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IMPACTS OF FREE EDUCATION IMPLEMENTATION ON
CLASSROOM TEACHING STRATEGIES; A STUDY OF
MOROGORO MUNICIPALITY

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Abstract:

The purpose of the study was to explore impacts of free education implementation on classroom teaching strategies in Morogoro municipal council. The study was guided by three objectives which are to identify the teaching strategies which affected by the implementation of free secondary education in Morogoro municipality. To determine the challenges faced by teachers when using the identified teaching strategies during the time of implementing free secondary education in Morogoro municipality and To suggest the remedial measures to the challenges faced by teachers when employing classroom teaching strategies during the time of implementing free education in Morogoro municipality. The study employed mixed approach by integrating both quantitative and qualitative research approaches. Method of data collection such as questionnaire and interview was used to collect data. The study findings revealed that, all teaching strategies affected by the implementation of free secondary education exclude one class, two instructors teaching strategies. These results indicate that, the introduction of free secondary education resulted into deteriorated school infrastructure since some of the key stakeholders of education such as parents/communities thought it is the responsibility of the Government. This tends to affect classroom teaching strategies since school infrastructures like laboratory, library, toilet facilities, canteen, classrooms, and computers can help students to enhance their motivation on learning. Due to this, deteriorated school infrastructure might a barrier that lead to the realization of education as a fundamental constitutional right. Shortage of classrooms affects classroom teaching strategies since

teaching in an overcrowded classroom can cause many problems such as stress and frustration for teachers. In case of student's shortage of classrooms, these results into problems like truancy, noise making, medical/health problems, fighting among others. The study recommended there is need for informed infrastructure if the large classes have to be managed and taught effectively by the classroom teaching strategies. The ministry of education to consider those teaching resources so as to enable teachers to be effectively employs teaching strategies. Policy makers are called upon to mage teachers in training and or in-service training that would make effectives. The educational managers are required to increase the number of teaching staffs so as to release the current teachers from heavy workload and overclouded class so that the teaching strategies to classroom.

Keywords:

Free Education, Free Secondary School, Secondary School, Education Implementation, Classroom Teaching Strategies

Introduction

Among the developments that free secondary school education brought are the increase of enrolment and number of graduates in lower secondary school level of education. The increase in enrolment leads to the declining of classroom strategies because the enrolment is incongruent with the available school resources like classrooms, desks, text books and other learning resources (Mwakalukwa 2019 and Godda 2018). The classroom implementation strategies are practiced under shortage number of teachers especially in science subjects (Shang'wet 2020).

The study therefore, needs to reveal the impacts of free secondary school education implementation in classroom teaching strategies and suggesting the remedial measures for improving the implementation process of the current teaching strategies to enhance teachers to employ better teaching and learning strategies in their classrooms.

Materials and Methods***Targeted Population***

A population was a group of individuals, objects or items from which samples were taken for measurement and have at least one thing in common (Kombo 2006). The target population of this study comprised all 1178 teachers including head of secondary schools and teachers in all 23 public secondary school in Morogoro Municipality.

Sample Size

Sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2007). Therefore, the study used a total of 110 respondents as a sample size.

Table 1: Sample Size

S/No.	Name of the Respondents	Frequency
1	Head of Secondary Schools	05
2	Teachers	105
Total		110

The sample size of this study was 110 respondents as suggested by (Creswell, 2009) in the table for determining the minimum sample size for a given population of 1178 teachers.

Data Collection Methods

Data collection method was a process of gathering specific information aimed at providing or rejecting some facts (Kothari 2004). Since this study was collected both primary and secondary data, primary data was collected through questionnaires and interviews methods,

Questionnaires

The questionnaire is a data collection tool used to gather data over a larger number of respondents (Kombo and Tromp, 2006). Both open and closed questionnaires was employed in collecting data from teachers who were termed as final implementers of free secondary education by the 2014 free secondary education policy. Hence, the method enabled in collecting data on the impacts of free secondary education policy on classroom teaching strategies from the real classroom contexts from the large population of the respondents (teachers). According to Cohen et al, (2007) questionnaire is a good tool to be used because it can collect a large amount of data to a large sample size within a short period. This study employed a variety of methods for data collection because triangulating of methods increases validity and reliability of the data that was collected (Adams 2007).

