



Challenges to Fee-Free Education Implementation in Advanced Level Schools: Insights from Dodoma City Council, Tanzania

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Abstract: *The study explores the internal impediments encountered by schools in implementing fee-free education. The study was carried out in Dodoma City Tanzania. The study employed a qualitative technique. Data were collected via in-depth interviews, observation and through documentary reviews. A purposive sampling method was employed to choose a group of 20 participants, consisting of education officers, SQAS, heads of schools, teachers, and parents who served as key informants, also the study engaged stratified random sampling on selecting of 8 groups with 8 students per each group which make a total number of 64 students who responded through FGD. Therefore, the study employed a total 84 participants. The thematic analysis technique was employed for data analysis. The results indicated that internal challenges such as inadequate funding, limited resources, staffing problems, overcrowding, administrative inadequacies, and diminished teacher morale were the key internal obstacles towards successful implementation of fee-free education. This study concludes that the implementation of fee-free education policy is commendable. However, the key internal impediments encountered by schools in implementing fee-free education need to be addressed so as to improve learning outcomes and achieve the intended goals of fee-free education.*

Keywords: *Fee-free, Internal challenges, Education policy, Secondary education, Advanced level schools.*

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1. Introduction

Education is the elementary building block of any society and a crucial development that opens gates and increases chances and freedom for people. Meanwhile, the implementation of fee-free education continues to be a significant factor in the development of any nation (Majani, 2023). In the world, many countries are committed to the implementation of 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 to ensure available skilled, competent, and educated workforce to champion their socio-economic development, therefore making the world more secure, sustainable, and interdependent (Kester,2020).

African countries have gained fame as nations struggle to enhance educational access and reduce barriers to learning (Lauwo and Mkulu,2021). Several African countries have abolished secondary school fees in recent years, but there is no systematic evidence on the effectiveness of these initiatives. Building on the successful experience of primary school fee abolition,

many African governments see secondary education as a rebellion in expanding access to education for all (Lucumay and Matete, 2024). Advocates for the immediate abolition of school fees include the African Union and various UN bodies (Gruijters, Abango, and Casely-Hayford, 2023).

In Tanzania, immediately after independence, the school fees were abolished in 1963. This initiative aimed at increasing the number of enrollments in secondary schools (Fulmes, Mwila, and Onyango, 2024) and provide opportunities for children to study from primary to university without paying school fees. The implementation of the fee-free policy education for secondary was strongly enhanced by the late president Dr. John Pombe Magufuli who vowed to implement the policy of fee-free education at the secondary 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 fee-free education for advanced level too. This includes the removal of all forms of fees and contributions (Lazaro and Matiku, 2022). 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.” The implementation of this circular started in July 2022 for all Government secondary schools. The FFE system is regarded as a significant mechanism that provided free access to education for students and expanding the right to education, ultimately contributing to a decrease in ignorance. The abolition of fees helped parents improve their living standards, as the government covered the costs, allowing them to use the saved funds for other essentials such as food and shelter. The enrolment has been increasing for advanced levels since the re-establishment of fee-free education. For instance, by 2021, the enrolment for Form 5 students was 66,606, while in 2023, it increased to 102,722, as indicated in Table 1:

Table 1: Student enrolment

2021				
Form 5		Form 6		Total
Male	Female	Male	Female	
37,411	29,165	32,361	24,519	123,456
2022				
Form 5		Form 6		Total
Male	Female	Male	Female	
42,855	35,018	36,273	28,028	142,174
2023				
Form 5		Form 6		Total
Male	Female	Male	Female	
56,691	46,031	51,310	41,988	159,311

Source: BEST 2021, 2022, 2023

Despite the efforts made by the Government of Tanzania to ensure that every child has access to basic education through launching the FFE policy in 2014, and despite a number of positive achievements made out of the execution of fee-free education, there is strong need to identify prevailing challenges and address them in order to ensure the sustainability of this initiative. Existing literature indicates that challenges that impede effective execution of fee-free education do exist. For instance, the research conducted by Marwa (2015) identified that the fee-free education policy resulted in several issues linked to an increasing enrolment of students despite the availability of limited resources for primary and secondary school education (Marwa, 2019). Besides, a study by Mwakalukwa (2019) noted that schools experience several administrative problems in the execution of fee-free secondary education. These factors include inadequate governmental funding, a deficiency in

community awareness, high student enrolment numbers, and the encroachment of politics in educational matters. Additionally, Doriye and Ilomo (2020) found that schools face challenges related to teaching and learning resources, including inadequate books, lower number of tables and chairs, a lack of classrooms, and an insufficiency of laboratory equipment, chemicals and specimens.

