



Factors influencing implementation of Free Secondary Education in Government Schools: A Case of Schools in Maswa District Simiyu Region-Tanzania

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Abstract

The study sought to assess Factors influencing implementation of Free Secondary Education in selected government schools in Maswa District. The objectives of the study established whether the Government provides adequate funds for Free Secondary Education in relation to the schools' budgets and how this affects quality of education; examined the availability of trained teachers and other teaching and learning materials compared the number of students enrolled in the school; analyzed the role played by the community in the presence and quality of school infrastructure related to the school needs. The study employed a descriptive survey design using both qualitative and quantitative data collection approaches. It targeted 290 people from whom 165 were determined using Krejcie and Morgan sample size table. Data was collected through questionnaire and interview methods and analyzed using MS Excel to generate frequencies and tables from which interpretations were made. Results indicated that, the government provided inadequate funding to public schools under FSE is (45.8%), and adequate funding was supported by 32.2% while only 21.9% revealed that somehow adequate funding, additionally, physical facilities that were inadequate were classrooms, desks, Science Laboratories and houses for teachers, which impacted negatively on the implementation of FSE. Further, the teachers were available though majority had attained diplomas (71.7%) and 25% completed degree but only 3.6% had attained masters. The study concluded that, increase in enrolment had a negative effect on the quality of education. The study found out that funding of government schools be enhanced to support the FSE and more education capacity needs to be given to the teachers for enhancing the quality teaching and learning.

Keywords: Implementation, free education, secondary, education, government schools

Introduction

Globally, the realization that illiteracy seriously hampers both economic and industrial growth of a nation has led many countries putting a lot of investment in the provision of free Education. This illiteracy imposes both relative and absolute burden on the economic wellbeing of the Nation UNESCO (2016) ^[18] indicates that education is recognized as a basic human right. In 1948 the Universal Declaration of Human rights laid down (Article no.26 that everyone has the right to education and that education shall be free at least in the elementary and fundamental stages Citizen report UNESCO (2016) ^[18]; (2017); Verspoor (2008a) ^[19]; Oketch (2007) ^[14], whereas some countries realized this earlier and started investing in education, more countries are slowly realizing the relevance of free education. Many countries in the World observed Free Education from Primary Education up to Secondary Education. But in my Research I looked at seven countries which are Sweden, Canada, Egypt, Nigeria, Kenya, Uganda and Tanzania as an example to Global wise.

In Sweden, all children who join secondary school learn for free. A child is allocated funding for education from Pre-School to Secondary School, Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) [15, 8, 12, 13, 17, 20]. This type of funding is the mostly desirable for countries such as Tanzania. Tanzania can learn to increase funding as the economic grows. Education in Canada is a government run program of public education which is provided, funded and overseen by Federal Provincial and Local governments, education is also compulsory up to 16 or 18yrs depending on the Provincial government which runs education. This was supported by, (Apiku & Asiimwe, 2023; Asiimwe & Nabitake, 2022; Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) [15, 8, 12, 13, 10, 17, 20].

Egyptian experience shows that since 1950s, the government has taken up the responsibility of supervising and financing education to achieve the principles of justice, equality and equal opportunity. Though the government had ambition to finance all aspect of education, the finances became unsustainable and this adversely affected the implementation having embraced the concept of free education for all in which the state was solely responsible for financing education. The Egyptian Ministry of education 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. (Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) [15, 8, 12, 13, 17, 20]. This was probably to try and reduce the expenditure on free secondary education. This means that financing of education, especially for developing country like Tanzania is costly and government must prepare well and finance should be managed effectively to achieve the set goals.

