

**AN ANALYSIS OF CHALLENGES FACING FOLK
DEVELOPMENT COLLEGES IN THE SOUTHERN HIGHLANDS
ZONE, TANZANIA**

By

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**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award
of the Degree of Master of Science in Development Policy (MSc. DP) of Mzumbe
University**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled, **An Analysis of Challenges Facing Folk Development Colleges in the Southern Highlands Zone, Tanzania** in partial fulfillment of the requirement for award of the degree of Master of Science in Development Policy of Mzumbe University.

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DEDICATION

This dissertation is dedicated to God the Creator of the universe, my parents, Mr. and Mrs. Kalole, my husband Raphael Maembe and the rest of my family.

ABBREVIATIONS

| | |
|-------|--|
| FDC | Folk Development Colleges |
| UK | United Kingdom |
| VETA | Vocational Education Training Authority |
| URT | United Republic of Tanzania |
| NSGRP | National Strategy for Growth and Reduction of Poverty |
| REPOA | Research on Poverty Alleviation |
| MoEVT | Ministry of Education and Vocational Training |
| MCDGC | Ministry of Community Development, Gender and Children |
| SIDA | Swedish International Development Cooperation Agency |
| USSR | Union of Soviet Socialist Republics |
| SSA | Sub-Saharan Africa |
| TTC | Tutor Training College |
| SPSS | Statistical Package for Social Science |

ABSTRACT

This study examined the challenges which faced the development of FDCs in the Southern Highland Zone of Tanzania. It was inspired by the fact that FDCs' development was moving backward and the challenges were less known. The study specifically identified the causes of the challenges facing FDCs, found out how the challenges facing FDCs in the southern highlands zone of Tanzania could be addressed, and explored measures for strengthening FDCs.

The study used a cross-sectional research design with a sample of 36 respondents who were selected through convenience and purposive sampling techniques. Data were collected by using questionnaires, interviews, and documentary review methods. They were analyzed by using SPSS and Microsoft Word for text processing and editing.

The study shows that inadequate facilities, poor infrastructure, shortage of qualified personnel, inadequate technological tools, and community' negative attitude were the challenges which affected FDCs in the study areas. The effects of those challenges were lack of qualified teachers, poor teaching, drop outs, students' poor performance, students' failure, unwillingness to teach, teachers' resignation, and hence bad reputation of FDCs. Measures such as enough budget allocation for FDCs, employing adequate qualified personnel, increasing facilities, involving stakeholders in planning, were proposed. There was also a need to strengthen FDCs through involving development partners, conducting fundraising activities, staff capacity building. Relevant recommendations are made.

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CHAPTER ONE

INTRODUCTION

1.1. Introduction

This study aimed at coming up with an analysis of challenges facing Folk Development Colleges (FDCs) in the Southern Highlands Zone of Tanzania. The study was prompted by reports that various challenges were facing FDCs in different regions (Busia, 2007; Mulenga, 2005; Musakanya, 2008; Mwansa, 2005). In this regard, an analysis of the challenges was found to be necessary in order to fully understand the situation. This chapter provides a historical background of FDCs in Tanzania. This section is followed by the background to the problem, statement of the problem, research questions, research objectives, significance of the study and ultimately the limitations to the study.

2.2. Background to the Problem

Globally, the history of FDCs can be traced back to the epoch before the Tanzanian independence in 1961 (Micheletti, 1995 as cited in Magnus, 2011). A number of FDCs were established in different countries in Europe in the early 20th century (Chonjo, 1994). The Germany dual educational system, French and Australia are good examples in vocational education and training (Axmann, 2004). At the start of the 21st century the United Nations Education, Science and Culture Organisation (UNESCO) and the International Labour Organisation (ILO) formulated special recommendations on FDCs. The recommendations recognised FDCs as a comprehensive expression referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (Chonjo, 1994; Christensen, 2002 & Fafunwa, 2002).

Many writers have documented the origins of FDCs. For example, Borish (1991) who documented that FDCs were established in Denmark in 1844 inspired by the ideas and principles of Grundtvig, the Danish philosopher and poet. The purpose was to educate Danish peasants and farmers, who were excluded from the classical Latin education system in the nineteenth century. Such schools merely prepared the elite for predetermined privileged positions in society Borish (1991). This situation made Grundtvig to acknowledge a “widening gap between life and learning” within Denmark’s educational system (Ribble, 2002).

Although folk schools were first established in Denmark, their popularity spread beyond Denmark. Similar schools were started in other Scandinavian countries such as Norway, Sweden, Finland and Iceland (Borish, 1991). In this regard, in Sweden FDCs were also started as folk high schools, and as an alternative educational pathway for groups which did not gain access to universities and other established educational institutions (Micheletti, 1995 as cited in Magnus, 2011).