Moreover, investigations on the implementation of fee-free education reveal significant gaps that necessitate a focused examination of the difficulties confronting advanced secondary schools in the City of Dodoma, Tanzania. Despite the availability of several research that touch in this subject matter, there is significant dearth of information concerning challenges facing advanced level secondary schools on the implementation of fee-free education in Dodoma Region. For instance, study by Doriye and Ilomo (2020) focussed on primary schools, and did not examine the teaching-related issues and

learning environment challenges stemming from the implementation of fee-free education policy. Likewise, Luvanga and Mhagama (2022) although their work delved on the obstacles encountered in the implementation of fee-free education in Tanzania and identified challenges such as inadequate budget review, insufficient financial training, and poor accountability among school administrators, which emanate from weak financial management skills. Still, this study did not concentrate on the challenges facing advance level secondary schools in Dodoma, Tanzania. Similarly, a study conducted by Majumba (2019) though it identified challenges such as delays in releasing implementation funds, still like other studies, it paid no attention to investigating challenges encountered by advanced level secondary schools.

In the context of the study, internal barriers encompass challenges that are inherent to the schools, the administrative and organizational leadership, and the internal systems that hinder the successful execution of fee-free education policies at the advanced level of secondary education. Hence, the objective of this study is to identify the internal challenges that advanced-level secondary schools encounter when implementing fee-free education policy in the City of Dodoma.

2. Literature Review

2.2 Empirical Literature Review

Magesa and Mtebe (2022) conducted a study on the effects of fee-free policy in ordinary Public secondary education in Tanzania: In the case of Dodoma city, the study was guided by the classical liberal theory of equal opportunity. The major findings indicated that the policy of FFE had been well implemented in ordinary public secondary schools. However, the study indicated that some challenges were affecting teaching and learning such as a shortage of school physical facilities, shortage of teaching and learning materials, shortage of teachers, lack of motivation for teachers, inadequacy and delay of funds expenditure at the school level and increased student- textbook ratio. It is recommended that for effective implementation of FFSE, there is a need to provide financial resources in schools, and construction of more classrooms, including the increased number of teachers and textbooks.

Mkali (2021) conducted a study on fee-free education in Tanzania, showing how street-level bureaucrats cope with the implementation of challenges. The study revealed that street-level bureaucrats in Morogoro Municipality have a high level of discretion and autonomy to run their schools well despite being faced with several fee-free education

implementation challenges such as overcrowded classrooms, inadequate funds, and a shortage of teaching and learning materials. Likewise, the study indicated that street-level bureaucrats used parents/community participation, decreasing the number of assignments, sharing experiences, and photocopying a few students' textbooks, which they have, and private goal definition to manage fee-free education policy implementation challenges. The study concluded that one of the major importance of any public policy is to give direction on how major issues within the given country are to be carried out, education being one concern. The government is advised that before formulating any education policy either for total change or reformation, it should involve street-level bureaucrats who are the final implementers of the policy to give their views.

Doriye and Ilomo (2020), conducted a study concerning Challenges to the Implementation of Free Education Policy in Tanzania: A Case of Public Primary Schools in Babati Town, the overall findings show that head teachers worked in harder environments as compared to when the free education policy was not in operation. It is recommended that the government of Tanzania should increase education funding to make free education policy relevant. Also, it is further recommended that the government should give a clear explanation of what free education is all about to make parents willing to support schools through material and moral support.

