education.

school teachers as well as poor quality of education. It is therefore this study intended to investigate the proper implementation of fee-free policy on students' academic progress in Tanzania by taking a case study of Iringa municipality. Thus, this study investigated Contributions of fee-free education in secondary schools towards student's academic progress in Iringa Municipal. The study guided by the following research questions:

1. What is the impact of fee free education toward students' academic performance?
2. What are the strategies for improving the implementation of fee-free education in secondary schools?

Review of Related Literature

This section presents the review of related review and studies:

Review of Tanzania education Policy

Tanzania is among the countries that implement free education policy; The History of free education in the country dates back in 1974 when the Universal Primary Education (UPE) policy was introduced (Doriye, Muneja, and Ilomo, 2020). UPE resulted to rapid increase in enrolment rate from 56% in 1974 to 98%, 110%, 111% and 168% in 1975, 1976, 1977 and 1978 respectively (UNICEF & World Bank, 2009, Doriye, Muneja, and Ilomo, 2020). During this period, all social services in Tanzania including education were financed by the government. However, in 1980s the country was hit by serious economic crisis that undermined capacity of the government to provided free education (Doriye, Muneja, and Ilomo, 2020). In response to the crisis, the government requested assistance from the World Bank with a strict condition of restructuring socio-economic policies (HakiElimu, 2017). The government boarded on cost-cutting and cost sharing policies which ended the free education (Oketch & Rolleston, 2007). Afterward, in 2002, Tanzania introduced cost sharing policy in secondary education. Fees at secondary school level were charged from 20,000 to 40,000 and 70,000 Tanzanian Shillings per year (HakiElimu, 2017). However, parents were required to make contributions for school maintenance. In 2015, the policy of cost sharing in secondary education was overturned with circulars reflected from the Education and Training Policy of 2014 which emphasized on provision of free education. For instance, the Education Circular No. 5 of 2015 which was issued in November that year, required all public education management bodies to ensure that primary and secondary education were provided free of charge. Following the circular, the government disbursed 18bn Tanzanian Shillings to schools to cover the cost of implementing the new directive, with 137bn set aside to cover the full cost of guaranteeing free education for all for the period of January 2015 to June 2016 (HakiElimu, 2016).

Empirical Literature Review

This part presents the correlated literature in terms of empirical findings from various countries.

Impact of fee free education toward students' academic performance

Marwa (2019) conduct a study on the impact of free education hence the results revealed that the policy of free education has reduced the financial burden to the parents in terms of the costs of education and provides a chance for children who were unable to access education opportunities to do so. The policy has also increased enrolment of students in schools,

Dikomentari [IA3]: To improve the research's relevance, provide more detailed information on the educational conditions in Iringa municipality. This could include data on student graduation rates, dropout rates, and the quality of education in the area, giving a clearer understanding of the research context.

retention rate, limits students' dropout rate and provides more opportunities for girls to enrol in schools and thus reducing gender disparity in education.

Chakrabarti (2017) conduct a research on the effect on fee free education, the results indicated the impacts of implementing fee-free education in Tanzania include a rapid increase in students' enrolment for basic education during secondary education the main reason for abolishing school fees was to enable children from the poor family to attend school the arguments for abolishing school fees is straightforward, school fees and other direct costs that household must bear represent a significant obstacle to enrolment especially for poorest and most vulnerable, also fee-free education contribute equity and equality. This is an important issue from the perceptive of social justice in fairness, equity involve trying to understand and give people what they need to enjoy but equality aims to ensure that everyone gets the something to enjoy.

UNESCO (2015), the regional Review report on Education for All for Europe and North America reported that by the year 2000, the Western Europe and North America countries had achieved universal primary education as per the sixth goal of universal access to Education. The Republic of Cyprus demonstrated high achievement of the goal and the government provides free primary education as a public service. It was found that children start primary education and studies the curriculum without dropping out or repeating classes and completes the education cycle in 16 to 17 years.

A study by Loudon (2009) in Kenya, show that since 2003 the fees was abolished in state schools to allow poor families have access to education. Kenyan Government in collaboration with the Centre for study of African Economies carried out research in 2008 regarding the implementation of free education in Kenya and the results indicated that a large number of children from poor families went to school, enrolment tripled in private primary schools, and gross enrolment rates and school results declined in some state primary schools because of increased demand of resources.