The folk school movement is linked with the development of Scandinavian society and culture, it has Scandinavian origin. Folk schools have also played a significant role in the development of people’s education in North America (Ribble, 2002). In the 1920s, this saw the establishment of schools in the United States of America (USA) such as Poconos People's College, Pennsylvania, Waddington People's College, West Virginia and the Highlander in Tennessee (Smith, 1996). In Western Europe, Educators in the United Kingdom (UK) were also inspired by the idea of folk schools.

In Sub-Saharan Africa, particularly in Zimbabwe, folk education started in the 1970s (Kapfunde, 2002). Before the introduction of folk education in the country, the Government of Zimbabwe inherited a racially biased education system from the colonial regime. The system created social, economic and political imbalances throughout the black majority. The key indicator to this was the rate of illiteracy among the adult black population, especially women. To solve this problem, folk education

was introduced to reduce illiteracy among all adult and increase education among youth (Kapfunde, 2002).

Since independence in 1961, the Government of the United Republic of Tanzania (URT) has been pre-occupied with three development problems, namely poverty, ignorance, and diseases (URT, 2000). In this regard, education has been seen as the core of national development, although rapid expansion especially of primary schools came after the 1974 Universal Primary Education programme (Chonjo, 1994).

In Tanzania, the origin of FDCs can be traced back to the adult education programmes introduced after independence and based on the Swedish Folk High School model. They were established in 1975, as institutions for training rural people for useful service to their communities (VETA, 2006). The first stage of FDCs was an adult literacy campaign to eliminate illiteracy by 1975 and the second stage was that of consolidation, to prevent relapses into illiteracy (Mosha, 2004). Thus, a number of centers were established, libraries opened, and both radio and newspaper programmes provided. Similarly, relevant literature was sought and disseminated to all centers (Mmari, 1999 cited in Mosha, 2004).

Nevertheless, people's enthusiasm which was demonstrated during the first two stages of adult education, made it necessary to think of a new special programme (Mosha, 2005). The new programme led to the establishment of folk development colleges, which is known as the third phase of adult education. They were strongly modeled on the Swedish folk high schools. In order to undertake this, two experts were invited from Sweden to provide advice on how best the colleges could be established (Jyrki, E et al 2005). These two experts, in collaboration with government officials, gathered enough data to warrant the establishment of the colleges (Jyrki, E et al 2005). FDCs were to serve as centers for development, to further the co-operative movement, socialism and rural development (Mmari, 1999). The colleges could also offer courses to village leaders, concerned with the initiation and implementation of various development

projects at local level. Furthermore, the colleges could enroll primary-school leavers and prepare them for various leadership roles at village level (Mmari, 1999).

Provision of good quality education to all Tanzanians is accorded high priority by the Government of Tanzania because of its centrality in bringing about the nation's social and economic development (URT, 2008). The Government of Tanzania regards education as one coherent entity, from basic to higher education. The components of Tanzania's education sector include Pre-Primary, Primary, and Secondary, Teacher Education, Adult and Non-Formal Educational known as *basic* education, Folk Education, Technical and Vocational Training, and Higher Education (URT, 2001). All sub-sectors fall under the parent Ministry, the Ministry of Education and Vocational Training (MoEVT) except for the Folk Education sub-sector which falls under the Ministry of Community Development, Gender and Children (MCDGC) (URT, 2008). The FDCs administration increased service provision in their institutions by improving the teaching and learning environment through rehabilitating the buildings and infrastructure so that they are attractive and accessible, but challenges are still there, hampering a good functioning of FDCs (URT, 2008).

Folk Education which is under the MCDGC focuses on the development and advancement of adult knowledge, skills and abilities to enable citizens to participate in democratic, economic and cooperative endeavors (URT, 2010a). Folk education also promotes knowledge and skills in agriculture, handcraft, domestic science and health science (URT, 2001). This serves to broaden the knowledge of the population as a whole, and in the process, it prepares adults for self-employment (URT, 2001).

The development of FDCs played an important role in the orientation and provision of Vocational Education and Training. FDCs are therefore seen to be very important in providing knowledge to educated as well as non-educated people (Mosha, 2004).

Folk development colleges were started with the objective of preparing Tanzanians to develop their personalities and their capacity to think, and also to try to help them understand national policies and international affairs, the need for co-operation, further education, and ways to develop their culture (Moulali, 2005). The government set an objective of establishing one FDC in each district by 1980 through co-operation with the Swedish Government (Moulali, 2005).

Along with the above history of FDCs in Tanzania, it is vivid that efforts have been undertaken to establish FDCs in different areas of the country, in regions such Mbeya, Kigoma, Iringa, Sumbawanga, Songea, etc (Mosha, 2004; URT, 2008). These FDCs lead to careers as skilled workers, technicians and professionals for various sectors of the economy. They focus on imparting the necessary knowledge and skills to youth in order to enable them to contribute to the socioeconomic development of their communities, and ultimately to that of the country (URT, 2008).