Interview

A study used interviews as a tool for collecting information through oral communication, as it may involve face-to-face conversation between the researcher and participants. Gatton and Jones (2004) viewed interview as the best data collection technique which enable participants to give out their own views and elaborating their interests about the topic on hand. The interview was used to obtain data from head of schools concerning the different classroom teaching strategies. Also, the interviews allowed flexibility for the respondents and in-depth data collection because there was no tight control over the format of the questions and answers.

Result and Discussion

Table 2: Teaching Strategies Affected by the Implementation of Free Secondary Education

Teaching Strategies	A	N	D
	F (%)	F (%)	F (%)
Orderly Classroom Arrangement	72(60%)	17(14.2%)	30(25%)
Engaging Students in Learning Activities	82(68.3%)	12(10%)	26(21.7%)
Creativity and Innovatively in Teaching	66(55%)	8(6.7%)	46(28.3%)
Keeping Records for Daily Activities	72(60%)	10(8.3%)	38(31.6%)
One class, two instructors	39(33%)	16(13%)	64(53%)

Differentiation according to learning levels	91(75.8%)	16(13%)	13(10.8%)
Didactic Contract	76(63%)	20(17%)	22(18%)
Cooperative groups	101(84%)	00(00%)	19(16%)
Work projects	69(58%)	40(33%)	11(9%)
Individual study and autonomous learning	112(93%)	00(00%)	8(7%)
Thinking strategies	120(100%)	00(00%)	00(00%)
Expression strategies	120(100%)	00(00%)	00(00%)

Source: Field Research (2022)

The first objective of the current research study was set to finding out of the teaching strategies which are affected by the implementation of free secondary education. Such in meant to Orderly Classroom Arrangement, Engaging Students in Learning Activities, Creativity and Innovatively in Teaching, Keeping Records for Daily Activities, One class, two instructors, Differentiation according to learning levels, Didactic Contract, Cooperative groups, Work projects, Individual study and autonomous learning, Thinking strategies as well as Expression strategies. The study revealed that Cooperative learning is one of the most efficient ways in order to respect individual differences that are present inside the classroom. It is also valid in order to address the content taught to every student, considering that individual work is a global concept where everyone is indispensable and everyone progresses according to their necessities. At the same time, everyone must also receive the required help in order to accomplish the assigned tasks.

The study found that in most African countries where free secondary school education is being implemented, the increase in students' enrolment has been considered as a positive impact of implementing the free secondary school education that more children are getting access to secondary education. However, the increase in students' enrolment has created quality problems at schools such as heavy teaching loads and shortage of teachers. This method shows the benefits of classroom planning in teaching students, the planning of students in the classroom helps to know the weaknesses of the students or the understanding of the respective students. The finding reveals that all teaching strategies affected by the implementation of free secondary education exclude one class, two instructors teaching strategies.

Table 3: Challenges Teachers Face in Employing Classroom Teaching Strategies during the Implementation of Free Secondary Education

Challenges	A	N	D
	F (%)	F (%)	F (%)
Class Size	49(40%)	30(25%)	41(34%)
Inadequate Instructional Materials	66(55%)	8(6.7%)	46(38.3%)
Deteriorated School Infrastructure	76(63%)	15(12.5%)	29(24.2%)
Shortage of Classrooms	66(55%)	8(6.7%)	46(38.3%)
Refusal of In-Service Training	71(59.2%)	12(10%)	37(30.8%)
Inadequacy and Delay in Disbursement of Education Funds	79(65.8%)	11(9.2%)	30(25%)
The Work Load	76(63%)	00(00%)	44(36.6%)
The Overcrowded Classrooms	99(82.5%)	21(17.5%)	00(00%)
Students Entering Behavior	1(0.8%)	37(30.8%)	82(68%)
Truancy	101(84%)	9(7.5%)	10(8%)
Leadership Style by School Leaders	88(73%)	29(24%)	3(8%)