In Nigeria secondary education is divided into cycles-Junior, 3 years and senior 3years. Junior education is free but senior secondary students are required to purchase textbook and uniforms costing them an average of 200US dollars (Tshs 450000) (Lewin, 2008) [7]. Nigeria the Federal government has two or more secondary schools in each of the 36 states. These schools are funded by Federal government while the rest of the Public schools are run and funded by the State governments. Nigerian fund is similar to Tanzanian where some costs have been left to the parents example uniforms, where parents may not be able to meet these costs it may mean no secondary education for their children despite of the government fund. Free education in Kenya launched vision 2030; this was blue print for the developments of the country aimed at transforming Kenya into a newly industrializing middle income country by the year 2030. To realize this vision several anchor areas with several flagship project were identified. On such anchor was human resource (Asiimwe, Mugenyi, Asiimwe, 2023; Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) [15, 8, 12, 13, 17, 20].

In Uganda experience shows that, it was the first county in Sub-Sahara Africa to start Universal Secondary Education (U.S.E) in February 2007 aiming at doubling the number of those joining secondary school. The program was an immediate success story as enrolment in secondary schools skyrocketed from 150, 000 to 380,000 taking up 90% of all primary school graduates. The limitation of the program was that Head teachers' input was not sought in planning and

Head teachers were not well trained sufficiently in knowledge and skills on implementing. However, poor planning and limited enhancement of Principal capacity to manage the program negatively influences the achievement of the desired goals (Mugenyi, Asiimwe, Apiku, 2023; Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) [15, 8, 12, 13, 10, 17, 20]. On November, 27, 2015 the Tanzanian government issued Circular no.5 which implements the education and Training Policy of 2014 and directs public bodies to ensure that secondary education is free for all children. This includes the removal of all forms of fees and contributions. Funds of 18 billion Tanzanian shillings (approximately 5.7m BGP) were immediately released to school to cover the costs of implementing the new directive with 137 billion Tshs approximately 43.8 million GDP set aside to cover the full cost of guarantying free secondary education for all (Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) [15, 8, 12, 13, 17, 20].

Although Tanzania government provides funding to schools based on the number of students enrolled to ensure free secondary education free for all, yet 1.5 million adolescent are not in school (Karuiki 2009; Orodho, 2009; Willis, 2009) [15]. The enrolment has shown a slow change from 2015 to 2016 where as in 2016 enrolment of form one students were 372,719 and 538,826 in 2016. A change of 44.6 (Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) [15, 8, 12, 13, 17, 20]. Maswa district is one of the five district of Simiyu Region in Tanzania with 36 secondary schools, where by only two secondary schools are boarding schools only for A-Level students, while the rest are day schools. Most of schools are located in villages and some of them are located far from village centers. The intention of this study was to identify the factors influencing effective implementation of Free Secondary Education in Maswa District Simiyu Region.

Related Literature

Provision of Fund in Secondary Schools

The abolition of school fees is one of the most important actions taken by government to implement its ambition on education goals. Tanzania's 2014, Education and training policy aims to increase access to primary and secondary education and to improve the quality of education. These goals are in line with the Sustainability Development Goals (SDGs), The United Nations initiative which sets a target for all countries to offer all children free equitable and quality primary and secondary education by 2030. The goals are also in line with Tanzania international and regional human rights obligations to realize the right to primary and secondary education.

The report highlights key barriers to secondary education that prevents many adolescents from completing secondary education. These can be categorized as.

1. **Many students are still facing significant financial barriers:** Although official fees are removed but poorest students are still unable to attend school because of other school related costs. Their parents or guardians cannot afford to pay for transport to school, uniforms and additional school materials such as books. When secondary schools are far away, students sometimes stay in private hostels or boarding facilities near schools, many poor families cannot afford this. These serve a

- significant barrier to children from poor families.
2. **The abolition of school fees has left significant gaps in school budgets:** Schools are not able to fund basic needs they previously paid for with parents' contribution (additional fees charged by schools to pay for running costs), including school construction and renovation, the purpose of learning materials.
 3. **Primary School Exam Policy Blocks Access to secondary education:** The government controls the number of students who enter secondary by relying on the primary School Leaving Exam (PSLE) an exam at the end of primary school. The government allows only students who pass the exam to proceed on to secondary schools.
 4. **Infrastructure is poor and transportation to schools is inadequate:** Students in the remote areas of the country have to travel very far to get to school and many do not have access to a community secondary school in their wards.
 5. **Secondary schools remains inaccessible to many students with disabilities:** Children with disabilities face many barriers and discrimination in primary education and very few adolescents with disabilities attends secondary schools across the country. Most of secondary schools in Tanzania are not accessible to adolescents with physical or other disabilities and are inadequately resources to accommodate students with all type of disabilities. Many lack adequate learning materials inclusive equipment and qualified teachers.
 6. **Quality of secondary schools education is poor:** Many schools lack enough teachers to cover all subjects. Students sometimes go without teachers specialized in these subjects for months, and must often find alternative ways to learn these subjects or pay for private tuition or fail exams as a result.