So far there are 55 FDCs country wide with an average of 2 colleges per region in mainland Tanzania (VETA, 2006). Folk Development Colleges (FDCs) have been offering folk education since 1975. In 2009/2010 the colleges provided training to 31,039 participants including 4, 913 long course participants, 26,126 short and outreach course participant out of which 13,347 participants were trained by FDCs in collaboration with other Government and private institutions (VETA, 2006).

Mosha (2004) and (URT, 2008) have indicated that FDCs have been facing challenges such as lack of qualified teachers, good infrastructure, and inadequate funding which are bottlenecks to their progress. However, despite the education reforms since 1995, the said challenges have not yet been addressed and others seem to be emerging and building on the existing ones (URT, 2007). As it was noted that there were several challenges facing FDCs and, there were others which had not yet been identified and analyzed, this study aimed at analyzing such challenges facing FDCs in the Southern Highlands Zone.

This study was guided by the Amos Commenius' theory of education (Szentpeteri, Gabor, Varga, & Marton, 2010). This theory maintains that every individual should be a pansophist, i.e. a seeker of everything that is knowable. One should have the desire to know all things, become a person who can control things and all things should be instilled in men. Thus the purpose of education is to have people who are knowledgeable in everything knowable, equipped with the skills and knowledge to undertake in a particular field enabling them to undertake specific tasks in a professional manner.

1.3 Statement of the Problem

It is more than thirty seven years now since FDCs were established (Mosha, 2004). Throughout this period, FDCs have gone through ups and downs, facing numerous challenges such low enrolment rates, skills not demand driven, and other numerous challenges (URT, 2007). However, these challenges have not been the same across the country. (URT, 2007; URT, 2008). (Busia, 2007; Mulenga, 2005; Musakanya, 2008; Mwansa, 2005; Mmelwa 2007; Moulali 2005) As soon as they were established, the Government of Tanzania in collaboration with the Swedish International Development Cooperation Agency (SIDA) availed adequate resources, namely money for recurrent expenditure to the colleges (Mosha, 2004). However the development of FDCs seems to be unsatisfactory despite the financial support given (Mosha, 2004), giving the need to know more about the challenges that are hindering the development of FDCs.

Although FDCs have received money for recurrent expenditure, Mmelwa (2007), in his study on the impact of folk education to folk development colleges target groups in Tanzania, asserted that inadequate budget especially recurrent and development costs for rehabilitation of buildings, shortage of tutors, were some of the challenges currently facing FDCs. Besides, Jyrki, et al (2005) pointed out the inadequacy of on-job training service and professional advancement, shortage of technical equipment, teaching materials and other tools, as some of the challenges of FDCs.

Despite several studies on FDCs in Tanzania, some geographical areas of the country such as the Southern Highlands Zone of Tanzania were still unexplored as far as the challenges of FDCs were concerned. It is for this reason that this study was seen necessary so as to analyze the challenges of FDCs located in the Southern Highlands Zone of Tanzania.

1.4. Research Questions

1.4.1. General Research Question

The overall research question of this study was: What is the nature of the challenges facing FDCs in the Southern highlands zone of Tanzania?

1.4.2. Specific Research Questions

This study was guided by the following specific research questions:

- i. What are the causes of the challenges facing FDCs in Southern Highlands Zone of Tanzania?
- ii. What are the effects of the challenges facing FDCs on their performance?
- iii. How can the challenges facing FDCs in the southern highlands zone of Tanzania be addressed?
- iv. How can FDCs be strengthened?

1.5. Research Objectives

1.5.1. General Research Objective

The overall objective of this study was to analyze the challenges facing Folk Development Colleges in the Southern Highlands Zone of Tanzania.

1.5.2. Specific Research Objectives

This study was guided by the following specific research objectives:

- i. To identify the causes of the challenges facing FDCs in Southern Highlands Zone of Tanzania,

- ii. To find out the effects of the challenges facing FDCs,
- iii. To find out how the challenges facing FDCs in the southern highlands zone of Tanzania can be addressed,
- iv. To explore measures for strengthening FDCs.

1.6. Significance of the Study

The significance of conducting a study of this nature stemmed from the grounds that; the result of this study can be used as a knowledge base for the Ministry of Community Development Gender and Children, as well as, the Ministry of Education and Vocational Training, which will be used to put in place new strategies on Education sector as a whole.

The findings will provide basic information for policy makers and planners, researchers and academicians alike. In this regard, information generated as a result of the study will serve as a point of reference for future studies in the field of education.