Asankha and Takashi (2011) found that the introduction of Universal Secondary Education (USE) in Uganda increased access to secondary education among girls especially those from poor families. Before USE, it was revealed that financial constraints limited many parents from sending their daughters to schools. Hence, boys were given priority to study and girls stayed at home doing domestic chores. Therefore, USE removed those barriers and parents were now able to send their daughters to schools. It was further revealed that half a million secondary school children in Uganda are reported to study under the USE policy in some 1471 schools. This has been considered as a major improvement in terms of access to secondary education.

Muchiri, (2012, p. xiv) sees FSE as a blessing to many people and an important step in reducing education costs in secondary schools. Furthermore, he revealed that in ensuring every child gets access to education, the bursary scheme was created by the Kenyan government. The aim was to provide financial assistance to economically and socially needy students in all public secondary schools. Moreover, Paraide (2015, p. 52) explained that the provision of FFE provides opportunity for children from poor economic backgrounds to receive at least basic education. The basic knowledge obtained by attending the basic education will help them to improve their lives even if they don't proceed with higher education.

Strategies for improving the implementation of fee-free education in secondary schools

Godha (2018) conduct a study in Tanzania, the result indicated that the heads of public secondary schools were contributing their managerial skills to run their schools effectively using formal and informal strategies as well as standing order to improve fee free education. However, the study indicated the challenges such as inadequate funds to cater for some of the schools' needs. Mbawala (2017) showed that, the parents/ guardians and teachers were doing their best of maintaining cooperation and active participation for improving the quality of Provision of free education in various countries has been reported to be successful in some areas.

According to Senkoro (2020) demeanour research in Tanzania a study based on implementation of fee-free education policy strategy; stakeholders' conceptions on its effects on the quality of secondary education in Kisarawe district. From the study findings revealed that, all key education stakeholders such as parents, community members and other should work side by side with the Government for effective provision of FFSE policy. The determinant for effective implementation of the FFE is the contribution of different stakeholders such as parents, commercial companies, NGOs, business people, and the international organizations and friendship partnerships.

Study conducted by Twaweza, (2008) recommended that it is essential for all key educational stakeholders involved in contributing for the implementation, improvement and provision of quality secondary education. Parents should provide contributions in the education of their children has benefits to students, schools and parents themselves. This could be done by educating them on their responsibilities as stipulated in education circulars especially circulars number 3 of 2016 and number 1 of 2018.

Research Methodology

This section presents the methodology used in the current study. It includes research design, population and sampling, data collection instruments and ethical considerations. This study employed a qualitative approach. The qualitative research approach helped in exploring and organizing data into different themes and sub- themes for an in-depth analysis. Qualitative studies are in-depth and in nature because they take a deep exploration of respondents to obtain information and help the researcher to study things in a natural setting (Mwita, 2021).

Research Design

According to Kothari (2004; Mwita, 2021), research design is the logical sequence in which the study is carried out, and it constitutes the blueprint for the collection, measuring and analysis of data. The study adopted Phenomenological design. Phenomenological studies examine human experiences through the descriptions provided by the people involved. These experiences are called lived experiences. The goal of phenomenological studies was to describe the meaning that experiences hold for each subject. (Donalek, 2004). In phenomenological research, respondents were asked to describe their experiences as they perceive them. They may write about their experiences, but information is generally obtained through interviews. The selection of the design determined by its ability to explore qualitatively the different ways in which individuals experience, conceptualize, perceive and understand phenomena in their real or natural contexts. Since the study intended to explore the implementation of fee-free education policy to the quality of secondary education in Iringa municipality, the phenomenological design by using semi-structured interview and focus group discussion was appropriate to obtain the data that was needed for the study. Semi- structured interview was administered to teachers who were purposefully selected from

5 public secondary schools in Iringa municipality. Moreover, focus group discussion also used to the teachers, parents and students separately.

Population and Sampling

Kombo and Tromp (2006) define a population as a group of individuals, objectives or items from which samples are taken for measurement. Purposive sampling was employed used to select five heads of schools and 35 teachers from five out of 12 public secondary schools in Iringa Municipality. Heads of schools were selected because of their responsible for implementation of the policy of fee-free education. While parent and teachers are the primary implementers of fee free education. Thus, the researcher collected relevant information from the participants.

Data Collection Method

Interview and focus group discussions were used as a method of data collection. The interview was face to face and was recorded by using a smartphone and notebook. In a focus group discussion, the researcher established specific topics to be discussed; 6-8 participants (teachers, students and parents) were selected.

