

# Evaluation of the Implementation of Fee-Free Education Policy on enhancing Quality Education in Public Secondary Schools: A case of Songwe District in Songwe Region, Tanzania

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**Abstract:** This paper investigated on the Evaluation of the Implementation of Fee-Free Education Policy on enhancing Quality Education in Public Secondary Schools: A case of Songwe District in Songwe Region, Tanzania. Specifically, this paper discusses factors that hinder effective implementation of Fee-Free Education Policy in Songwe District. To acquire relevant information, the study employed a Human Capital Theory under a mixed research approach, including both quantitative and qualitative research approach. A convergent parallel research design enabled triangulation during data interpretation and discussion by directly comparing the qualitative and quantitative findings. Simple random sampling was used to get teachers while purposive sampling was used to get heads of school 4, District secondary education officer 1. So far, to obtain enough information in this study a researcher encouraged large numbers of respondents follow up in 74 sample size. From the field of data analysis the findings showed that, implementing Fee-Free Education Policy basing on providing quality education in public secondary schools is complex and challenging task that is faced by numberless challenges that need to be addressed. Including disbursement of insufficient fund, unsupportive teaching and learning environment, shortage of enough qualified teachers, overcrowded classrooms and inadequate teaching and learning materials. Findings of this study concluded that these challenges have to be addressed in order to enable the end product of this important investment of implementing FFEP for the future of Tanzania to ensure that all Tanzanians have access to quality education.

**Keywords:** Fee-free Education Policy, Quality Education, Public Secondary School.

## Cite this Article

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## Introduction

Every society needs high-quality education because it is the engine of growth and the key to development. The quality and amount of education have a big impact on economic growth and development. Education brings people together, helps people understand each other, and promotes peace (Ngowi, 2015, p. 2). As stated in the Millennium Development Goals, education is a key part of the growth of individuals. Educating people is also important for the growth of both society and the economy. People who go to school are supposed to be able to do well in a world that changes quickly, take on challenges, solve problems, be industrial, make jobs, and become involved citizens. Because of these ideas, a lot of countries have made it their policy to fund education for free, mostly basic education, so that kids who are at risk can get an education (URT, 2016). In Asia, China's government released the Nation Program for Moderate and Durable Education Transformation and Improvement (2010–2020) in 2010. This program was meant to change how money was managed so that both rich and poor children could get a good education (Hui & Li, 2012).

Fee-free education is very good for people and the society as a whole in Ghana and other western African countries because it

helps the country's social and economic growth (Abdul-Rahaman et al., 2020). The government of Ghana started a fee-free education program in 2017 that cost an estimated GH¢400 million (\$100 million). This made it easier for people to get a good education (MEPG, 2017). When education was free, it improved the quality of education by making sure that teachers and students worked together well. This made things easier for parents and helped the family economy grow.

In East Africa, education is the most important thing to the government of Uganda when it comes to allocating money. For example, in the 2019/2020 fiscal year, 10.5% of Uganda's national budget was allocated to the education sector (Robert, Charles, & Aisha, 2021). Of this, 62% goes to the primary sector, 18% to tertiary schools, and 15% to the secondary sub-sector. The need for education is growing, which helps the education industry grow by opening community schools. Because of the parental problem, schools had bad infrastructure, which made the education less good (Robert, Charles, & Aisha, 2021).

Ohba (2011) says that in Kenya, the government started a program called Free Day Secondary Education (FDSE), which makes education more and more free by partially funding it and making

senior higher education free. This includes fully funding of education. When the strategy of free education was put in place, more students signed up. Ohba, keeps saying that the fact that secondary school enrollment has gone up by 50% in the last few years since free education became law. So, it was seen that most families in African countries had trouble affording to send their children to school. Many kids don't go to school because they can't afford it. Making education free makes sure that all students, even those from disadvantaged families, have the same chance to learn. Also, the UNICEF report from 2015 says that money should be spent more wisely on education, daycare should be expanded, school fees should be eliminated, assessments of learning should be better, and communities should be held more responsible for the results of education. It is possible for the government or public funds to help meet the goals for education.

In the same way, every child in Tanzania should have a good education, but every year, thousands of them are denied this chance that could change their lives. When FFEP was put in place, it put the country's young people front and center.