The identified challenges and possible solutions will be useful to FDCs in Iringa, Mbeya Njombe and Songea Regions since these findings will be available to them so as to assist in planning for their colleges' future wellbeing.

1.7 Limitations of study

The study was constrained by lack of funds, because of wide distance from one FDC to another. For example travelling from Katumba to Mbinga FDCs. Furthermore, living costs during data collection were high. Another limitation was language. The translation where it was necessary, diluted some of the real meaning of research intentions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the literature review in two major parts, which are: theoretical literature and empirical literature. The theoretical literature review comprises the concept of FDC, theories of education namely Comenius' view of education, John Dewey's theory of education, the communist theory of education, and the democratic theory of education, the general challenges facing folk development colleges, the status of FDCs in Tanzania. The empirical literature review section focuses on studies previously undertaken on FDCs in Tanzania.

2.2. Theoretical Literature Review

2.2.1 The Concept of Folk Development Colleges

The term *folk college* is a translation of the Norwegian word *folkehøgskole* (Pedro, 2003) that can be translated literally as *folk high school*. However, this translation may sometimes give the wrong idea in interpretation (Pedro, 2003). Pedro (2003) argues that Folk high schools are not "high schools" in the sense of upper secondary school institutions designed to prepare students for college or work through exams. Folk high schools are separate from the rest of a country's educational system. Students can be of any age and can have any level of educational experience. Indeed, these are schools for all people, all "folk" (Moulali, 2005). However, approximately all students who attend folk colleges are young adults between 18 and 25 years, although there is no age discrimination.

Folk development colleges are a supplement to the regular education system, with the aim of nurturing "the whole person". People develop knowledge in a subject that they will make use of every day for the rest of their life. By taking away the pressure of grades and exams, one learns to motivate him/herself. He/she may choose the topics

that interest him/her, such as outdoor life activities, theatre, sports, music, creative arts, media and communications.

Folk high schools are short-period boarding or non-boarding schools offering a variety of exciting non-traditional and non-academic subjects, as well as academic subjects. The idea of folk high schools is learning for life, an opportunity to grow both individually, socially, and academically in small learning communities. Generally, students live on campus in close contact with staff and their fellow students. One important part of the folk colleges experience is to form a community, in and out of class (Pedro, 2003).

According to Moulali (2005) folk development colleges are education centers that develop people's personalities and their capacity to think, and also understand practically what they can do to achieve their dreams and develop their culture. These colleges are non-formal adult education whereby the length of a typical stay depends on the curriculum adopted. In some countries, the teaching of FDCs is characterized by professionalism and dedication; classes are based on dialogue and mutual learning between teachers and students, and the main focus is to discover and strengthen the unique skills of each student in a challenging yet supportive social atmosphere (Benhaven, 2004).

The folk high school is a type of adult education that in its most widely known form originated in Denmark in the middle of the 19th cent (Benhaven, 2004). The idea is a conception of Bishop Nikolai Grundtvig, a Danish educator, minister, and writer, founder of the Danish folk high school. His aim was to stimulate the intellectual life of young adults, generally from 18 to 25 years of age, of rural Denmark, to foster patriotism and strengthen religious conviction, and to provide agricultural and vocational training (Angel and Carol, 2012). The movement gained momentum, and numerous schools could be established, with national history and literature emphasized in the curriculum.

The folk development colleges build on a holistic view of the students and challenge them to grow individually, socially and academically (Angel and Carol, 2012). Learning-by-doing is the basic educational philosophy of the colleges, and their core methods are dialogue-based and experiential in some colleges. The schools strive for challenging classes and courses, but the educational challenges may be embedded in personal and social growth (Benhaven, 2004; Angel and Carol, 2012). This focus on the whole person is the strength and unique character of the FDCs, where the point is to motivate, teach, inspire and foster commitment in the student.

The folk high school experience offers a host of opportunities for the students to grow in self-knowledge and to develop their own talents. Through the school's many fields for learning, not only in the classroom and through the subject-matter, teachers may wish to inspire and challenge the student. One important arena for learning is the school's social life, including the dormitory. FDCs are non discriminatory; they are open to all.

In short, this study considers a folk development college as a residential learning area in which people mainly youth and adults who have usually, but not necessarily, completed formal schooling pursue at least several months of studies. The aims of their study are furthering both moral and intellectual development.

2.2.2 Theories of Education in Relation to FDCs

This section presents the theories that are relevant to the study. It reviews different theories related to theoretical on education and presents a single theory on which the study is grounded. The reviewed theories are: Comenius' view of education, John Dewey's theory of education, the communist theory of education, and the democratic theory of education.

i. The Comenius' View of Education

For Amos Comenius (1592-1670), the ultimate purpose of human life is to become united with God and to obtain eternal pleasure in life after death, with life here on earth being the preparation for life after death. For that purpose, Comenius asserts that everyone should:

1. know all things (having a wide knowledge in various domains),
2. become a person who can control things oneself, and
3. Become like the image of God.