Trustworthiness of Data

Qualitative research involves trustworthiness of finding and depends on dependability, transferability, conformability and Credibility Bedenlier et al., (2020).

Dependability

On this Trustworthiness, a researcher will use audit trial which involves the examination of the inquiry process and product so that to validate data. Hence, the researcher considered all research decision in order to show how data was collected, recorded and analysed.

Transferability

The researcher was collected detailed data on the problem under investigation and provide description on the findings by using multiple methods. Hence, the findings of the study used to other area.

Confirmability

On promoting conformability, the researcher used triangulation methods hence different methods used on collecting data from different participant and documentary data. It helped the researcher to ensure that findings are from respondents' evidence and ideas rather researcher ideas.

Credibility

In order to ensure credibility, researcher was recorded the interview in order to get clear information from respondents. Hence, the study used the peer review. Member checking and triangulation technique. In peer review, the researcher thought about the instrument to be used in collecting data before consulting the supervision, then the researcher was consulted the supervisor and the comments which provided by the supervisor hence, it determines the tools to be used. In triangulation techniques, the researcher used the multiple sources included documentary review interview and observation. Whereby the use of these was to

avoid biasness of information from the respondents. Also, in member checking based on accuracy of data that took place during investigation.

Data Analysis Plan

Data analysis is a process that involves coding, editing, classification and tabulation of data (Kothari, 2004). In this study, the data were analysed thematically. Thematic analysis is a method for analysing qualitative data that entails searching across a data set to identify, analyse, and report repeated patterns (Kiger & Varpio, 2020). Summary and direct quotations from participants were recorded. Thematic analysis tailored this study because it is used to analyse classifications and present themes (patterns) that relate to the questions. Bryman. (2012) provided the following steps to be considered;

Familiarisation with the data: This phase involves reading and re-reading the data, to become deep and well familiar with its content. This stage helped the researcher to be familiar with the data which related to the questions.

Coding: This phase involves generating summarizing of the main themes of the data that might be relevant to answering the research question. It involves coding the entire information, and after that, collating all the codes and all relevant quotations, together for later stages of analysis.

Generating initial themes: This phase involves examining the codes and organized data to identify significant broader patterns of meaning (potential themes). It then involves organizing data relevant to each candidate theme, so that researcher can work with the data and review the viability of each candidate theme. This stage assisted the researcher to generate the general themes and organizing relevant data to the related questions.

Reviewing themes: This phase involves checking the candidate themes against the questions, to determine that they tell a convincing story of the data, and one that answers the research question. In this phase, the researcher developed themes, which sometimes involves themes being split, combined, or rejected. This stage helped the researcher to determine the relevant or irrelevant themes as provided by participants through checking or reviewing them again.

Defining and naming themes: This phase involves developing a detailed analysis of each theme, working out the scope and focus of each theme, determining the story of each. It also involves deciding on an informative name for each theme. This stage helped the researcher to analyse themes according to the scope of the content.

Writing up a report: This final phase involves weaving together the analytic narrative and data extracts, and contextualizing the analysis in relation to existing literature.

Ethical considerations

Ethical consideration refers to the code of conduct that directs how the research can be conducted (Gray, 2014). In this regard, he argues that "to ensure credibility for the research study the researcher needs to respect the dignity and interest of those participating" Therefore, due to the significance of being ethical and moral, first the researcher observed all the protocols required including asking the permission for data collection from the authorized bodies. In addition, the researcher observed the confidentiality and anonymity of the participants by avoiding disclosing the privacy of the individual participants and sticks to the agreement made between the researcher and the respondents about what can or cannot be done with the data collected over the research study. The researcher avoided deceptive

practices by conducting the study in a real proposed area and involved the required respondents. This helped the researcher to get actual information about the study.

Results and Discussion

This section presented findings and discussion in the light of related literature review. It was guided by the following research questions.

Research Question 1: What is the impact of fee free education toward students' academic performance?

The research question sought to establish the Contributions of fee-free education towards student's academic progress in secondary schools. The data to respond to this question collected through interviews and focus group discussion. Participants revealed that abolished of Fee Free Education in Tanzania has been a massive benefit hence it gives an access to education which increase students' enrolment for instance FFSE in Iringa Municipality, the enrolment of form one students in public secondary schools rose for about 45 percent to 5,386 in 2016 to more than 90 (43,826) in 2023 since the policy started being implemented. Also, Fee Free Education minimize the cost of school fee and contribution hence, it releases the parent to use the funds to the other activities. Moreover, the researcher found that introduction of fee free education helps to reduce street children and improper behaviour among the youth. These data were evidenced during the interview and focus group discuss discussion with participants.