Financing Secondary Schools in the Public Sector

These benefits of investing in education have resulted to governments investing heavily on education. Citizen report UNESCO (2016) ^[18], (2017), Verspoor (2008a) ^[19], Oketch (2007) ^[14], note that although there is no a priori adequate level of resources that a country should devote to education, the actual level of resources a country invests helps determine the quantity and quality of education received by its children. A good education financing system generates an adequate level of funding while promoting efficiency and equity aimed at optimizing the distribution of education quality and its benefits among the members of society. Adequate levels of expenditure lead, all other things being equal, to optimum educational outputs and outcomes, while allowing for a balanced pursuit of other, competing social goals ((Apiku, Asiiimwe, 2023; Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) ^[15, 8, 12, 13, 10, 17, 20]. In developed countries, education beyond the compulsory level is usually financed in part and sometimes wholly by the state (Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) ^[15, 8, 12, 13, 17, 20]. In Britain, education up to secondary school level is fully financed by the government (Moon & Mayes, 1994). Parents are only required to ensure that children attend school.

Parents are seen as the school's prime legal clients until the child is 16 years of age. Section 36 of the Act states that it shall be the duty of the parent of every child of compulsory

school going age to cause him to receive full-time education suitable to his age, ability, and aptitude, either by regular attendance at school or otherwise (Mugenyi, Asiiimwe & Apiku, 2023; Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) ^[15, 8, 12, 13, 17, 10, 20]. In South Africa, user fees are identified as a barrier to education (Veriava, 2002). While school budgets are funded by allocations from state revenue, school fees are required to supplement these budgets so that schools are able to run smoothly. The South Africa School Act (SASA) provides that a majority of parents at a public school may determine whether or not school fees are charged and the amount to be paid. There is however exemptions from paying school fees for parents who cannot afford to pay. Exemption is extended to parents whose income is less than 30 times, but not more than 10 times the amount of fees (Mugenyi, Asiiimwe, Apiku, 2023; Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005) ^[15, 8, 10, 12, 13, 17, 20]. Adequacy of Training teachers, Learning and Teaching Material and Physical Resources and Quality of Education.

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Onyango, (2001) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. With the introduction of Free Secondary Education, schools could have registered over-enrolment, which means that the resources available in schools are constrained.

The above is likely to have a negative impact on the quality of education. Verspoor, (2008a) ^[19] argues that increases in public spending will be inadequate to generate increases in education attainment and learning achievement unless accompanied by reforms that aim at a more efficient use of available resources and find sources of additional funding. He advises that well-structured Public-Private Partnerships (PPPs) can help diversify the sources of financing and provision. On the other hand, Citizen Report UNESCO (2016) ^[18], (2017), Verspoor (2008a) ^[19], cite that it's the duty of the school's head teachers is to develop the physical facilities. She argues that in dealing with physical facilities, a head teacher has to bear in mind where to house the educational program, the population to be served by the facility and ensure that financial resources are readily available for the school expansions. Such factors also impact on quality of teaching and learning that take place in schools. Citizen report UNESCO (2016) ^[18], (2017), Verspoor (2008a) ^[19], Oketch (2007) ^[14], observe that human resource is the most important resource in a school organization. Though, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matron, nurses, messengers and watchmen is also important, teachers comprise the most important staff in the school. This is because, as cited by Citizen Report UNESCO (2016) ^[18], (2017), Verspoor (2008a), Oketch (2007) ^[14], the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and teachers.