He advocated the necessity of three kinds of education: intellectual education, moral education, and religious education. To teach “all things to all men” was the theme of Comenius’ theory of education, which was called pansophia, meaning the desire to seek for enlightenment or possession of universal knowledge or to have the related ideas of collecting all knowledge into a single coherent system and of teaching all things to all men (Szentpeteri, Gabor, Varga, & Marton, 2010).

Comenius considered that the talent to realize the goals of education is naturally inherent in people, and it is the role of education to bring out this natural gift, that is, nature (Szentpeteri, Gabor, Varga, & Marton, 2010). Comenius said that fundamentally, parents are responsible for education, but should they become unable to do it, schools would become necessary to replace them.

According to Comenius, the image of the ideal person was that of a “pansophist”; i.e. a person who has learned all knowledge concerning God, nature, and human beings. The purpose of education is to raise practical people who have learned everything knowable, and to realize the peaceful unification of the world. In this regard, in folk development colleges, people are not taught everything, from everything they are empowered with the knowledge that enables them become persons who can handle certain activities by themselves.

ii. Dewey's Theory of Education

In the late 19th century, a pragmatic view of life, which placed behaviour at the center of human life, was born in the United States (Neill, 2005). John Dewey (1859-1952) advocated instrumentalism, asserting that the intellect is a tool useful for behaviour and that thinking develops in the process of a person's effort to control the environment. (John Dewey, as cited in Neill, 2005) believed that learning was active and schooling unnecessarily long and restrictive. His idea was that children came to school to do things and live in a community which gave them real, guided experiences which fostered their capacity to contribute to society.

Stating that "education is all one with growing; it has no end beyond itself," Dewey argued that no kind of purpose should be set in advance for education, but instead, education should be regarded as growth (Szentpeteri, Gabor, Varga, & Marton, 2010). According to Dewey, "education consists primarily of transmission through communication," and "education is a constant reorganizing or reconstructing of experience." This transmission should be achieved through the medium of the environment rather than directly from adults (teachers) to children (Neill, 2005; Scott, 2004). Through such education, society develops. What Dewey intended to achieve was a kind of practical, technical education aimed at the reconstruction of society. The image of the ideal person, in Dewey's theory of education was that of an "active man." This theory is related to FDCs in the sense that the education that is provided to folk development colleges is a tool for the reconstruction of the society in which they live.

iii. The Communist Theory of Education

Marx and Lenin sharply criticized the kind of education conducted in capitalist society (Bransford, Nancy, Stevens & Kuhl, 2005; Windschitl, 2004). According to Marx, in capitalist society the educational policies are intended to keep people in ignorance (Bransford, Nancy, Stevens & Kuhl, 2005; Windschitl, 2004). Teachers are productive labourers who belabour children's heads and work to enrich the school proprietor (Neill, 2005). According to Bransford, Nancy, Stevens & Kuhl (2005), capitalist education is an "instrument of the class rule of the bourgeois," the goal of which is to

rise up “docile and efficient servants of the bourgeoisie” and “slaves and tools of capital”.

In contrast to education in capitalist society, in socialist society, according to Bransford, Nancy, Stevens & Kuhl (2005), the schools must become an instrument of the dictatorship of the proletariat. They also advocate that teachers must become the soldiers who instill the spirit of Communism into the masses of workers. The purpose of Communist education is stated in the preamble of the “Fundamentals of National Education Act” (1973): “The objective of national education in the USSR is to raise a highly cultivated all-round, fully developed, active architect of Communist society who has been raised under Marxist-Leninist thought, with respect for Soviet law and the socialist order, and with Communistic attitude toward labor (Neill, 2005). In other words, the purpose of Communist education was to raise dedicated people for the construction of Communist society. The image of the ideal person is the all round, fully developed human being (Windschitl, 2004).

Then, the contents of the communist education are: First, to attach importance to general technical education (or “polytechnism”), as opposed to individual technical education. It then asserts that general technical education should be carried out in connection with labour. Furthermore, it asserts that, in socialist society, there are no conflicts of interest between individuals or groups, and there is no individual apart from a group, claiming, thereby, dire necessity of collective education. This theory is related to FDCs in the sense that in our communities’ folk development education is regarded by most people as the education for the people which is relevant to the society. Thus, graduates from folk development colleges are considered to have practical skills.

iv. The Democratic Theory of Education

Ideas on education in democracy are based on democratic thought. Dewey's theory of education played a major role throughout the first half of the 20th century (Neill, 2005; Windschitl, 2004). In this theory, a quotation from the "Report of the United States Education Mission to Japan" as to what represents the educational ideas of democracy after World War II, is applied and gives a definition of democracy, asserting that "Democracy is not a cult, but a convenient means through which the emancipated energies of men may be allowed to display themselves in utmost variety". Democracy is best conceived not as a remote goal, however radiant, but as the pervasive spirit of every present freedom. Responsibility is the essence of this freedom. Duties keep rights from canceling each other out (Scott, 2004; Windschitl, 2004). The test of equal treatment is the taproot of democracy, whether it is of rights to be shared or of duties to be shouldered.