For instance, during the interview, one of the teachers from school certain school said;

Abolished of school fee has been improved students' enrolment in secondary schools because it provides an access to education for both who has poor and good status economic. No doubt to everyone that fee free education in Tanzania gives an access to the students of secondary education among the poor. This has increased the higher the number of graduates (Interview conducted April, 23023).

Also, this was supported by head of school who said;

Fee free education increased access to secondary education among the students especially those from poor families. Before fee free education, financial constraints limited many parents from sending their child to schools. Hence, they stayed at home doing domestic activates such cattle catering and other works. Consequently, fee free education removed those obstacles and parents were now able to send their children to schools (Interview conducted April, 23023).

Moreover, one among the teachers from FGD D said;

One of the greatest obstacles was the cost of education such as school fees, which denied many children their right to access education opportunities especially those from poor families, orphans, girls, disabled and other disadvantaged groups. Therefore, the policy of fee free education has helped the parents particularly poor family, hence the

Dikomentari [IA4]: Further explore the implications of the findings in the broader context of free education in Tanzania. Consider aspects such as the social and economic context, long-term effects, policy sustainability, international comparisons, or policy recommendations.

parents use those opportunities to utilize the money for other contribution and uses. (Interview conducted April, 23023).

Furthermore, during the interview with students, one among the students quoted by saying that; *“Fee Free Education policy become a salvation for girls who were denied the access to secondary school due to an availability of money to pay school fee or disables of their parent to pay school fee and other school contribution hence they stay at home for domestic activities”*

The excerpts above indicates that the policy of free education has minimized the gap in enrolment between the poor and non-poor children in Tanzania public schools, where the poor are now being more enrolled in schools than it was before. It was revealed that fee free education to the parents and students become a liberation because parents use their funds for personal uses instead of paying for fee while for students, the policy help to fulfil their dream especial who have not afforded the school fee/cost. Moreover, the introduction of fee free education saves the girls from the slave of domestic deeds.

Moreover, the researcher found that, introduction of fee free education helps to reduce street children and improper behaviour among the youth. It was reported that all children who supposed to be in school within Iringa Municipal, sent to school soon after abolished of fee free education in Tanzania.

During the interview with parents, one of the parents evidencing this when she was answered the question asked by the researcher on the contribution of fee free education by saying that;

Indeed, the abolished of fee free education in Tanzania secondary schools reduces the poverty among the family in Iringa municipality. Many children attend secondary school free. After completing their form four studies, most of them join different collages and vocation training which help them to develop skills and developing experts in a certain area, later some of them are employed as a result of reducing poverty to the society due to the accretion of salary which help them to sustain their life (interview conducted April, 2023).

In the same content, during the focus group discussion with teachers, one among the teachers from school A has the opinion that;

To some extent, the establishment of fee free education help to reduce the big number of street children in Tanzania particularly Iringa Municipality. Before the establishment of this policy, large number of Iringa children were stayed at home due to the lack of money for pay school fee, they then around to the street for fighting money to afford the life (FGD conducted April, 2023).

Moreover, during the interview with the parents, one of the parents introduced others by declaring that;

School is an industry of reshaping behaviour among the society. The establishment of Fee Free Education brings many people in different schools in Iringa Municipal by which teachers play a great role to reshape and train the students a proper behaviour for

the benefits of themselves and the community. This situation, help to reduce improper behaviour among the students, community members hence, it creates good civil servants as well as a good member in the society (Interview conducted April, 2023).

Basing on the facts, the establishment of Fee Free Education become a knight in shining armour to the community hence it brings hope to the people. It was revealed that education is an industry which used to manufacture a goods. Schools is compared to an industry because it reshapes a proper member in the community. Thus, free education helps the children to get the access for education hence, they become manufactured and become a potential to the community. Moreover, Fee Free Education provides direction and foundation of skills and knowledge as a source of gaining money as well as reducing street children.