The government of Tanzania has done many things to improve schooling for its citizens. So, the government paid for and offered free education from elementary school to college (HakiElimu, 2017). Several foreign groups had an effect on it. The Universal Declaration of Human Rights (Article 26), the Convention of the Rights of Persons with Disabilities (Article 24), the UNESCO Convention against Discrimination in Education (Article 4), and the African Charter on the Rights and Welfare of the Child (Article 11) are some of the most important international agreements. In 2014, the government of Tanzania passed the Education and Training Policy with the goal of giving Tanzanians access to free secondary education. In order to put FFEP into action in Tanzania, the government put out three circulars that explain how the policy will be carried out (HakiElimu, 2017). The first one was on November 27, 2015, the second one was on December 10, 2015, and the fifth one was on May 25, 2016 on education (URT, 2016).

This will also make schools safer places for students to learn and give them a way to finish their secondary education. Therefore, in order to attain all these, there was a need to evaluate the implementation of Fee-free Education Policy on enhancing provision of quality education in public secondary schools of Songwe District, Songwe Tanzania by looking on challenges that hinders effective implementation of FFEP and the ways forward in Songwe District, Songwe; Tanzania.

## Literature Review

### Theoretical literature review

This study was guided by Human Capital Theory. Human Capital Theory, which was first put forward by Becker (1962) and Rosen (1976). According to Becker, G (1964) on Human capital, analyzed how individuals invest in their own education and training, and how these investments affect their wages and productivity. This implies that, the government has to pave friendly atmosphere that will allow the education provided in the country to enable graduates to have knowledge and skills that would direct benefits their surroundings.

### Strength of human capital theory

As the theory insists on the government investment on education because of the expected returns or benefits. At individual level, it increases work productivity and thus garners better employment and income for the individual. Also, at social or aggregated level,

general increments in the stock of human capital are supposed to increase overall productivity, prosperity and social cohesion by producing personnel who will be accountable by using the knowledge and skills acquired in classrooms to solve daily arising community needs as professionals.

### Relevance of human capital theory

This theory is relevant to this study as it points out necessary reasons for the government to provide fee free basic education in public secondary schools for the sustainable development of Tanzanian communities. Also, the government provision of fee free basic education should go hand in hand with involving positive relationship between the government, stakeholders and the community surrounding secondary schools because an act of providing Fee free basic education is a very complex and cost full activity not to be left to the government alone.

### Factors that hinder effective implementation of Fee-Free Education Policy on enhancing provision of quality education

This part shows the literature review on the things that make it hard to adopt the Fee-Free Education Policy that would improve the quality of education around the world, on the African continent, and in Tanzania in particular. Tanzania's choice to make secondary school education free is a big step in the right direction. However, as with any new idea, the process of putting it into action had to be slowed down to make sure that all children get the good education that was promised.

The OECD's 2016 report on excellence and equality in education, Paris, France, shows that it will be harder to support quality education in school systems that don't have good teachers and school leaders, good infrastructure, and good textbooks. Meanwhile, the total amount of money that schools get does not seem to be a very important factor in how well they do. This means that schools should be paid based on the needs and wants of the area where the school is located. In order not to use flat rate systems. It has also been seen that there is a good relationship between how well a student does in school and how much they spend on transportation. This shows that after a certain amount of investment, it's not the total amount spent that matters more, but how education policies are made, how funds are distributed, and how these factors affect where extra resources are directed.

In the United States, Rockoff (2004) research on the effects of teachers on student success says that getting and keeping enough teachers is a policy imperative. Teachers are the most valuable thing in school, and how well and how well they teach is essential for students to learn. If you don't put enough money into the teaching workforce, the best and most qualified people might be pushed out, making the system less efficient.

A study by Samardzic (2014) in Croatia looked at how teachers' pay affected the academic success of their students. After looking into what he found, he says that a higher salary for teachers makes them more likely to become certified teachers. Additionally, raising teachers' pay will lead to better results for their students at the same time, and good changes will happen after more time, giving teachers more time to work on their professional and personal growth. Because of this, if teachers are paid well, their confidence will go through the roof, which will lead to better results in secondary schools.

A study by Anbanbeu (2019) looked at how school capitation funds affect the number of students who enrol in and attend basic

schools in the municipality of Ghana. Based on the results, it was found that some of the problems that make it hard to implement the Fee-Free Education Policy are not having enough funds, schools not getting enough funds, not having enough information available, more people wanting school supplies, and problems getting the grant at the district level.

Also, Owchondah (2020) did research on the problems with getting money to pay for teacher education in Nigeria. The study's results showed that one of the problems with investing in education is that the government doesn't give enough money, and the education system is hard to use and run.

