



# **The Impacts of Fee - Free Education Policy in Junior Secondary Schools in Tanzania**

**Amani Abisai Lyanga<sup>1\*</sup> and Ming-Kun Chen<sup>1</sup>**

<sup>1</sup>College of Teacher Education, Zhejiang Normal University, Jinhua, Zhejiang Province, 321004, China.

### **Authors' contributions**

*This work was carried out in collaboration between both authors. Author AAL designed the study, performed the statistical analysis, wrote the protocol, and wrote the first draft of the manuscript. Author MKC managed the analyses of the study and literature searches. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

This study was based to examine the impacts of Fee-Free Education Policy in Junior Secondary Schools in Tanzania. The study used secondary data which were collected from the Ministry of Education Science and Technology (MOEST), National Examination Council of Tanzania (NECTA), United Republic of Tanzania (URT), Buchosa District Education Officer (BDEO), and other Non-governmental institutions. Finally, data were analyzed and presented. Data collection was guided by four objects such as the number of classrooms, the number of teachers, the number of students enrolled, and students' pass rate. The findings from this study demonstrated that a fee-free education policy has shown a direct impact on junior secondary education. Through national examination, the students' pass rate has improved, also to some extent number of teachers has increased. Apart from that, number of classrooms are imbalance with number of students. Therefore, this study recommended that the Tanzanian government should employ more qualified teachers, at the same time to build more classes to accommodate the number of students.

\*Corresponding author: Email: amaniabisay@yahoo.com;

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## 1. INTRODUCTION

Tanzania education system traces back before, during, and after the colonial era. After independence on 9<sup>th</sup> December in 1961, the Tanzanian government has made great development in the education sector. Since then, the government of Tanzania has made different educational transitions and reforms from time to time. Those changes act as a gear towards achieving Education for All and the Tanzanian Vision of 2025 for ensuring high-quality human resources required to respond to national development challenges at all levels.

Education is an investment in human capital, whereby through this most people realize that education is a key to future success for an individual level and national level. During the 21st century, many countries have made their choices to allocate more resources to finance education as a part of human resource development. When it comes to the family level, education contributes more to increase social and human capital in a society in which people live. Education can also be an investment that produces an outcome that helps to push a person from one position to another [1]. Every family likes to see children progress in their future development by sending them to good schools to enable them to obtain a university degree and compete with others in the market. Globally education contributes more to knowledge creation, innovation, and adaptability for economic survival.

According to The Constitution of the United Republic of Tanzania, adopted in 1977, it recognizes the right to education in article 11 as a fundamental objective and directive principle of state policy stipulated under Part II, not as a basic right (Part III). In another way, it means that the provisions of Article 11 are not enforceable by any court (Article 7.2). Article 11, every person has the right to access education and every citizen shall be free to pursue an education in a field of his choice up to his merit and ability [2].

The current education system in Tanzania emanates from the Education and Training Policy of 2014 which indicates that the new structure of the formal education and training system will be 1-10 - 4 - 2 - 3+. This means one year of pre-primary; 10 years of compulsory education; 2 years of advanced secondary education (Forms

5 and 6) and three or more years of higher education. The official school attending age is 5 years for pre-primary, 6 - 15 years for compulsory education, 16-17 years for upper secondary, and 18 - 21 years for higher education. Recently the government still using a seven-year primary cycle and four-year in a lower secondary school [3].

Tanzania's commitments and efforts towards education have further strengthened by global initiatives that have recently taken place. Many countries in the world are committed to the implementation of their Sustainable Development Goals. Within these goals, Education has been a major concern of United Nations member countries including Tanzania. It is the commitment of the United Nations Members in ensuring available skilled, competent and educated workforce to champion their socio-economic development, therefore making the world more secure, sustainable and interdependent. One among of the efforts include the development of the Education and Training Policy of 2014 which replacing the former Education and Training Policy of 1995.

Tracing back the Education for All (EFA) goals which have been further refined in the Sustainable Development Goals (SDGs). SDGs are goals to be achieved by all the nations by 2030 and these goals will shape educational policies and practices in all countries, including Tanzania. One of the education targets to be achieved by 2030, is to ensure *that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes*. SDG target goes beyond MDG goals by extending compulsory and free education to be provided by states to secondary education and focusing on the quality of education. The Tanzanian government has undertaken several efforts to improve access to secondary education. Difference studies indicate that in many developing countries including Tanzania, the private cost of schooling to households prevents children from accessing and completing quality basic education [4].