Citizen report UNESCO (2016) ^[18], (2017), Verspoor

(2008a)^[19], Oketch (2007)^[14], add that everyone has the right not only to receive education, but also to receive education of a high quality. A major aspect to be improved is the teaching staff which was defined by OECD (1994) report in five dimensions starting with knowledge of substantive areas and content. Secondly, a good teacher must have pedagogic skill, including the acquisition and ability to use a repertoire of teaching strategies. Reflection and ability to be self-critical was viewed as the hallmark of teacher professionalism. This however, is followed by empathy, and commitment to the acknowledgement of the dignity of other. Finally the quality of a teacher is also characterised by managerial competence, as teachers assume arrange of managerial responsibilities within and outside the classroom (Mugenyi, Asiimwe, Apiku, 2023; Karuiki 2009; Orodho, 2009; Willis, 2009; Karega, 2008; Ndawi, 2007; Odhiambo, 2005; Too, 2005; World Bank, 2005)^[15, 8, 12, 13, 17, 10, 20]. The role played by the Community in the presence and Quality of Education.

The implementation of Free Secondary Education could also be affected by factors related to community participation. This is because the family is the primary social system for children. Rollins and Thomas, (2006)^[16] found that high parental involvement were associated with high academic achievement. Citizen report UNESCO (2016)^[18], (2017), Verspoor (2008a)^[19], Oketch (2007)^[14], also found that a less physically crowded environment, along with motivation and parental support, were associated with higher educational levels of children. Community influences have been identified as an important factor affecting school success (Lezotte, 2001). Citizen report UNESCO (2016)^[18], (2017), Verspoor (2008a)^[19], Oketch (2007)^[14], family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of students learning.

According to Citizen Report UNESCO (2016)^[18], (2017), Verspoor (2008a)^[19], Oketch (2007)^[14], it is the responsibility of the head teacher to promote school-community relations. Head teachers should seek to foster a good working relationship with the Board of Governors (BoG) and Parents Teachers Associations (PTA). The BoG constitutes members of the school community which is the supreme school management body whose responsibilities encompass management of finances, physical resources, discipline, and ensuring the implementation of policy relating to school education. The PTA on the other hand the PTA is a committee of selected parents and teachers to discuss and inform parents the matters arising within school activities. It is also important for the school administration to co-operate with teacher agencies or organizations in the community that renders important services to the students in the school, (Ibid). The school should also create programmes that would help to develop the standard of the community around them. Schools also, should involve the community in their own programmes that the community can help in improving the school.

Asiimwe & Magunda (2017); Asiimwe Nabitake (2022); Apiku & Asiimwe (2023)^[10]; Citizen report UNESCO (2016)^[18], (2017), Verspoor (2008a)^[19], Oketch (2007)^[14], observed that the willingness of the communities to play

increasing roles in their schools is exemplified by organised communal labour. This is done a number of times for maintaining the school lawns and grounds after the official opening of the school because they considered the students too young to clear the grass Asiimwe & Magunda (2017); Asiimwe Nabitake (2022); Apiku & Asiimwe (2023); Verspoor (2008a)^[19]; Oketch (2007)^[14], argue that it is the responsibility of the school to identify and locate the learning resources and resource people that exist in their school's community and utilize them effectively in the education of the young. They should shift from their roles as monopolists of knowledge to that of the organizers and orchestrators of learning opportunities. Asiimwe & Magunda (2017); Asiimwe Nabitake (2022), Apiku & Asiimwe (2023) add to this by emphasizing that the educators often need to enlist the help of community members in the process of providing quality education for the child.

Methodology and discussion

The researcher used qualitative and quantitative approaches to correct data. The major purpose of using descriptive research is description of the state of affairs as it exists. Kerlinger (1973) points out that descriptive studies are not only restricted to fact findings, but may often result in formulation of important principles of knowledge and solution to significant problems. They are more than just a collection of data. They involve measurement, classification, analysis, comparison and interpretation of data.