Marwa (2019) discovered that the Fee-Free Education (FFE) Policy had been effectively executed in ordinary level public secondary schools, ultimately leading to an increase in students' enrolment and a reduction in students' dropout rates. Furthermore, parental involvement in their children's education has significantly improved. Nevertheless, challenges continued, including deficiencies of physical facilities, teaching and learning materials, as well as teachers. Other issues included absence of motivation for teachers, delays and insufficiency in fund disbursement at the school level, and an increased student-to-textbook ratio. The study recommended that, for the policy's effective implementation, extra financial resources should be provided, additional classrooms should be constructed, and the number of teachers and textbooks should also be increased.

Mwakalukwa (2019) conducted a study on fee-free education in Tanzania, which delved on three specific objectives: exploring how street-level bureaucrats cope with overcrowded classrooms, insufficient funding, and scarcities of teaching and learning materials. A qualitative approach and a case study design were employed, with data collected through semi-structured interviews, observations, and document's reviews. The study's sample consisted of 14 informants, including 7

headteachers and 7 academic teachers. Data were analysed through content analysis. The study revealed that, street-level bureaucrats in Morogoro Municipality exercised substantial discretion and autonomy in managing schools despite encountering several challenges associated to the implementation of the fee-free education policy, such as overcrowded classrooms, inadequate funding, and scarcities of teaching materials. These bureaucrats adopted strategies such as actively engaging parents and the community, reducing the number of assignments, sharing experiences, photocopying limited textbooks, and defining private goals to manage the challenges. The study concluded that the success of any public policy lies in providing clear guidance on how major issues within a country, including education, are to be addressed. It recommended that the Tanzanian government involve street-level bureaucrats in policy formulation to ensure that policies are practical and beneficial to all educational stakeholders through a participatory approach.

Suleman & Gul, (2021) investigate the factors that affect the quality of primary education in Kohat Division, Pakistan. Simple random technique was employed in selecting relevant and representative sample and bivariate Chi square and simple percentage was employed for the statistical analysis of the data. Among others, the findings indicate that lack of educational facilities; insufficient qualified staff; poor supervision and management; political interference; inadequate budget for education; poor implementation of educational policies; lack of coordination between schools and community; and lack of in-service training programs for teaching staff. Based on findings, the study recommends that political interference should be discouraged. Preservice and in-service teachers' training programme should be made effective. Adequate funding should be allotted for the advancement of education.

These studies jointly provide comprehensive insights into the challenges on the implementation of fee-free education policy. Nevertheless, most of these studies focused more on general challenges in ordinary level schools. Therefore, the current study intends to fill this knowledge gap by looking at internal obstacles to fee-free education implementation in advanced level schools. Principally, the advanced level secondary schools were selected due to the little research undertaken to identify challenges encountered at this stage. This level of secondary school education is a globally acknowledged qualification that is necessary for admission to university programs and professional training opportunities. Consequently, given the significance of this educational stage, all endeavours must be perfect in order to yield qualified and competent students.

3. Methodology

A cross-sectional research design was employed in this study to capture a Polaroid of challenges surrounding the implementation of fee-free education at a specific point in time. This design is suitable for assessing the current status, prevalence, and interrelationships of the identified barriers (Lu, Xu, and Zhang (2021). The study used a qualitative research approach which allowed the exploration of the strategies employed by schools to navigate the challenges that prevailed and offers recommendations for policy improvement and implementation effectiveness. Sample size and sampling procedures are the key aspects to consider when doing research, they play a great role in ensuring validity and reliability of the study findings (Rahman, 2023). Purposive sampling procedures and stratified sampling procedures were employed in this study to strategically select participants who possess specific and relevant insights into the challenges of implementing fee-free education policies in advanced-level secondary education. The study involved 2 education officers, 2 SQAs, 4 parents, 4 heads of schools, and 8 teachers who selected purposively, also, the study included 8 groups of students with 8 students for each group making a total of 64 students who selected by stratified sampling technique. Therefore, a total of 84 responses were involved in this study. By purposefully selecting participants based on their roles and responsibilities within the education system, the study aims to apprehend a complete understanding of the challenges and strategies from key participants who are directly involved in the policy implementation, (Campbell, Greenwood, Prior, Shearer, Walkem, Young and Walker, 2020). The data was obtained by engaging in direct observation, documentary review, and in-depth interviews. The study involved conducting interviews with the education officers, SQAs, heads of schools, and parents. The study also included 8 groups of 8 students each who participated using FGD. The gathered data was analyzed qualitatively applying thematic data analysis techniques. The thematic analysis focuses on categorizing and considering major themes and their relationship with qualitative data (Naeem, Ozuem, Howell, and Ranfagni, 2023). To assist and endorse the safety of the respondents, the study complied with all relevant ethical standards as delegated by the St John's University of Tanzania. The researcher submitted a claim for ethical clearance, which was subsequently approved, resulting in the assurance of an ethical clearance certificate to confirm the research's adherence to ethical standards. Ethical consideration was upheld by observing participants' voluntary participation, informed consent, anonymity, confidentiality and avoiding plagiarism issues hence coming up with an ethical research study.