Similarly, Muhindi (2012) who found that Provision of FFE in secondary schools is considered as important plan in increasing access to secondary education in Kenya. Therefore, the extension of providing basic education to secondary education increases access to education but also allows students to get basic knowledge which they can employ in improving their lives (Paraide, 2015, p. 52). In addition, Ndolo and Simatwa (2016, p. 26) observed that the total enrolment in Kenyans secondary schools nationally rose by 10 percent from about 2.1 million in 2013 to about 2.3 million in 2014. Gross enrolment rate increased from about 54 percent in 2013 to about 58 percent in 2014 as a result of implementing FSE. Moreover, Ronald (2013, p. 40-41) revealed that access to secondary education among the poor had increased as well as the high demand for higher education due to the increase in the number of graduates.

Research Question 2: What are the strategies for improving the implementation of fee-free education in secondary schools?

The question required to examine the Strategies of improving the implementation of fee-free education in secondary schools. With the intention of finding the Strategies of improving the implementation of FFE, researcher also wanted to know the challenges facing implementation of fee free education. The findings of this study revealed that, apart from the goodness the Fee Free Education, participant pointed out some challenges such as shortage of teachers, overcrowded classrooms, inadequate teaching and learning materials and inadequate funds which leads to unhealthy learning which may compromise to a greater extent the academic performance of learners.

On regard to these challenges. Therefore, the participant advised the different strategies such as the maintaining cooperation hence, government should involve other key education stakeholders who will contribute to reduce some challenge like increasing necessary materials.

Also, researcher found that Tanzania government and education stakeholders has the responsible to build enough classrooms to accommodate all enrolled students in Iringa municipal public secondary schools. These classrooms should be big enough to allow interactive methods of teaching. This strategy will help to reduce misunderstanding between student themselves toward the fighting of the position instead they will concentrate in learning.

Moreover, the participants in the interview and focus group discussion advised the government and all education stakeholders to ensure that they furnished with enough tables

and chairs with appropriate ventilation to make learners enjoy teaching and learning process. Hence the provision of quality education can be possible.

In addition, to address the problem for the aim of improving Fee Free Education in Tanzania Secondary School, the researcher found out that education officers from top level (ministry of Education) and other departments should conduct apposite survey which will identify the real requirement in relation to the number of students. This will help the government to allocate enough funds for Fee Free Education so as to achieve the essential objectives of the policy.

The finding aligned with the study by Senkoro (2020) who found that all key education stakeholders such as parents, community members and other should work side by side with the Government for effective provision of FFSE policy. The determinant for effective implementation of the FFE is the contribution of different stakeholders such as parents, commercial companies, NGOs, business people, and the international organizations and friendship partnerships. This was important to ensure effective implementation of FFSE and, eventually, the stakeholder's views on the effective implementation of FFSE in Kisarawe public secondary schools.

Similarly, Chakrabarti (2017) found that it is essential that all key educational stakeholders should be well involved in contributing for the implementation, improvement and provision of quality secondary education. It was revealed that parents' contributions in the education of their children have benefits to students, schools and parents themselves. This could be done by educating them on their responsibilities as stipulated in education circulars especially circulars number 3 of 2016 and number 1 of 2018.

Conclusions and Recommendations

This segment presents the conclusion and the recommendation of the study. Conclusions Participants expressed a positive perception regarding Contributions of fee-free education in secondary schools towards student's academic progress in Iringa Municipal. The abolished of Fee Free Education in Tanzania has been a massive benefit hence it gives an access to education which increase students' enrolment for instance FFSE in Iringa Municipality, the enrolment of form one students in public secondary schools rose year after year since the policy started being implemented. Also, Fee Free Education minimize the cost of school fee hence, it releases the parent to use the funds to the other activities. Likewise, different strategies such as the government, involving other key education stakeholders, build enough classrooms to accommodate all enrolled students in Iringa municipal public secondary schools used to improve fee free education. Also, enough tables and chairs with appropriate ventilation make learners enjoy teaching and learning process.

Recommendations

It is recommended that the Tanzania government and education stakeholders has the responsible to build enough classrooms to accommodate all enrolled students in Iringa municipal public secondary schools. Also, it recommended that the government and all education stakeholders should ensure furnished enough tables and chairs with appropriate ventilation to make learners enjoy teaching and learning process. Also, the government through education officers from top level (ministry of Education) should conduct apposite survey which will identify the real requirement in relation to the number of students. This will help the government to allocate enough funds for Fee Free Education so as to achieve the essential objectives of the policy.

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