Table 1: The Frequency of Funds given to the schools by the government

Respondents	Very often	sometimes
Headmasters	1-25%	3-75%
DEO'S Office	2-75%	1-25%
WES'S	1-25%	3-75%
Teachers	4-20%	18-80%

Source: Primary Data, 2019

Whereas 1(25%) of the headmasters, 2 (75%) of the DEO'S, 1(25%) of the WES'S and 4(20%) of teachers responded by saying that the government gives FSE funds very often, the majority 3 (75%) of the headmasters, 3(75%) of the WES'S and 18(80%) of the teachers responded by saying that the government only gives FSE funds sometimes. This shows that despite the fact that the funds were inadequate and were not released on time, the FSE funds were also not regular, which implies that the headmasters could not rely on the funds and had to look for alternative means of raising funds for the schools which is forbidden by the government. This could compromise the quality of education. On their part, the DEO and DSCI noted that the schools were struggling to meet their budgets indicating that funding was inadequate. They proposed that there is need to improve on capitation per student especially on tuition.

According to Lewin Asiimwe & Magunda (2017); Asiimwe Nabitake (2022), Apiku & Asiimwe (2023)^[10]; (2008), say that projections of the financing required for a significant expansion of access to secondary education - including progress towards a basic education cycle of 9 or 10 years- indicate that enrolments in secondary education cannot be expanded at present unit cost levels. Constrained by limited public resources and in the absence of significant policy reforms, SSA countries have responded to the increased demand for secondary places by spreading the same

resources over larger number of students (Verspoor, 2008) [19]. Consequently, essential inputs often are in short supply resulting in increasing class sizes, shortages of textbooks, instructional materials and supplies, poorly stocked libraries and double or triple shift use of facilities. Researchers have expressed sentiments that support the findings of this research. A delay by the government in sending the money to schools was hampering the effective implementation of Free Secondary Education. Very long delays in giving schools money for the term this was found to have a negative effect on learning as the schools reach levels where crucial learning materials lack in the schools. According to the Ministry of Education Science and Technology (MoEST) Circular no. 5 of 2015, directs that the money supposed to be in the schools at the end of every month. That means the preceding months before opening of the school terms respectively Funds should be disbursed effectively so that the headmasters could use these funds to run their schools. Amount of money supposed to be allocated to the schools every month depends the Formula which formed by the MoEST as shown in Table 1. This is how the Funds disbursed to the school. Every student supposed to get 40,000/- Per year, that means every end of the month every student in every government school supposed to receive 3333.33/- Per Month and this money supposed to be paid to the Total number of students in the school per month. The Researcher asked them how they managed to run every months examinations according to small amount they received every month if are Not Adequate? All of the Respondents 100% said that they used to postpone one or two months that made to have Quarterly exams instead of monthly. This is obvious that quality of education will be compromised and FSE will be affected to the big extent. Delaying of sending Funds early to the school this resulted a negative influence on the implementation of Free Secondary Education. The headmasters were finally asked whether the money allocated for repair, maintenance and improvement was adequate for the maintenance of physical facilities. This implies that the issue of Funds which disbursed by the government to schools for FSE it's a big challenge to reach the quality implementation of Free Secondary Education.

The role played by the community in the presence and quality of school infrastructure related to the school needs

The Third research question was what is the role of community Participation in the Implementation of Free Secondary Education in Maswa District. Community participation is very important in many aspects of education in schools. To ascertain its impact in the implementation of FSE, the headmasters and other respondents were given a series of questions whose answers are reflected in Table 2.

Table 2: Adequacy of support

Respondents	Adequate	Inadequate	Very Inadequate
Headmasters	0%	3 (75%)	1(25%)
Teachers	0%	20 (91%)	2(9%)
Students	16 (17%)	60 (62.5%)	30 (31.25%)
Admn.Officers	1(25%)	2 (75%)	0%
WES'S	2 (50%)	2 (50%)	0%
WEO'S	0%	3(75%)	1(25%)
W/Councilors	2 (50%)	2 (50%)	0%
B/Members	2(25%)	4(50%)	2 (25%)
Parents	4 (50%)	3 (37.5%)	1(12.5%)
Total	27(17.4%)	99 (63.87%)	37(23.87%)

Source: Primary Data, 2019

Table 4.17 shows that 27 (17.4%) rated it as adequate, the majority 99 (63.87%) rated it as inadequate while the least 37 (23.87%) rated it as very inadequate. This shows that on the most part, the support given by the community to the schools was inadequate, which may prove to be detrimental to the relationship between the school and the community, as well as the school performance.