4. Results and Discussion

redevelopments to facilitate fee-free education
(Provided by a member of FGD 1, June 3, 2024).

This section presents the findings of internal challenges that hinder the policy implementation of fee-free education policy in advanced-level secondary schools in Dodoma City Council. These are impediments that are within the school setting that if not addressed would slow the process of successfully implementation of the adopted policy. The main theme leading this research is to identify the internal challenges facing schools in the implementation of fee-free education policy. Subthemes identified as major internal barriers include Funding, resources, staffing, overcrowding, and administrative matters, this section involves a discussion on internal barriers, recommendations, and conclusion. The findings provide guidance on how internal challenges impede the implementation of learning and academic success in the fee-free education system. A subtheme can be defined as sections that indicate valuable territories in which schools face challenges in sustaining the quality of education and managerial effectiveness while operating under fee-free education policies.

4.1 Inadequate Funding

Insufficient funding in education refers to the lack of financial resources and capabilities available to schools for expenses like building new facilities, compensating teachers, purchasing educational materials, or covering other common costs. In this study carried out in Dodoma City Council, it was observed that funds available for schools from the government are inadequate to unlock the emerging needs. One participant brought attention to this issue, stating:

Secondary schools experience a lack of sufficient funds for constructing the necessary infrastructure in accordance with the number of students available. Besides, there are insufficient financial resources to pay those employed in the secondary education sector or covering the costs of other educational necessities like furniture, water, and electricity (Interviews head of school 1, June 3, 2024).

This statement underscores the often-noticeable realities whenever financial challenges arise, that are potentially affecting school infrastructure, essential utilities, and teachers' salaries, as reflected by the responses provided by a participant of the FDGs who uttered the following:

Owing to the present resource scarcity, it is likely that the government will be unable to fund the necessary infrastructure and furniture

This quotation underlines systemic funding challenges, wherein insufficient financial resources hamper the Government's initiatives to offer free education. For example, Parts 1 and 2 of the capitations grants circular for government schools (free education) with Ref.No.DC.297/507/01/39 (Primary Schools) and Ref.No.DC.297/507/01/40, dated December 28, 2015, instruct that the Government must allocate TZS 10,000 and TZS 25,000 annually for each student in primary and secondary schools, respectively. However, it has been observed that, there was an inadequate disbursement of subsidies for both primary and secondary schools, amounting to TZS 5.18 billion. These financial limitations result in insufficient allocation of finances, which adversely affect students' academic performance. Many schools are undersupplied with crucial resources required for successful education, including infrastructure renovation and the acquisition of teaching equipment and learning materials (URT, 2022).

This situation is also validated by a study done by Mwakalukwa (2019) which identified that educational systems in developing countries are basically inefficient, principally due to inadequate budgetary allocations, which diminish both the quality and quantity of inputs, particularly physical infrastructure like classrooms, workshops, laboratories, and learning materials. Moreover, the present study provided a comprehensive overview of the financing issue, the various sectors within a school impacted by money, and an in-depth analysis of the funding shortages that contribute to educational challenges.