Adan and Orodho's (2015) study on the difficulties of implementing free secondary education (FSE) in Kenya says that the fact that the head of school isn't good at managing things and the school doesn't get its money on time are problems that make investing in education hard. As a result, investments in education are met with a number of problems that make it harder for schools to teach and learn effectively.

In Tanzania, investing in education by making it free is a big part of making sure that schools offer good education. Even though it faces some problems, such as a lack of teaching materials. According to Mosha (2000), there are many things that can affect how well schooling is provided. Because of these things, there aren't many desks or other teaching and learning materials in the classroom and the class sizes are big.

To add to that, Munisi et al. (2021) looked at the effects of Tanzania's fee-free secondary education strategy on the quality of secondary education. Based on what they found, they came to the conclusion that the higher number of students enrolled in secondary school because of free education has hurt the quality of education by making classes more crowded and teachers' workloads heavier. These results also show that the policy of fee-free education brought in more students, but not enough facilities to fit the growing population because there are big gaps in school buildings and facilities. The biggest problems were with the classrooms, water, toilets, desks, sports facilities, and other things. As was already said, the main reason these services are so scarce is that more students are using them. So, it is not possible to get a good education if public secondary schools don't have the right tools.

As Katabazi (2022) says the policy for fee-free education in Tanzania needs to be evaluated. The results show that the amount of money the central government gives to each student and the number of students in each secondary school every month is not enough. Each student gets Tshs 45,000/= from the government. Because of this, it's hard for school leaders to meet the needs of their students in a way that improves the level of education. Based on this point of view, Munisi et al. (2021) came to the conclusion that the money given to schools has not been enough to cover their operating costs, which has a negative effect on the level of education while students are learning.

In the same study, Katabazi (2022) also found that educational tools are important for both teachers and students because they help make lessons more meaningful and well-organized. Some of these things are the teacher's guide, student textbooks, chemicals, lab equipment, chalkboards, signs, and so on. These tools are very important for reaching goals.

According to HakiElimu (2017), the poll looked at the pros and cons of a policy for fee-free education and how capitation grants and subsidies are used to make the policy work. The results

showed that when Tanzania's Fee-Free Education Policy was put into place, the number of students quickly grew. In addition, HakiElimu (2017) did another study on the effects of the Fee-Free Education Policy on basic education in Tanzania. The report shows that there weren't enough funds to meet all of the school's needs, parents were confused about the policy, and the number of students enrolling in school went up.

However, Uria (2021) talks about how the professional growth of teachers affects getting good education. Based on the results, she says that in-service teachers' professional development is getting worse every day because the people who should be caring about it aren't, and most teachers aren't given the chance to participate in in-service teachers' professional development programs.

Also, Lyimo (2014) did a study in Tanzania that looked at why teachers there aren't paid enough. The study shows that most teachers in public schools have a variety of problems, one of which is not getting paid enough. This means that teachers' pay has a big effect on how committed they are to doing a good job. Also, the tools that are available to help the teaching and learning process have a big impact on how well it works (UNESCO, 2005).

Because of this, teachers are the main people who help students learn the things they need to know in order to become useful parts of society and work in a variety of fields. Teachers should be paid more and their work should be valued so that they can meet their basic needs and spend most of their time teaching so that students get a good education.

## Research Methodology

In the study, the researcher employed mixed research approach. A method in which a researcher integrates both qualitative and quantitative approach in the single study in the process of data collection. Also, the researcher employed convergent parallel research design because this design enabled triangulation during data interpretation and discussion by directly comparing the qualitative and quantitative findings. The study used simple random sampling and purposive sampling where by simple random sampling was used to get teachers while purposive sampling was used to get heads of school 4, District secondary education officer 1. Actually, to obtain enough information in a study a researcher should encourage large number of respondents. By follow up on 69 teachers the sample size of this study was 74. From the field concrete and detailed data acquired by employed questionnaires method to collect deep information from secondary school teachers, Interview guide was another method used to collect information from heads of public secondary school and District secondary education Officer in this study.

## Results and Discussion

### **Factors that hinder effective implementation of Fee-Free Education Policy on enhancing provision of quality education in public secondary school in Songwe District Council**

The second objective of this study sought to examine factors that hinder implementation of Fee-Free Education Policy in public secondary schools in Songwe District Council. In examining factors that hinder implementation of fee free education, the researcher exposed close-ended questionnaires, analyzed and interpreted them. The findings obtained were then used by the researcher as the basis for designing open-ended questionnaires

and interview guides to assist the explanation of the quantitative results.