According to Citizen Report UNESCO (2016) [18], (2017), Verspoor (2008a) [19], family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of student's learning. The headmasters and other respondents were also given some areas where members of the community participated in the development of the school.

Table 3: Area of Community to Support

Support Areas	Frequency	Percent
Financial Contributions	None	0%
Discipline of Students	150	96.77%
Donation of Resources	5	3.22%
Total	155	100%

Source: Primary Data, 2019

Table shows that, 150 (96.77%) of the respondents indicated that community members prefer contributing to the discipline of the students: this includes both academic and extra curriculum activities. None (0%) of the respondents pointed out that the community members contribute financially towards the development of the schools this is because of the government forbidden any money contributions from the community to the development of the school. This development includes the physical structures which include class rooms, laboratories, and latrines. The physical structures funding also include repairing of the existing buildings and increasing of furniture's like desks, chairs and tables. Other academic considerations are academic funding goes towards science laboratory equipment. According to Kilonzo (2007), 92.5% of the parents were not ready to pay levies to schools since education was 'free'. Since them the same parents with children in secondary schools, the same thinking is likely to prevail. Finally its only five respondents (3.22%) who reported that the community members contributed by the donation of resources. In some cases members of community who harvest some food stuffs especially beans and maize, offer to share their spoils with schools.

Availability of trained teachers, physical facilities and learning and teaching materials are an important component of a quality education. The study sought to determine the impact of FPE on the adequacy of these facilities where respondents indicated that these were a challenge. The enabling environment was also indicated to be a challenge to fully implement FPE because schools lacked necessary facilities that would enhance the environment of the learners and teachers. The study established that the headmasters indicated a decrease in one streamed classes and

a noted increase in two streamed classes or more since the introduction of Free Secondary Education. This shows that Free Secondary Education gave more students an opportunity to attend schools, thus the rise of streams. The DEO of Maswa district reported in an interview that the enrolment rates have gone up in the district since the implementation of FSE, since more students are attending school. Some of the teachers indicated that the average number of students per class ranged from 41-45, others indicated the students ranged between 36-40 students, most of the teachers indicated the students ranged between 46-50 students and most schools ranged above fifty.

On the other hand, the majority of the headmasters indicated that the students ranged from 41-45, most of them indicated to range above fifty. This shows that most of the schools had 41-50 and above students, regarding the impact of physical and material resources on the quality of FSE, the study established that the number of classrooms required in the school where between 6-10 classrooms while other schools required between 16-20 classrooms. On the other hand, the table also shows the number of which is a manageable number and they would therefore be expected to perform well in school. Some of the teachers reported that their classes were overcrowded while other school they reported that they had not have overcrowded classes. This shows that most of the schools have overcrowded classrooms, which is contrary to studies conducted elsewhere. About Work load, some of the teachers had between 10-20 periods per week, some had between 20-30 periods, while majority of the teachers had between 26-30 periods. However, a few had above 31 lessons.

Study findings indicated that although teachers had the best of intentions to provide quality education to both Urban and rural areas they were limited in capacity due to the high number of students in their classes. Teachers lack of motivation, which meant that they might not implement the programme to the best of their ability. Teachers experienced reduction in teaching vigor due to their heavy workload or too many periods per week with many students. FSE has made it possible for more students to attend school and benefit from education and also FSE has caused an increase in enrolment, thus students don't get personal interaction with teachers. On the other hand, over 30% of the teachers disagreed with the statements that: Due to FSE, sanitary facilities are inadequate. This makes students take longer breaks which may lead to syllabus incomplection.