In Tanzania poverty has been imposed tough choices on families and households about how many children to send to school, which children to send to school, and how long they may attend the school. By considering that factors to ensure

all young people in Tanzania complete basic education [5]. Therefore, the government decided to improve access to secondary education in recent years. Whereby in late 2015, the government committed towards global goals to guarantee 11 years of fee-free secondary education by 2030. Most important, the government took an important first step by abolishing school fees, some contributions, and additional fees charged before by schools to pay for the school's running costs for lower secondary education.

Apart from that Tanzania has been commended as one of the countries that successfully pursued the Millennium Development Goals (MDGs) and EFA goals in the last 15 couple of years. Evidence of progress made has been a surge in enrollment since the removal of user fees in 2001. The Gross Enrolment Ratio increased up to 85.6%, while overall enrolment was 8,639,202 from Education Sector Analysis (ESA) in 2016. Statistics show that the Gross Enrollment Rate expected to be 100% with increased enrolment: 11, 476, 803 million in 2024. This is estimated to be an increase of 30.5% in 10 years [6].

The majority believe that the abolition of secondary school fees and denouncing of free education does not mean free education as parents still pay significant amounts of money for their children's education, such as school uniforms, school bags, shoes, food, and medical care. As a result, dropout, absenteeism, and lower grade progression still eminent at all levels. There is inadequate number of desks, textbooks, classrooms, and teachers to match with the expected increase in student's enrollment [7]. Therefore, this study discussed on the impacts of Fee-Free Secondary Education Policy in Junior Secondary Schools in Tanzania and demonstrated some recommendations on how effectively the policy can be implemented in a sustainable manner to avoid the possible pitfalls and ensuring that the policy delivers good results as what it promised.

### 1.1 The Objectives of the Study

- i. To examine the number of teachers available in secondary schools.
- ii. To investigate the enrollment rate of students in secondary schools.
- iii. To analyze students' pass rate in secondary schools.
- iv. To examine the number of classrooms available in secondary schools.

## 2. LITERATURE REVIEW

The pressure on African governments to expand secondary education is growing rapidly. The increasing numbers of students flowing from expanded primary education have increased and there is a need to improve the educational levels of the labor force. In order to benefit from a globalizing economy in this universe, the governments in Sub-Saharan Africa should turn their attention to focus on expanding and improving secondary education [8]. Many countries will need to continue to invest more in education sector in order to expand and improve primary education to achieve the goals of Education for All. A realistic conversation about greater access to secondary education in Sub-Saharan Africa will also require to confront the present status of education systems in terms of their capacity to sustain the growth and make great improvement of primary education, as well as their existing difficulties in terms of capacity and financing to simultaneously expand and improve secondary education [9].

In the United States of America, education is usually provided by the public sector with funding from three levels of government which are; the federal government, state, and local governments. Funding of education varies from region to region because of the disparities in the economies of states and local authorities. Even though within the same state, local authorities vary in their investment in education. This is aggravated by the fact that of the total input in education, 46% is supposed to be provided by the local government's budget. Actually Child education in the United States of America is compulsory. This shows that to achieve some parity in education, especially in developing countries such as Tanzania with some areas being marginalized, funds should be equally distributed from a central pool just like in New Jersey, regions and schools in Tanzania are at different levels of development making equal distribution of funds to some regions and schools. For education to achieve high levels of enrolment, Tanzania can learn well from United States of America and make secondary education to achieve the climax of compulsory for all [10].

Education in Canada is under government run program me public education which is provided, funded and overseen by the federal government, provincial and local governments. Education is also compulsory up to 16 or 18 years depending

on the local administration. It is the provincial administration which runs education. One good lesson here is to make secondary education to be more compulsory in Tanzania so as to increase enrolment rate and literacy levels in marginalized areas. Different studies from Nigeria, Egypt and Uganda also provide useful lessons for Tanzania. Secondary education in Nigeria is divided into cycles; junior secondary 3 years and senior 3 years. Junior secondary education is free but senior secondary students are required to purchase some textbooks and uniforms costing them which is equivalent to Kenyan shilling 16,000 (200 US Dollar).