The United State report of 'Education Mission to Japan', then describes the nature of the democratic education, as follows: A system of education for life in a democracy will rest upon the recognition of the worth and dignity of the individual. It will be so organized as to provide educational opportunity in accordance with the abilities and aptitudes of each person. Through content and methods of instruction it will foster freedom of inquiry, and training in the ability to analyze critically. It will encourage a wide discussion of factual information within the competence of students at different stages of their development. These ends cannot be promoted if the work of the school is limited to prescribed courses of study and to a single approved textbook in each subject. The success of education in a democracy cannot be measured in terms of uniformity and standardization (Windschitl, 2004). Education should prepare the individual to become a responsible and cooperating member of society.

The ideal of democratic education is to nurture democratic citizens, who, while observing the principles of democracy, such as the idea of the people, majority rule, and equality of equals, will respect the rights of others and will fulfill their own responsibility, and upon that basis will claim their own rights and will make effort to perfect their own personality. The purpose of democratic education, therefore, is the perfection of character and the nurturing of responsible members of society. Its image of the ideal person is that of a “democratic person of character.”

In summary, this study has reviewed different theoretical views on education. Each reviewed theory propounds a different view on education. The Comenius’ view asserts that every individual should know all things like nature, God, and human beings or have a wide knowledge to realize a peaceful unification of the world; this is the “pansophia”, which guiding this study. This theory relates to folk development colleges, in which, people are not taught everything, from everything they are empowered with the knowledge (taught) that enables them become persons who can handle certain activities by themselves. Second view is the John Dewey’s theory of education. This theory states that a person’s intellect is an important instrument for behavior and that thinking develops in the process of a person’s effort to control the environment. In this theory there is a belief that a child comes to school to do things and live in a community which gives him real experiences fostering its capacity to contribute to society.

The third is communist theory, which affirms that teachers must become the soldiers who teach the spirit of Communism into the masses of workers rather than being like capitalists productive laborers who exhaust children’s heads and work to enrich the school proprietor. The fourth view is the democratic theory of education which declares that system of education for life in a democracy will rest upon the recognition of the worth and dignity of the individual and that education should prepare the individual to become a responsible and cooperating member of society.

The Comenius' view of education, guided this study, because it asserts that every person must have a wide knowledge in various domains.

2.2.3 Importance of Folk Development Colleges

FDCs are important in various forms and its importance arises at different points in time (Mmari, 1999; Mwansa, 2005). During the course FDCs equip youth and other persons with knowledge and skills which are demanded and help in improving future employment prospects. They transmit skills and experience through practical and field work as well as apprenticeship training programmes (Mwansa, 2005). The skills transmitted through such programmes prepare young people for gainful employment. Meanwhile, FDCs enhance skills and knowledge of youth as a result increasing their chance of employability in public, private as well as self employment hence improving their social and economical status in the community. After the course or training graduates enjoy benefits from improved earnings, employment chances, mobility, capacity for lifelong learning (Mmari, 1999). Employers' benefits also arise mainly from increased work productivity and efficiency since employees are becoming knowledgeable and well equipped.

The Government yields net benefits both in terms of social rents and in fiscal terms education expenses versus increase in tax income from higher earnings from better educated individuals, (Mmari, 1999; Mwansa, 2005; Busia, 2007; Mulenga, 2005). Studies conducted on vocation education and training reveal that vocational training centre have positive effect in almost all performance indicators quality, innovation, employment growth, profitability and firms' costs effectiveness (Busia, 2007). According to recommendations of URT (2001) and ILO [International Labour Organisation] (2012) cited in URT, 2007. National vocational training systems develop the knowledge and skills that help the labour force to become more flexible and responsive to the needs of local labour markets as well as competing in the global economy. Vocational Education and training is open and give opportunity to people who have not been able to benefit from formal education and training to acquire new

skills and knowledge that will give them a chance to access employment opportunities (URT, 2007).

2.2.4 Challenges Facing FDCs in Africa from Colonial Era Onwards

This section discusses the challenges that FDCs faced in different African countries. The ways by which these challenges may have affected FDCs are discussed.