Moreover learning materials such as textbooks are also very few especially for the science and mathematics subjects required that students share those in class and this limited teachers in giving home assignments. Forced by this, making students unable to complete assignments in time gives a challenge to subject teachers whom have to give assignments written on the chalkboard which pupils would copy and do at home. This shows that FSE had positive as well as negative aspects, but the positive aspects outweigh the negatives. This shows that FSE had a positive impact on the quality of education.

Adequate and availability of school funds

The headmasters were asked whether the funds provided to their schools were adequate to meet the school needs throughout the year. All of the headmasters 100% who participated in the study indicated that the funds allocated to their schools by the government were inadequate. The

headmasters further reported that this affected the quality of education by delaying in completion of programmes, affecting syllabus coverage since poor performance due to the big number of students in classes and also quality of Education given is compromised since teachers are not motivated. The headmasters were also asked whether the funds were released on time to enable their schools to meet their financial obligations. They all 100% reported that the funds were not released on time, and the implication of this on the quality of education was that: some of the programmes were postponed or foregone, it caused inadequate teaching/learning facilities and also it caused lack of enough teaching personnel.

The headmasters were asked the frequency with which the government gave FSE funds, some of the headmasters responded by saying that the government gives FSE funds very often while the majority responded by saying that the Government only gives FSE funds sometimes. This shows that despite the fact that the funds were inadequate and were not released on time, the FSE funds were also not regular, which implies that the headmasters could not rely on the funds and had to look for alternative means of raising funds for the schools. This could compromise the quality of education. It was found out that over 50% of the teachers agreed with the statements that: The government did not consider funding on-going projects before the implementation of FSE, Observation by the researcher however established that there were ongoing projects in the visited schools of improving the existing facilities. However some of these projects had stalled and some have been on-going for long durations with no sufficient impact to the school due to lack of funds. The government has not adjusted the FSE funds thus education quality is compromised, FSE funds are in most cases disbursed late, thus the school is unable to procure teaching-learning resources in time.

Participation of the Community to Support FSE

The Government funding left out some key areas that make learning to go smoothly in the schools. Such areas include infrastructure development (classrooms, libraries and science laboratories and others), provision of meals to the students while they are in school and buying school uniforms. However, the feeling that the government provides free education has led to unwillingness by many parents to make any payments to the schools.

The study revealed that few of the teachers rated community support as adequate; the majority 60% rated it as inadequate while the least 23% rated it as very inadequate. This shows that on the most part, the support given by the community to the schools was inadequate, which may prove to be detrimental to the relationship between the school and the community, as well as the school performance. some of the teachers pointed out that the community members contribute financially towards the development of the schools, the majority pointed out that community contributed to the discipline of the students while only one head teacher reported that the community members contributed by the donation of resources. This shows that the community provided some sort of support to the schools, mostly by disciplining the students.

Based on the findings of the study it can be concluded that, establishment of the Free Secondary Education for all children in government schools gave more students an opportunity to attend schools thus increases enrolment which

had a negative effect on the quality of education.

Conclusions and recommendations

The study found out that the availability of training teachers in many government schools are not equal to the number of students in the school, the physical facilities were inadequate like classrooms, desks, Science Laboratories and houses for teachers, learning and teaching materials which impacted negatively on the implementation of FSE. It was established that the funds allocated to schools were inadequate, hence did not meet the needs of the school as required. It also emerged that the FSE funds were not released on time to enable the schools to meet their financial obligations.

The study revealed that the community supported the schools to a small extent by disciplining the students, contributing financially and sometimes donating physical resources. It therefore emerges that FSE had a negative impact on the quality of education for a large or big extent in many government schools especially those are in rural areas. Based on the study findings the researcher makes the following recommendations; the government should continue to build new schools and more classes and employ more trained teachers to accommodate all those qualifying for secondary education. The government should carry out a thorough staff balancing exercise to ensure that all schools have enough teachers, enough learning and teaching materials and availability on time as needed. The government should allocate enough funds and resources to schools and also release the funds to schools in good time to ensure that free secondary school education runs smoothly without compromising quality of education

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