4.2 Resource Shortages

Lack of resources in schools refers to the absence of items and necessities essential for the teaching and learning process, such as food, water, and electricity. Having understood that, effective implementation of this policy necessitates the availability of essential resources that support effective teaching and learning process, the researcher asked respondents involved to provide their views concerning the availability of essential resources in the investigated secondary schools. Among the challenges that the study uncovered included the lack of adequate resources considered vital in effective implementation of fee-free education One of the focus group participants noted that:

We struggle daily with limited resources and outdated textbooks, as well as insufficient materials, food, infrastructure, electricity, water, and teachers." It is quite disheartening because

we want to implement the QA's recommendations, but the lack of essential resources makes it a daunting task. (The FGD 1 took place on June 4, 2024).

This quote underscores the shortage of supplies in schools, where students perceive food and electricity, essential for learning survival, to be insufficient, leading to the following study conditions: Another respondent echoed the sentiment, stating,

Despite our willingness to align with recommendations, financial constraints, lack of materials, and inadequate training lead to partial compliance or delayed implementation of FFE Policy. Thus, addressing these challenges through policy changes and increased resources is quite crucial for meaningful progress. (Interview with teacher 1, June 4, 2024).

The problem of inadequate textbooks is significantly intensified by rising enrolment rates resulting from the application of fee-free education, so further draining already scarce resources. Responses from participants, in conjunction with documentation analyses, corroborate this dearth with the following quotation: "The school has a library." However, there exists a serious shortage of textbooks for courses including History, Geography, English, and General Studies, with an absence of textbooks for Agricultural Science. Similarly, the absence of tables, chairs, and shelves weakens students' enthusiasm to participate in library sessions" (SQA report, 2022).

This deficit significantly restricts pupils' access to information, hence affecting their academic achievement. The consequences of these shortages are quite substantial, as children lack vital educational resources, impeding teachers' ability to provide excellent instruction. Furthermore, the strain on current infrastructure underlines the problem of limited resources, worsened by inadequate funding. Prior researchers, like Doriye et al. (2020), have recognized similar issues, highlighting the deficiency of educational resources, such as inadequate books, tables, chairs, classrooms, and laboratory supplies. This analysis highlights the higher importance for programs such as fee-free education to get adequate funding to fulfill their goals of enhancing access to quality education.

4.3 Staffing Challenges

The staffing problem in education involves issues including recruiting, retention, compensation, and the retention of a high-quality workforce of teachers and

school workers. Upon data analysis, staffing concern is one of the barriers highly identified by the respondents to be contributing to the challenges related to implementation of fee-free education policy (FFE). During a group discussion, one of the students had the following to say:

Our school lacks adequate number of science teachers; hence we predominantly depend on part-time instructors, this teacher lacks enough morale, so they don't have consistence on teaching, also they didn't have enough time to stay with us (Student from school 2, June 4, 2024).

This phrase underscores the dependence on temporary or less qualified individuals to fill workforce shortages, particularly in essential subjects such as science. A member from another Focus Group Discussion (FGD) expounded upon the matter highlighted in the following documented words:

Our over-reliance on Part-time teachers to provide instruction on essential subjects is affecting students, since it results in inadequate time for consultation (Interview with a member who participated in Focus Group Discussion 2, June 4, 2024).

These comments suggest that the issue goes beyond recruitment challenge and is also affecting the stability and expertise of the teaching workforce. The study also documented anxieties over teachers' motivation. Respondents observed that inadequate pay and increased workloads resulting from growing student numbers and contributing significantly to teachers' demoralization.

This is testified by the Controller and Auditor General's (CAG) examination of 22 local government agencies (LGAs) which found a significant resource deficiency. The report indicated that, the Government elementary schools needed 6,323,566 textbooks to satisfy students' requirements; however, only 1,467,829 (23%) were given throughout the year, resulting in an unmet demand of 4,855,737 textbooks, valued at TZS 19.42 billion. The staffing issues indicate that, students may not attain the crucially required quality of education, particularly in subjects requiring specialized expertise. Prior researchers, like Mwakalukwa (2019) and Luvanga (2022), have observed that fee-free education (FFE) is linked to challenges that negatively affect teaching and learning, such as instructors' shortages and diminished motivation among the teachers. The current study highlights the pressing need for measures that will help in tackling teachers' shortages, enhancing working conditions, and guarantee competitive remuneration to attract and retain skilled teachers.