In Uganda Universal Secondary Education (USE) aimed at doubling the number of those joining secondary school or continuing with learning. The Acting Ugandan Education Commissioner in the year 2007 argued that the programme was envisaged to help rural communities to produce people who actively participate in economic activities. The programme was a success story as enrollment in secondary schools skyrocketed from 150,000 to 380,000 taking up almost 90% of all primary school graduates that is 90% transition. According to Masuda & Yamauchi [11], although most schools were listed as USE schools from the beginning, some schools remained out of the programme during the initial stage. For instance in 2007, only 791 out of 845 government-aided schools benefited from the first phase of the programme, but the number of government secondary schools increased more to 1,024 in 2012.

More ever the Ministry of Education in Egypt released a document in 1952 directing that those spending on private education in the primary stage should not benefit from free education during secondary education. The target was to reduce the expenditure on free secondary education. This indicates that financing of education, especially for developing countries like Tanzania in reality is costly and governments must prepare well in advance. Another issue is that these finances must be managed effectively for the education sector in to achieve the expected goals. In sub-Sahara Africa, Uganda was the first to start Universal Secondary Education (USE) in February 2007 [10].

Many countries around the 1970s in sub-Sahara faced economic problems due to higher prices of oil and Tanzania was among them. In response to this devastating problem for African governments and economies, the World Bank

(WB) and International Monetary Fund (IMF) decided to implement a various set of policies in hopes of liberalizing the African markets and bringing more monetary capital to the developing countries. The programme was conducted through the World Bank and IMF programme termed as Structural Adjustment Programme (SAP). After the acceptance of a Structural Adjustment Programme (SAP) in 1986 led to accepting conditionality in return for loans to sustain the economy. The conditionality imposed on the country was two-pronged. Domestically, the country was required to increase available resources by reforming the tax system, reducing, or eliminating the fiscal deficit, and creating new sources of revenue. Tanzanian government was required to cut spending on the social sector to reduce the budget deficit the education sector [5].

The notable achievements Tanzania achieved in the education sector in the 1960s and 1970s were seriously affected by the adjustment policies. Public expenditure on education declined by a quarter from 1975 to 1999. Reduction in resources led to a serious impact on the quality and provision of education. The educational deterioration of the 1980s related to external pressure from international financial institutions led to an increase in the "cost-sharing" of the education sector. Household contributions gradually increased and in 1995 an enrolment fee was re-introduced.

As cited in Education Training Policy of 1995 later on household contributions gradually increased and in 1995 an enrolment fee was re-introduced. As a result, the government failed to shoulder all the necessary resources of the education system as the cost increased due to the expansion of enrollments, teachers' salaries, teaching and learning materials, the government decided to change the financing policy of education, and several reforms were put in including involving individuals and communities in the financing of education (cost-sharing) and encouraging private and Non-Governmental Organizations to chip in to invest in the sector [1].

In addition to that, tuition fees at primary school level were abolished during the implementation of the Primary Education Development Plan (PEDP). Tuition fees at the secondary school level were halved, from TZ40, 000 shillings to TZ20, 000 shillings per year. The idea of abolition of tuition fees in primary schools came because of the implementation of the Primary Education Development Plan (PEDP) which resulted in a

significant increase in enrolment in primary schools. In one year, the enrolment in standard one increased from 1,139,334 in 2001 to 1,632,141 in 2002 an increase of 43.3%. The focus of fee reduction or abolition has been increasing enrolment without similar attention paid to the improvement of quality education.

The idea of abolishing school fees and other related compulsory contributions in the primary and lower secondary schools in Tanzania emanated from international education commitments and other international conventions to which the country is a member state. In the 1990s World Conference on Education for All (EFA) at Jomtien and in 2000 The World Education Forum in Dakar required signatory countries to take basic education as a basic right for every child. In this regard, all participating countries were required to have a strong and sustained political commitment and enhance their financial allocations to achieve this goal and meet set targets [5].