Teacher Training	100(83%)	8(7%)	12(10%)
Time Management	98(81.6%)	12(10%)	10(8%)
Duration a Lesson Takes	50(41.6%)	39(32.5%)	31(25.8%)
Education Training Collective (ETC)	70(58%)	11(9%)	39(32.5%)

Source: Field Research (2022)

The second objective of the current research study was set to finding out of the highlight the common challenges faced by teachers when using the identified teaching strategies during the time of implementing free secondary education in Morogoro municipality. Those challenges include Inadequate Instructional Materials, Deteriorated School Infrastructure, Shortage of Classrooms, Refusal of In-Service Training and Inadequacy and Delay in Disbursement of Education Funds. These results indicate that, the introduction of free secondary education resulted into deteriorated school infrastructure since some of the key stakeholders of education such as parents/communities thought it is the responsibility of the Government. This tends to affect classroom teaching strategies since school infrastructures like laboratory, library, toilet facilities, canteen, classrooms, and computers can help students to enhance their motivation on learning. Due to this, deteriorated school infrastructure might be a barrier that might lead to the realization of education as a fundamental constitutional right. Shortage of classrooms affects classroom teaching strategies since teaching in an overcrowded classroom can cause many problems such as stress and frustration for teachers. In case of student's shortage of classrooms, these results into problems like truancy, noise making, medical/health problems, fighting among others.

Classroom teaching strategies are affected by inadequate instructional materials since they are considered as the fundamental elements of effective teaching, learning and understanding. Most teachers face the challenge of inadequate instructional materials; some schools do not have enough textbooks, and other teaching and learning resources necessary for the molding students. Libraries in schools are ill equipped and in most cases few books available are too shallow to student's skills. In this case, inadequate instructional materials in secondary schools results into increasing boredom reduce interest of the students, and reducing retention among students.

The study further revealed that, this congestion affected students in doing their assignments and further reading. Therefore, the surge in enrollment needed enough supply of school's physical facilities and teaching and learning resources which some countries did not take into consideration before starting to implement the free secondary school education.

Truancy problem is covered by the Tanzania Schools; however the Tanzania Act does not necessarily define the term student truancy. The Act merely provides an explanation of truancy in the Tanzania school context. Student truancy is a serious hindrance to effective professional practice (teaching and learning) and thus a clear definition of student truancy in Tanzania school context is called for. In particular different people need fully understand the extent and the challenges of student truancy with the view to provide solutions by emulating best practices outlined by other scholars.

The study founded that teachers training and development policies were not implement or not available at all in most of the secondary schools. The secondary schools' stakeholders and investors should invest on training and developing of teacher employees as they affects the

performance of the learners who need to have good and quality education. Training and development policies in different school after free education policy teachers training were almost unavailable.

Table 4: Remedial Measures to Challenges Faced by Teachers in the Implementation of Free Secondary Education

Remedial Measures	A	N	D
	F (%)	F (%)	F (%)
Education to community	79(65.8%)	11(9.2%)	30(25%)
Students and parents on FFE concept	76(63%)	00(00%)	44(36.6%)
Improving working conditions for teachers	99(82.5%)	21(17.5%)	00(00%)
To employ new teachers	101(84%)	9(7.5%)	10(8%)
Improving school infrastructures	88(73%)	29(24%)	3(8%)
Ensuring availability of teaching materials	100(83%)	8(7%)	12(10%)
In-service training programs for teachers	98(81.6%)	12(10%)	10(8%)
stakeholder engagement	70(58%)	11(9%)	39(32.5%)

Source: Field Research (2022)

The third objective of the current research study was set to finding out of the remedial measures for the identified challenges faced by teachers when employing classroom teaching strategies during the time of implementing free secondary education. The findings imply that, stakeholders have made some of the steps in improving free secondary education by introducing some of the school projects such farming, and school shops. This assisted in providing the school with extra funds to fill the gap left by the capitation grants. Furthermore, these projects assist the schools in getting extra cash that assists in acquisition of instructional materials. Furthermore, this helps a school to facilitate different activities such as improvement of infrastructures within the school.