4.4 Overcrowding

Overcrowding in schools is a widespread problem, characterized by a scenario in which the student population in a classroom or facility exceeds its capacity, thereby considerably hindering the effective learning process. This study's findings indicate that the politically driven application of a fee-free education policy has caused in a significant rise in student enrolment, hence intensifying the issue of overcrowded classrooms. One respondent remarked concerning this matter by the following statement:

Our classrooms are very congested, and we are quite lacking in essential resources such as enough desks and instructional materials." These conditions make it difficult for us to have appropriate learning environment hence affecting most of us academically (Student interviewed during FGD 3, on June 5, 2024).

This remark proves that the growing students' population has stressed schools' infrastructure, rendering these schools unable of accommodating the growing influx of students due to insufficient space, classrooms, and essential furniture like desks and tables. Furthermore, a focus group participant added that:

The excessive enrolment of students in certain schools has resulted in severe inadequate provision of crucial human needs such as food, water, accommodation, and ultimately affecting the overall teaching quality (Respondent's Opinions During FGD 6, on June 2024).

This underlines that overcrowding extends beyond the physical classroom environment, affecting other crucial services that contribute to the overall learning experience. Overcrowding has significant consequences, such as increased class sizes that diminish instructional effectiveness and limit require level of teachers' engagement with pupils or students. It also depletes resources, aggravates the scarcity of instructional materials, and makes classroom administration difficulty. Mwakalukwa's (2019) study on fee-free education in Tanzania, validates these findings. It found that, despite the execution of multiple internal strategies to lessen overcrowding challenge, the problem continues due to insufficient resources. Therefore, the findings of this study highlight the critical necessity for increasing investment in infrastructure and resource distribution in order to guarantee that increasing enrolment figures do not undermine educational quality.

4.5 Administrative Issues

Administrative problems in education refer to challenges related to school management and governance, including financial management, policy implementation, and organizational effectiveness. Administrative problems in education refer to challenges related to school management and governance, including financial management, policy implementation, and organizational effectiveness (Lazaro and Matiku (2022). In the case of Dodoma City Council, this study identified various administrative challenges within advanced level secondary schools that hinder the effective implementation of the fee-free education policy. Respondents pointed out problems such as inappropriate financial management and governance practices, which have a negative effect on resource allocation and utilization. One respondent explained:

"As a school administrator, I receive directives from various sources, and at times it feels like there are conflicting priorities. This confusion causes difficult in allocating our efforts effectively" (Head of School 3, June 5, 2024).

Another participant added:

Improper management of funds and resources provided by the government for the implementation of fee-free education has resulted in a scarcity of funds to run the school (Education Officer 2, 2024).

These statements underline the need for having sound administrative strategies to ensure the proper utilization of funds in order to attain educational goals and objectives. According to a 2022 School Quality Assurance (SQA) report, some school departments lack action plans, leading to lack of direction to improve teaching and learning processes. As a result, students receive ineffective guidance from those departments, which hampers their academic development and attainment of school goals.

Another critical issue identified is the absence of well-formulated policies and strategies for managing and implementing the fee-free education policy. All respondents articulated their concerns over the lack of guidelines for the distribution and utilization of resources, which impedes effective decision-making and contributes to inefficiency. These administrative challenges have far-reaching consequences, affecting overall school leadership and organization. A study by Coleman (2021) concerning challenges faced by school heads in implementing fee-free secondary education in Bahi District Council, Dodoma, exposed that school heads face

administrative challenges such as inadequate government funding, lack of community awareness, large student enrolments, and political interference in education. The study also identified scarcities of teaching and learning resources, such as books, desks, chairs, classrooms, and laboratory supplies, as significant problems. However, Coleman's study focused on ordinary level secondary education, while the current study examines advanced-level secondary schools.