Currently, the provision of free education in Tanzania follows the response of different education and development policies such as the "Education and Training Policy of 2014" and "The Tanzania Development Vision of 2025". Education and Training Policy of 2014 overhauled the education system, whereby basic education will now run from standard one to lower secondary. The policy directed that, basic education shall be fee-free, with single textbooks for all schools and shall provide quality and equal education recognized by the region and the world. Formulation of this policy was guided by "The Tanzania Development Vision 2025" whereby education is a goal in itself and recognized as a means to bring development to other different sectors of the economy. The government intends to implement free education under three circulars as stipulated on the Education and Training Policy of 2014 as follows;

- Education Circular No 5 of 2015. This circular was issued on 27 November 2015
- Education Circular No. 6 of 2015. This circular was issued on 10 December 2015
- Education Circular No. 3 of 2016. This circular was issued on 25 May 2016

Although Circular No. 5 was a short circular that formalized the commitment in Education and Training Policy 2014 and directed public bodies to ensure that primary and secondary education was free. This included 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 the new circular"*.

The Education and Training Policy of 2014 issued circular number 5 which directs public bodies to ensure that education at the lower secondary schools is free for all children. In practice, this means that parents will no longer require to pay the 20,000TZ shillings fees that were charged before to those day school students and 70,000TZ shillings charged for students in boarding school (URT, 2018). More ever, Education Circular No.3 of 2016, stipulated that parents will still be required to contribute to their children's education. They must purchase uniforms for school and sports activities, exercise, books, pens, and pay for the medical expenses of their children [3].

However, there have been different understandings of fee-free education policy at the beginning of 2016. Lack of clear understanding of Education Circular Number 5 and contradicting statements from some of the political leaders caused this confusion. Some of the parents perceived "fee-free education" to mean that they were no longer required to make contributions towards the education of their children. As a result of abolishing fees and other contributions, the government expects the dozen number of children from poor families will have access to secondary education [5]. The enrolment is also expected to rise as occurred in 2002, when primary education was made free and the net enrolment rate jumped from 59% in 2000 to 94% in 2011.

## **2.1 State of Secondary Education in Tanzania**

Despite of having different progress and achievements in the education sector for the previous years, such as the introduction of fee free education in 2016 but there are still some obstacles that the Ministry needs to quickly and urgently address. Some data show that Pupil Teacher Ratios (PTR) have improved from 55:1 in 2009 to 43:1 in 2016 and secondary levels from 43:1 to 17:1 in 2009 to 2016 respectively, to well within the SEDP target of 30:1 due to increased recruitment of teachers. This has led to an increase in the number of teachers by 32% in primary and 22% at secondary schools [7].

Nevertheless, secondary schools have been facing several challenges in the implementation of fee-free Education policy including lack of awareness among parents and community regarding fee-free education, shortage of science teachers, insufficient funds allocation in schools, poor engagement of parents for the education of their children, and government delays of capitation grants to schools, Other challenges include limited school facilities and infrastructure, big teachers-pupils ratio, lack of transport facilities, poor health services and continued minor contributions in schools [12].

In recent years the situation in free secondary education concerning the basic or core teaching and learning resources including the number of classrooms, furniture, laboratories, science equipment, chemicals, textbooks, up-to-date syllabus for various subjects, and staff housing were either unavailable. A majority of students participate in science subjects, especially Physics, Chemistry, as well as Biology and Mathematics at their secondary education level do fail, while the country is in great demand of experts like engineers, doctors, accountants, science and mathematics teachers as well as agricultural officers [13].

The scarcity of sufficient resources is widely cited as the most critical factor which blocks out efforts to improve free secondary education. More resources are still required to improve the state of free secondary education, to build more schools and classrooms to reduce the student-teacher ratios, and to enhance teacher-learner interaction. The ministry of education should ensure the availability of adequate learning materials, including laboratories for technical subjects and associated supplies. This poor state of the secondary education system can only be achieved with a high degree of political will and commitment to decisively transform the sector [14].

According to Siperto [15] postulated that as a result of fee-free secondary education teachers experience several challenges when trying to promote learning in large classes. One among the of them include, classroom control and management difficulty resulting into indiscipline case, also there is excessive noise and children dogging exercise, in addition to that, teachers fail to make good a preparation for teaching and learning materials due to the big number of students, with less provision of exercises and practice given for purposes of reducing marking

burden. In order to overcome this problem, the government needs to prepare a conducive environment for better learning. Through that teaching and learning will be more convenient in secondary schools.