The onset of the post-colonial period marked the end for traditional African education. According to Fafunwa (2002) European forces, missionaries, and colonialists all came ready and willing to change existing traditions to meet their own needs and ambitions. Bholá (2000) has also argued that ‘the modern sector of FDCs may have dismissed the traditional culture, and without thought borrowed indiscriminately from the West, irrelevant ideologies, missions, and methods of adult education ...’. What is implied in this statement is that the current adult education curriculum in Africa is still modeled on the colonial one and as such, it does not serve the immediate needs of the learner in particular and the nation in general.

The replacement of the traditional forms of adult education, therefore, brought about challenges to the education system in different countries such as Zambia, Namibia, Botswana and Tanzania, (Bholá, 2000; Fafunwa, 2002; Christensen, 2002). These changes affected the provision of adult education. Alexander (2001) observed that it was well known that FDCs in Africa had been sadly neglected in the past. In colonial times missionaries and education administrators did not normally see its importance. UNESCO (2000) in its report on education in Zambia wrote: “An education system is a result of decisions made and designs laid down by past and present governments. Kelly (2006) also admits that the above statement remains as true today as when it is written in a report on the future development of the education system of what were some African countries. Several of the concerns that beset the educational planner today have their origin in events that occurred years and even decades before independence.

In that regard, the challenges that some African nations faced could be attributed to the education system that existed during the colonial era. As Freire (2009) noted in his letters about developing countries such as Guinea-Bissau, Tanzania and Zambia. Most African countries simply adapted at independence, the colonial system already in place, usually based on the teaching of various churches. Sadly much of the African education, with far less money, material and personnel resources, is still following adaptations of this colonial mindset, as well as failing to keep up with modern pedagogy, indigenous learning and teaching resources. Curricula still largely follow the colonial model, long since discarded by the North because it alienates students and stifles critical and creative thinking.

In that regard, Kelly (2006) cites problems that beset the Tanzania and Zambian education system such as the developments that occurred more in response to external stimuli than to local initiatives; the inability to formulate clear policies because of the government's crippling "sense of poverty"; the pervasive concern about the production of an educated cadre that could not be absorbed into productive employment and the danger of relapse into illiteracy by the large numbers of students obliged to leave school after too short a period of participation. Based on these arguments, many Africans could not be educated.

Okafor (2001) notes that because adult education in Britain was primarily the concern of private agencies, very little attention was given to it by the colonial administrators, in most of Africa. Consequently, the general dearth of trained manpower in Sub-Saharan Africa (SSA) in the post-independence era was even more pronounced in the field of folk education. Lack of trained adult educators and other workers can be taken as the first immediate challenge. As a consequence of that many people remained unemployed at a time foreigners were leaving jobs for their home country because they had no specialised skills. This is where FDCs were introduced in some African countries like Tanzania, Kenya, Uganda and Zambia (Freire, 2009).

High levels of illiteracy constitute another big challenge. The biggest challenge is the provision of folk education and adult education to a multitude of people who either have no opportunity to learn or the system 'ejected' from the process rather too early and subsequently relapsed into illiteracy (Okafor, 2001). The high demand for folk education is necessitated by three factors.

The first factor was that countries like Zambia, Tanzania and Malawi needed many educated people to fill up positions that had or were being vacated by expatriates. Kelly (2006) explains that colonial governments had a pervasive concern about the production of an educated cadre that could not be absorbed into productive employment. In addition, Okafor (1971) states that colonial administrators (not only in Tanzania and Zambia but throughout Africa) generally preferred the uneducated Africans to the educated ones, who, they feared, tended to take to political agitation. For this reason, it was not in their best interest to educate many Africans.

The second factor was that the new government during its campaign for political independence, promised to provide more educational opportunities. A crisis of expectation was, therefore, imminent as people expected immediate delivery of more education. Thus this expectation motivated many adults to take part in folk and adult education (Okafor, 2001; Freire, 2009).

The other factor is that apart from education being a human right, individuals themselves are keen to go to school and learn. These factors put a lot of pressure on the government to create more opportunities for learning. Indeed, the government sees high illiteracy rate as an obstacle to economic development (Mulenga, 2000).

With the demise of formal sector employment, the onus is on training providers to equip young people with the knowledge and skills to enter and operate effectively in the informal sector. However, within FDCs the prevailing culture is not conducive to the challenges of the marketplace and many managers and trainers are currently ill equipped to implement demand driven programmes (Mulenga, 2005). Moreover, skills

and scarcity of funds limit the scope for re-tooling in the immediate future. Training programmes emphasize skills demarcation; the concepts of transferable skills, multi-skilled employees and flexible production are largely unknown. As a consequence discrimination against formally trained artisans by informal sector operators is common for they are considered too reliant on procedural correctness, rather than problem-solvers capable of getting the job done (Busia, 2007). Problems are also evident in the apprenticeship systems operating within the sector for many operate a ring-fence system which caters for the immediate needs of the extended family, but may seriously inhibit innovation and enterprise, as there is little scope for the introduction of new ideas, methods or processes.