The close-ended questionnaires were administered to teachers. Again, open-ended questionnaires were administered to teachers,

**Table 1. Teachers' responses on factors that hinder implementation of Fee-Free Education Policy in enhancing provision of quality education in public secondary school in Songwe District Council**

Statements	SD	D	N	SA	A
Disbursement of insufficient funding	4(5.7)	7(10)	-	31(44.9)	27(39.1)
Unsupportive teaching and learning environment	-	5(7.2)	-	39(56.5)	32(36.3)
Overcrowded of classrooms	-	11(16)	-	38(55)	20(29)
Absence of transparency and accountability to heads of school	4(5.7)	2(2.8)	-	36(52.1)	27(39.1)
Inadequate teaching and learning materials	13(16)	16(23)	-	22(32)	18(26)

#### Source: Filed Data (2023)

Findings in table 1. show the findings of teachers' perception on the factors that hinder implementation of Fee-Free Education Policy in public secondary schools in Songwe District council. Teachers were asked to participate on showing responses to questionnaires given to them on the number of concepts shown in a likert scale. Concepts were asked in order to indicate key obstacles that experienced in implementation of Fee-Free Education Policy that are major hindrances in ensuring all students have access to quality education. According to the study findings, the implementation of Fee-Free Education Policy in Tanzania secondary schools has faced a number of challenges, including insufficient funding, unsupportive teaching and learning environment, shortage of qualified teachers, overcrowded of classrooms, absence of seminars and workshops to teachers, absence of transparency and accountability to heads of school and inadequate teaching and learning materials. In an open-ended questionnaires teachers were supposed to put a tick (✓) on a statement they agreed as an obstacle towards implementation of Fee-Free Education Policy in public secondary schools in Songwe District towards ensuring delivery of quality education. Also, they were asked to express their thoughts on other obstacles that encounters delivery of quality education in Songwe District while the government is striving very hard to provide secondary education fee freely.

#### Disbursements of insufficient funding

Findings in table 1. shows that 5.7 percent of teachers' responses strongly disagreed, 10 percent disagreed, 0 percent were neutral, 44.9 strongly agreed and 39.1 percent agreed with the notion that there is insufficient disbursement of capitation fund to public secondary schools from the government. Therefore, according to the findings of the study, it is well known that the fund that is allocated in schools is not enough to meet all requirements for provision of quality education. This is because the government has not been able to provide enough fund to cover the costs of education such as to purchase text books and school supplies. The study replies are parallel with the study conducted by URT (2021) which said that, the government of Tanzania has limited resources, and it may not be able to allocate enough fund to ensure that all children have access to education. This is a major challenge to be addressed if the government targets to achieve its goal of providing

Furthermore; the researcher interviewed four heads of school and one DSEO.

fee-free education for all. This is to say that the government has to take into consideration the amount of fund allocated in schools if it's enough for delivery of quality education in public secondary schools. Furthermore, the researcher interviewed headmaster of 'W' secondary school who put forward the following views:

There is a need to reconsider the used formula for allocation and disbursement of capitation fund in schools. It has to be with immediate effect as it has many setbacks that act as an obstacle on provision of quality education as many public secondary schools are faced with presence of unsatisfied budget to meet daily expenses for running schools. Most school run with low budgets comparing to their needs especially schools that have lower than 200 students. Also, the amount paid for each student per year as compensations of school fees of 25,000/= Tshs is not reliable to cover expenses of education at present because the amount was set in 2005. Expenses of life have way far changed currently, therefore it is advised the amount have to be increased to meet actual living costs of today (Interviewee W, 9th July, 2023)

Therefore, the allocated fund in schools has to meet needs of those schools. An act of meeting standards and witnessing presence of quality education indicators in schools has to be compiled with presence of enough fund from the government.