### 3. METHODOLOGY

This study used a qualitative methodology, whereby various secondary sources used to collect data such sources involve the Ministry of Education Science and Technology (MOEST), National Examination Council of Tanzania (NECTA), United Republic of Tanzania (URT), Buchosa District Education Officer (BDEO) and other published documents. Data collected through four main objectives such as; to examine the number of teachers available in secondary schools, to investigate the enrollment rate of students in secondary schools, to analyze students' pass rate in secondary schools, and the number of classrooms available in secondary schools in junior secondary schools in Tanzania.

### 4. RESULTS AND DISCUSSION

The availability of teachers is one of the assumptions that free education policy has a direct impact on it. This study examined the number of teachers available in junior secondary schools in Tanzania since the introduction of fee-free education policy.

Data shows that the number of qualified teachers in junior secondary schools decreased from 102,208 in 2017 to 101,470 in 2018. Apart from that overall number of Government and Non-Government secondary schools have increased from 4,796 in 2017 to 4,846 in 2018. Even though the fact that the overall Pupil-Teacher Ratio (PTR) in secondary schools are still low, recently PTR range on 17.3 and a PQTR range on 18.7 respectively in Government schools, in line with this there is a great challenge in getting enough teachers in secondary schools, especially in Science and Mathematics. However, the findings of the study are in line with the findings of [16] who discovered that the scarcity of well-trained and qualified teachers, particularly in mathematics and science, is a key factor driving low levels of teaching and learning in Tanzanian junior secondary schools. Across the system estimates of teacher, requirements show that only half of the needed secondary school mathematics teachers are available and only 75 percent of the required physics teachers.

Apart from that, free secondary education has an impact on student enrollment in lower secondary schools in Tanzania. Tracing back the implementation of the fee-free secondary education, this study investigated the trends of student's enrolment of form I and form 4 students from 2016-2018.

Data indicates that the enrollment of students in junior secondary schools starting from form 1 to 4 in all three years, there are more females enrolled compared to males. Whereby in 2018 out of a total number of 1,991,021 students in Form 1 to 4, the number of females were 1,025,716 (51.5%) and males were 965,305 (48.5%) representing a 6% difference between the two sexes. As a result of fee-free education, the number of students has increased in government schools compared to non-government schools. The tremendous increase after the introduction of fee-free education policy attracted many parents to send their children to school. Apart from that, the number of female students has increased more than male students. Also, the findings of the study are in consonance with findings of [16] who cemented that the number of children enrolled in primary and junior secondary schools has only increased marginally compared to five years ago. Therefore, these increases have not been large enough to keep pace with population growth. On top of that, initial information for 2017 shows that the number of students entering primary Standard 1 increased by 41 percent compared with 2016, and enrolments in junior secondary increased by approximately 7 percent.

Fee-free education has also a direct impact on students' pass rate in national examination in secondary education in Tanzania, this study was observed in form 4 national examination from 2013 to 2017. The pass rate for 4 years are categorized into four grades Division I, II, III, IV and Fail, as clearly shown in Table 3.

Data indicates the performance of students' Certificate in Secondary Education Examination (CSEE) since the implementation of fee-free education policy in Tanzania. There has been a great improvement in CSEE pass rates from 57.2% in 2013 to 77.6% in 2017 which enabled more students to enter an advanced level of education. The percentage of passes in Divisions I-III has been fluctuating between a low of 21.2% in 2013 and a high of 30.8% in 2014, but in 2017 the percentage being moved to 30.2%. All these happen due to the presence of poor resources for teaching and learning in secondary schools. This is not enough, the government of Tanzania should invest more in the education sector to increase the pass rate of students in national examinations. The findings of the study are at variance with a report from [17] which opined that despite the strategies initiated by the Ministry of Education to increase the academic performance in national examination for junior secondary schools has not gone beyond 50% of the students that sit for the examination. This report is in line with the study conducted by Limbe [18] that from 2010 to 2016 students performance were less than 50% of all students who sat for the national examination.