Basically, the current study highlights the importance of improving school administrators' capacity through professional development, improving transparency and accountability in school financial management, and improving policy frameworks to support the sustainable application of the fee-free education policy.

4.6 Teachers' Morale

Teachers' morale signifies the overall well-being, motivation, and job satisfaction of teachers within the educational setting. This study revealed that, within the Dodoma City Council, teachers' morale is severely affected by factors associated with the fee-free education policy. Inadequate pay, work-related stress, and restricted prospects for career development were primary factors found to be contributing to the decline in morale among respondents. One of the head teachers interviewed stated:

Many teachers experience demotivation resulting from inadequate payment and job unhappiness. Therefore, deliberate strategies are required to enhance their morale and dedication to quality improvement (Interview with Head of School 3, June 5, 2024).

Another teacher who was interviewed articulated the same feeling with the following words:

Encouraging teachers to adopt feedback implementation is quite difficult due to diminished morale, job unhappiness, and insufficient incentives. Thus, to resolve these concerns it is essential for securing teachers' dedication to quality improvement (Interview with Teacher 6, on June 5, 2024).

Generally, the interview findings reveal concerns over teachers' demotivation due to inadequate compensation and job unhappiness, hence highlighting the necessity for having strategies to raise morale and boost commitment to enhancing educational quality. The remarks indicate that rising students' enrolment, along with unsatisfactory wages, has led to overburdened and discouraged educators, subsequently diminishing their hunger for improving teaching and learning process.

Furthermore, the study uncovered that, insufficient recognition and support, particularly in demanding educational environments, has been recognized as an additional factor that adversely impacts teachers' morale. Generally, teachers' morale is a complex issue requiring complete solutions, such as improving payment frameworks, reducing workload stress via appropriate resource distribution, and promoting a friendly work atmosphere that appreciates teachers. Researchers such as Luvanga (2022) have similarly established that insufficient motivation among teachers negatively affects the overall teaching and learning process. Therefore, the current study underscores the necessity of improving teachers' well-being to enhance their professional involvement and boost the quality of education in fee-free secondary schools.

5. Conclusion and recommendation

5.1 Conclusion

The study on internal obstacles to fee-free education implementation in advanced level schools highlights several critical challenges that impede effective execution. Key findings indicate that inadequate funding, limited resources, staffing challenges, overcrowding, administrative issues and low teacher morale significantly hinder the implementation of FFE in advanced level schools in Tanzania. In conclusion, the implementation of fee-free education policy is commendable, however, addressing these internal obstacles is essential for the successful implementation of fee-free education. Strategies should focus on substantial financial investment, effective resource allocation, and improvements in management is also crucial for establishing a supportive learning environment that promotes quality education.

5.2 Recommendations

The challenges mentioned are associated with inadequate fund which seems to be as a source of those mentioned challenges.

Government

- i. Increase Funding and Timely Disbursement
- ii. Policy Reforms and Implementation: Efforts should also be made in this regard that there should be teacher incentives and policies must be complied to improve the teacher morale especially in rural regions.
- iii. Infrastructure Development

School Administrators

- i. Efficient Resource Management.

- ii. Capacity Building for Staff
- iii. Enhanced Administrative Practices: Establish sound, efficient and effective administrative policies and procedures to enhance organizational efficiency in management of schools.

Teachers

- i. Engagement and Motivation: Since schools are affiliated with the government then they should establish motivational structures to encourage the teachers.
- ii. Innovative Teaching Methods: Support the implementation of the new approaches to student's teaching and utilization of tools to increase performance.
- iii. Collaboration and Peer Support: Create conditions that allow teachers to exchange the ideas, to cooperate, to discuss the problems, which concern all of them collectively.

Parents and Community

- i. Active Participation and Support: Cultivate the support of parents and members of the community to contribute towards the successes of school activities that relation to fee free education.
- ii. Awareness and Education
- iii. Community Engagement Initiatives

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