#### Unsupportive teaching and learning environment

Findings in table 1. indicates teachers' responses as it shows that 0 percent strongly disagree, 7.2 percent disagree, 0 percent were neutral, 56.5 percent strongly agree and 36.29 percent agree with the presence of unsupportive teaching and learning environment in public schools of Songwe District Council that affects the whole process of providing quality education. Therefore, according to the results, many schools in Tanzania do not have adequate facilities such as classrooms, toilets, dormitories, electricity and water supplies. This make difficult to provide quality education in Songwe public secondary schools. This is a very significant challenge that faces effective implementation of Fee-Free Education Policy. The study findings concur with the study done by UNICEF (2022) that improvement of school infrastructures is very important as teaching environment by which students learn is significant and schools should be located in safe and healthy environments. They should also be well maintained and clean. This means, conducive environment has to be prepared for effective implementation of FFEP. This is because an act of delivering

quality education has a number of aspects that have to be considered effectively for one to meet standards and indicators of quality education. Furthermore, the researcher interviewed headmaster of 'Y' secondary school who said the following:

Teachers don't have offices and furniture, instead, they use classrooms as offices something that is not acceptable in strengthening efforts and morale of teachers on executing their duties with all their heart towards delivering effective and efficient services in schools (Interviewee Y, 10th July, 2023)

This is to say the government is focusing on improving learning environments like increasing classrooms and building new schools to students while the efforts on solving problems of absence of teachers, houses and administration blocks is not mitigated something that accelerates to failure of delivering quality education in public secondary schools of Songwe District Council.

This concurs with the Human Capital Theory which suggests for the need of the governments to invest in education to improve productivity of workforce. Preparation of this workforce have to attend schools which are well invested with conducive teaching and learning environment, that would ensure necessities for delivery of quality education and preparation of quality graduates.

### **Overcrowded of classrooms**

Findings in table 4.4 shows that; 0 percent strongly disagree, 16 percent disagree, 0 percent were neutral, 55 percent strongly agree and 29 percent agreed on presence of higher number of students against number of existing teachers in schools. This is against accepted teachers and students' ratio of 40 students against 1 teacher in a single classroom. The findings of this study therefore shows that shortage of enough classrooms affects a lot provision of quality education. The curriculum directs that a class has not to exceed 40 students per each room. However, according to results of the study, some teachers are teaching larger classes that accommodate more than 80 students in a single classroom. This affects a lot provision of quality education. The findings are congruency with the study done by Mwakalinga et al, (2023) on effects of overcrowded classrooms on teaching and learning process in public secondary schools. The study found that overcrowded classrooms negatively impacted the implementation of effective teaching strategies and limited opportunities for personal learning. This was also proven by an interviewee "X", a head of secondary school who had this to comment:

The number of students enrolled in secondary schools has increased significantly since the introduction of the Fee-Free Education Policy. This has led to the problem of overcrowded classrooms, which has consequently made it so difficult for students to learn effectively (Interviewee X, 10th July, 2023).

Furthermore, in overcrowded classrooms, it is difficult to consider each and every student during teaching and learning process. Also it is difficult to undertake effective assessment and to manage classroom effectively. Also, in overcrowded classrooms, delivery of quality education encounters setbacks that affect students' performances. This prevents the government to meet their set intended goals and objectives to education system in Tanzania of meeting standards of delivering quality education to students in public secondary schools in Songwe District Council.

This concurs with Human Capital Theory as it is insisting on enabling friendly teaching and learning environments in classrooms that will allow all learners to be reached and observed by teachers during teaching and learning process. This will allow

learners to be prepared and benefit from accessing to quality education.

### **Absence of transparency and accountability to heads of school**

Findings in table 4.4 shows teachers' responses as follows; 5.7 percent strongly disagree, 2.8 percent disagree, 0 percent were neutral, 52.1 percent strongly agree and 39.1 percent agree with the statement that there is no transparency and accountability in using disbursed fund in schools from the government. The findings of this study shows that there is lack of transparency and accountability of expenditure of Fee-Free Education Policy fund in schools by heads of schools. Some of them are not open on the exact amount of capitation fund that is disbursed in their school accounts. Also, some heads of school are misusing the fund that they receive. The findings are congruency with the study done by UNESCO (2019) report argue that transparency increased stakeholders trust and confidence. When heads of schools are transparent about financial decision it foster trust and confidence among parents, teachers, and the community. This leads to better collaboration and support for school initiatives. This was also commented by Interviewee DSEO who had the following views:

Improper use and lack of openness of disbursed fund is an obstacle towards achieving the intended goals and objectives for implementation of Fee-Free Education Policy in public secondary schools. Some heads of school are not providing feedback to subordinate teachers in their staff rooms on the amount given in school accounts and the intended expenditure for implementing Fee-Free Education Policy in their schools (Interviewee DSEO, 13th July, 2023)

This implies that it's difficult to deliver quality education in public secondary schools in Songwe District Council if the allocated and disbursed fund in schools is not monitored to be used properly by heads of school. This will accelerate mass failure of students and implementation Fee-Free Education Policy in public secondary schools to be lost in veins.