**Table 1. The number of teachers available in junior secondary schools**

<b>Description</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>% Change</b>
Total number of schools	4,773	4,796	4,846	+1.0
Government	3,601	3,604	3,632	+0.8
Non-Government	1,172	1,192	1,214	+1.8
Overall Total Teachers	108,596	110,163	102,982	-6.5
Government	89,554	89,475	82,023	-8.3
Non-Government	19,042	20,688	20,959	+1.3
Total Qualified Teachers	100,636	102,208	101,470	-0.7
Government	85,600	85,333	81,433	-4.6
Non-Government	15,036	16,875	20,037	+18.7

Source: MOEST

**Table 2. Number of students enrolled in junior secondary schools**

Enrollment Form 1- 4	2016			2017			2018		
	M	F	T	M	F	T	M	F	T
Total	822,767	850,826	1,675,593	863,718	904,172	1,767,890	965,305	1,025,716	1,991,021
Government	683,293	693,756	1,377,049	723,639	744,319	1,467,958	831,825	872,887	1,704,712
Non-Government	141,474	157,070	298,544	140,079	159,853	299,932	133,480	152,829	286,309

Source; URT

**Table 3. Summary of pass rates in form 4 national examination (CSEE) of government and non-government secondary schools candidates from 2013-2017**

Year	Division					Passed	Failed	No of Candidates
	I	II	III	Total I-III	IV			
2013	2.2	6.2	12.8	21.2	36.0	57.2	42.8	352,614
2014	3.1	10.5	17.2	30.8	39.0	69.8	30.2	240,310
2015	2.8	9.0	13.6	25.4	42.6	68.0	32.0	384,300
2016	2.7	9.3	15.6	27.6	42.8	70.4	29.7	349,524
2017	2.5	10.5	17.2	30.2	47.4	77.6	22.4	317,777

Source: National Examination Council of Tanzania (NECTA) 2013-2017



**Table 4. Number of classrooms in secondary schools**

Name of school	Number of students				Total	Number of Classes	Student class ratio
	I	II	III	IV			
Bupandwa	240	254	Nil	Nil	494	4	1.123
Nyakalilo	240	300	165	104	809	8	1.101
Lugala	240	256	102	160	758	12	1.63
Nyehunge	238	249	84	195	766	8	1.96
Irenza	240	Nil	Nil	Nil	240	2	1.120
Iligamba	240	200	85	Nil	525	6	1.88
Koma	240	314	120	190	864	12	1.72
Bangwe	124	129	45	105	403	8	1.50
Nyamadoke	240	265	94	167	766	8	1.96

Source: Buchosa District Education Officer 2016-2017

Moreover, fee-free education has a direct impact on secondary schools in Tanzania. Since the introduction of free secondary education, the number of students has increased compared with the previous years but number of classrooms do not match with the number of students. Due to the scarcity of classrooms, many schools have more than 45 students in a single class which is against with the Education Training Policy of 2014 which instruct that class ratio in junior secondary school should be 1:40.

Table 4 indicates the real situation of classrooms found in secondary schools at Buchosa District. The analysis implies that the ratio between teachers and students is not in balance as instructed by, Education Training policy (ETP) of 2014 that the class ratio should be 40:1. The findings indicate that the ratio of classrooms and students in Buchosa District is contrary to ETP. This means that there is a class size due to an adequate number of classes though there is free secondary education. This is impacted by the huge number of students enrolled in secondary schools. At the end of the day, it influences poor achievements in academic performance for students. The findings of the study are in line with a report from [19] which asserted that Tanzania does not have adequate classrooms whereby the introduction of fee-free junior secondary education will likely pose an additional strain. An estimated 27,000 classrooms would be needed to accommodate the extra enrolment at primary schools and 2,700 at junior secondary education. Without a major investment in classroom construction, the student-classroom ratio at both primary school and junior secondary level is likely to surge from the 40:1 ratio and reach levels closer to the ratio at the primary school level where there are 73 students for each classroom.

## 5. CHALLENGES FACING BOTH TEACHERS AND STUDENTS UNDER FEE-FREE EDUCATION IN JUNIOR SECONDARY SCHOOLS

### 5.1 Capitation Grants Sent to Other Secondary Schools in Tanzania are Insufficient

According to government Education Circular No. 3 of 2016 school boards after receiving approval of council's and regional authorities can solicit voluntary make contributions from parents to cover some expenses such as the provision of mid-day meals for day students; ensuring the security of school property and hiring temporary teachers for science, mathematics, and technical subjects. This means that the money disbursed by the government might be inadequate to meet perceived the needs of schools [20]. Besides, the Citizen newspaper of January 2016 reported that some schools lacked the money to pay security guards and temporary teachers for science and mathematics. This phenomenon further affirms that schools receive inadequate funds to cater some of the expenses.