The provided education is based on clear meaning of free secondary school education and how it operates in their area. Furthermore, education aimed at improving the awareness of the free secondary school education and removing the misconception of community on what they understood about free secondary school education. An Example of such misconception is that, free secondary school education is only tuition fee is paid by the Government for their children but other contributions like food and uniforms are to be paid by parents/guardians. The adequate teaching and learning resources should be provided to ensure effective implementation of inclusive education and more funds to be allocated for procuring teaching and learning materials for Special Needs Education (SNE) learners.

The study revealed that In-service education allows for such activities that may include seminars, workshops, conferences, and classes, exhibitions that are designed to develop and improve employees in an organization from the initial employment stage to retirement. From the foregoing, it becomes imperative that every attention should be devoted to the in-services education of teachers to promote their professional growth and development. Therefore, the an overview and problems of in-service education of teachers in Nigeria. Finally, relevant suggestions were put forward to achieve a better staff development programme aimed at helping teachers to update their knowledge, expertise, skills and competence in the teaching profession.

Conclusion

From the study findings, it can be concluded that, the introduction of free fees education through was able, it has negative impact on classroom teaching strategies such as Inadequate Instructional Materials, Deteriorated School Infrastructure, Shortage of Classrooms, Refusal of In-Service Training, Inadequacy and Delay in Disbursement of Education Funds, The Work Load, The Overcrowded Classrooms, Students Entering Behavior, Truancy, Leadership Style by School Leaders, Teacher Training, Time Management, Duration a Lesson Takes, Education Training Collective (ETC) and Class Size. All challenges noted by researchers were avoided by Voluntary Monetary, Material Contributions, Educating the Society on the Importance of the Policy and Introducing School Projects.

Recommendation

It can be recommended from the study finding that:

- i. There is need for informed infrastructure if the large classes have to be managed and taught effectively by the classroom teaching strategies.
- ii. The ministry of education to consider those teaching resources so as to enable teachers to be effectively employs teaching strategies
- iii. Policy makers are called upon to mage teachers in training and or in-service training that would make effectives.
- iv. The educational managers are required to increase the number of teaching staffs so as to release the current teachers from heavy workload and overclouded class so that the teaching strategies to classroom.
- v. Teacher education programs in colleges and universities should place more emphasis on training student teachers in classroom management skills in order to promote quality learning by students and helping free secondary school education implementation.
- vi. Heads of schools should make provisions for teachers employed to be given detailed orientation on techniques of classroom management techniques.
- vii. Teachers on their own should make efforts to equip themselves with the knowledge of classroom management and apply the techniques involved. Teachers should ensure that techniques such as seating arrangement, counseling approach, rote discipline, addressing the needs of students both in terms of what they teach and how they teach, walking around the class to be close to every learner at different times, facial expressions and gestures, and devoting time to each individual learner are employed in the classrooms
- viii. To improve the implementations of free secondary school education implementation as per respondents includes educating community, students and parents on free secondary school education implementation concept, improving working conditions for teachers, there are needs to employ new teachers, improving school infrastructures, ensuring availability of teaching materials and in-service training programs for teachers.
- ix. The government should look forward to see the best practices which would encourage parents to contribute to fill in the gaps of school needs. The sources of the challenges derive from the perceived shortage of funds by the government to schools. There is need to increase sensitization through public meetings by political leaders and let the

heads of school spend time on dealing with other management activities. The understanding level of stakeholders was favorably high but the practice shows that parents and community members have low level of participation in school affairs.

- x. It is imperative for the government to provide all necessary support, fund, qualified teachers and ensure conducive learning environments for students to reduce dropout and improve performance of students through better teachers classroom teaching strategies. However, the Free Education Policy is expected to have positive impacts on secondary school enrolments, and reducing dropout, many efforts for improvement might be needed in terms of the quality of secondary education. Therefore, one possible area for future research is to examine how the Tanzanian government should deliver quality education under the ambit of Free Secondary Education.

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