This concurs with Human Capital Theory as the theory insist on governments to invest in education system of their citizens. For an investment to achieve its intended goals and objectives, there has to be proper ways of monitoring school's expenditures of capitation fund given. It has to be used as intended purposely to deliver quality education in public secondary schools.

### **Inadequate teaching and learning materials**

Findings in table 4.4 shows responses of teachers as indicated below; 16 percent strongly disagree, 23 percent disagree, 0 percent were neutral, 32 percent strongly agreed and 26 percent agree that availability of teaching and learning materials in implementation of Fee-Free Education Policy is essential for ensuring the quality of education in public secondary schools in Songwe District Council. The findings keep on revealing that there is presence of inadequate teaching and learning materials as the government does not allocate enough fund for purchasing teaching and learning materials for all schools in Songwe District. Some of available materials in schools including books are inappropriate materials and outdated ones for meeting the needs of students in schools that have larger number of students compared with the existed materials. Presence of inappropriate teaching and learning materials affect a delivery of quality education as it reduces learning opportunities as students do not have the resources they need to learn effectively. Also, teachers are running out of



important teaching resources that are necessary towards effective implementation of Fee-Free Education Policy in Songwe District Council in preparing smooth way of delivery of quality education to students in public secondary schools of Songwe District. The findings are congruency with the study done by UNESCO (2023) report emphasize the importance of providing sufficient, good quality instruction materials for all students, highlighting its impact on teacher's satisfaction, student motivation and education outcomes. This shows presence of instructional materials in schools are essential for economic growth and poverty reduction. Furthermore, the researcher interviewed headmaster of 'Y' secondary school who had the following views:

Absence of teaching and learning materials especially books for Form Four and also books in other forms especially literature readings in English language subject and Kiswahili subject are obstacles toward meeting demands of students and attaining goals of the government curriculum of one book to each student (Interviewee Y, 10th July, 2023).

This implies that appropriate teaching and learning materials are needed in schools for enabling learners to be equipped and learning from appropriate and accurate books for meeting demands of acquiring useful knowledge and skills out of being given quality education from public secondary schools in Songwe District Council.

This concurs with human capital theory as the theorists insist on important of employing individuals who are knowledgeable and skilled enough to production demands of the organization or an industry. In order to meet goals and objectives of an organization schools have to prepare graduates with similar needed criterions.

## Conclusion

The study concluded that, implementation of Fee-Free Education Policy in public secondary schools is faced with a number of challenges that affects the process of imparting quality education to students in public secondary schools in Songwe District Council. They include disbursement of insufficient fund that affects an act of meeting daily costs for running schools on time. Also, there is the challenge of presence of unconducive teaching and learning environment that acts as the catalyst towards higher dropout rate as some students attend classes in overcrowded classrooms, hence demoralize learners and lost an interest of attending schools. Shortage of enough qualified teachers is a huge obstacle towards attaining efforts of giving quality education to students as it causes absence of accepted ratio between a teacher and students in classroom of 1 teacher to 40 students. These challenges have to be addressed effectively in order to enable the government to reach the targeted goals and objectives of implementing Fee-Free Education Policy towards giving quality education to its children.

## Recommendations

The study recommends that an act of funding education system of the country is a too expensive task not to be left to the government alone. The government has to prepare a friendly and warmly atmosphere of including other educational stakeholders in funding education system of the country. The researcher goes on by suggesting that the mechanisms of collaboration has to be at a districts level by reminding District Executive Directors to pave ways that will allow parents, guardians and other community members as educational stakeholders to contribute uniformly all over the district to cover some expenses of education for their

children. This will avoid uncertainties towards understanding the concept of fee-free education among community members.

Also, study recommend that, effectiveness of implementing Fee-Free Education Policy in public secondary schools of Songwe District depends a lot on the presence of smooth teaching and learning environment that accelerates academic performances of students. Findings of the study concluded that conducive teaching and learning environments arise desires of students on attending school effectively. The government has to focus on allocating fund for construction of dormitories especially in rural public secondary schools since the number of dropout rate is very high. In Songwe District, some schools are located very far from residents something that demoralizes the desire of students from being given education.

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