### 5.2 Many Students Still Face Significant Financial Barriers

Although official fees are no longer levied in schools, many of Tanzania's poorest students are still unable to attend school because of other school-related costs [21]. Their parents or guardians cannot afford to pay for transport to school, uniforms, and additional school materials such as books. Some secondary schools are very far, sometimes students stay in private hostels or boarding facilities near the school but many poor families cannot afford this. These serve as a significant barrier to children from

poor families. The abolition of school fees has left significant gaps in school budgets. Schools are not able to fund basic needs that previously were paid by parents' contributions.

### **5.3 Teaching and Learning Process Still Based on the Examination Pass-Oriented**

Students learn by memorizing the possible questions and answers. This has been the influence of the emergency of tuition classes (extra lessons in school subjects outside the /2017memorization. These tuition classes are examination-oriented, because it based on questions and answers.

### **5.4 Inadequate Transportation**

Although there is free secondary education but many students have to travel long distances to get to school, this affects their attendance and performance in school. Others walk up to 20 kilometers, whereby students leave their homes early in the morning. In predominantly rural and remote regions like Shinyanga, some students travel up to 25 kilometers by bicycle, distance is also a significant barrier and disincentive for some students. In 2016 Human Rights Watch reported that in Ukerewe Island there are only 22 public secondary schools serving 26 wards while 4 wards do not have any public secondary school.

### **5.5 Lack of Adequate Sanitation Facilities and Menstrual Hygiene Management**

Safe and adequate toilets and sanitation facilities are a basic component of any acceptable learning environment, in many secondary schools toilets do not meet any basic standards. Adequate facilities for sanitation and handwashing reduce the risk of waterborne illnesses such as diarrhea, and communicable diseases. Adequate sanitation and menstrual hygiene management also increase adolescent girls' retention and participation in schools.

### **5.6 Apart from that, there is Inadequate Number of Science Subject Laboratories**

The scarcity of textbooks still challenging science teachers, during teaching and learning science subjects in secondary schools in different places in Tanzania, whereby students learning based

more on theoretically rather than practically. For, example the Secondary Education Development Program (SEDEP) has increased many schools from 2004 which were about 1977 but recently there are more than 4000 schools approximately about 50% of schools have no science laboratories.

## **6. CONCLUSION**

This study was based to examine the impacts of fee-free education policy in junior secondary schools in Tanzania. Finally, the study concluded that; since the introduction of fee-free education, students' pass rate has improved. Although the percentage of passes has been fluctuating but in 2017 the percentage was moved to a high percentage compared with previous years. The available number of qualified teachers in junior secondary schools decreased to the large extent. There is a great challenge in getting enough teachers in secondary schools, especially in Science and Mathematics. The Enrollment number of students has increased in government schools compared to non-government schools. Apart from that, the number of female students has increased more than male students. The analysis implies that the ratio between teachers and students in classrooms is not in balance as instructed by the Education Training policy (ETP) of 2014 that the class ratio should be 40:1. Therefore, the Tanzanian government should increase the education budget in order to deliver quality education to all children in secondary schools.

## **7. RECOMMENDATIONS FOR ACTIONS**

Tanzanian government should urgently develop a strategic plan so as to solve all issues confront the quality of education problems that have arisen because of the implementation of the policy. Shortages of classrooms, teachers, textbooks, and other teaching and learning material need to be urgently addressed.

The government should build more classrooms because the number of students has increased in schools. The scarcity of classrooms accelerates congestions during the whole process of teaching and learning. Schools have many streams something which makes teachers to fail to manage their classes in a normal situation. At the end of the day some students fail to understand what the teacher is teaching. Finally, students end up to get the poor academic performance.

Moreover, the government should employ more competent and qualified teachers both in science and art subjects in secondary schools in Tanzania, whereby students' pass rate in the national examination will improve more. Since 2015 the trending of the government to employ teachers has declined to the large extent. In recent years most graduate teachers have no job in Tanzania and others have decided to completely quit their teaching profession.

## 8. RECOMMENDATIONS FOR FURTHER STUDY

Further study should examine the impacts of fee-free education policy in enhancing quality education in secondary schools in Tanzania.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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