In comparison, the open-door model associated with *Nguvu kazi* where groups are established by skilled operators, the opportunity for innovation and enterprise appeared to be greatest in this type of group. The final point to make is that sustained development is severely constrained by a lack of knowledge, skills and capital and that knowledge is the key that opens the door, but capital is required to furnish the room (Busia, 2007). There is a need for specialist institutional support for informal sector operators, but in the current climate austerity capacity building is constrained as there are neither sufficient numbers of appropriately skilled personnel to assist operators, nor are opportunities for venture capital readily available.

Finally, given the high number of challenges, it is therefore being proposed that this study be conducted focusing on the area of folk education and take time to research on the specific challenges that hinder the effective development of folk education especially in the Southern Highlands Zone of Tanzania. The challenges in one geographical area may not be the same in another area thus; the specific challenges in Southern Highland Zone can be analyzed.

2.2.5 Status of FDCs in Tanzania

This section provides the status of FDCs in Tanzania. It focuses on aims and objectives, courses, recruitment and motivation, administration, self-reliance and utilization of FDCs.

When the FDC programme was launched in 1975 the primary objective was to make it well understood by the people. It was hoped that the people would understand and accept the package before implementation. Leaders at various levels were also required to understand, spread the message and consolidate the programme. The primary task of the first batch of principals and tutors was to spread the message to the people. Most leaders seemed to be informed about the program and to agree with the aims of the programme.

However, information given to leaders was rather vague, especially the information about the intended courses. The district leaders first were given the impression that FDCs would run courses qualifying adults with basic literacy skills even for university entry. Information on the length of the courses was also confusing. However, as time passed, this ambiguity became important, particularly after the release of the 1980 guidelines on FDCs. It appears that there is still a need for more information on the aims of FDCs and on the kind of course participants.

The objectives of the training are to equip the participants namely adult Tanzanians with knowledge and skills that would enable them to be self employed and self-reliant. The training offered at the colleges also is aimed at enhancing their understanding as well as enabling them to solve their immediate problems that arise in the society.

The training is further aimed at strengthening participants' skills. The main skills provided include agriculture, carpentry, masonry, mechanics, bicycle repair, tailoring and cookery. The general subjects provided aimed at widening their horizon include environmental education, gender, civics, leadership, housekeeping, principles of good governance and other subjects aimed at enhancing income generating activities such as business, entrepreneurship, and Market. Colleges are community-based institutions

supposed to avail public and private institutions and communities with facilities. The facilities include classes, workshops, furniture, play grounds etc.

Colleges offer three types of course namely Long, Short and Outreach courses. Long course enrolls mainly young youth graduates from the primary and secondary education. Short and Outreach courses apart from taking care rural folk in their area of residences, also touch base with local communities particularly women and people with special needs such as people with disabilities, elderly and those unable to come to colleges because of their roles and responsibilities.

In 2008/2009 the Ministry established a very important programme that is “Skills Development Integrated with Simple and Appropriate Technology”. The main objective is to provide skills to the target groups accompanied with simple and appropriate technologies with the view to enabling them to excel in their productive endeavors. The technologies provided to 49 FDCs in 2009/2010 were power tillers, fuel conserving stoves, food processing devise, oxen and plough, push carts electricity generated by grinding machine devise.

The FDC programmes have succeeded in the following areas,

Training students who on completing their studies return to the village and make use of the skills gained, realizing most of the objectives of establishing the FDCs, providing leadership training to most tutors and college principals through the training college at Kibaha.

The general economic difficulties facing the nation, also affect the FDCs, which, as a result, cannot be expected to be utilized to 100 per cent of their time and capacity. As has been mentioned elsewhere, the allocated money can just suffice to run the FDCs at a 20 per cent level of utilization or less if no other funds are forthcoming. (Ministry of Community Development, Gender and Children – MCDGC). At present there are about five tutors per FDC and in order to use them fully the average enrolment should be equivalent to seventy-five students or about 90 per cent of capacity (MCDGC).

The amount of funds allocated and other problems have, however, not allowed the FDCs to enroll such high numbers, with the exception of a few colleges. The consequence of this has been a very low student/teacher ratio: 1:1 in 1976 and 1977, 1:4 in 1978, 2:9 in 1979, and 1:5 in 1979/90 (based on enrolment figures in courses sponsored by the FDC itself).

Lack of funds is the main reason behind the low level of enrolment, as shown by the rise in enrolment in 1979/80 following the extra 4 million shillings that were transferred from development to recurrent budget in January 1980. In comparison to the allocated budget the FDCs are overstaffed and teachers are underutilized for long periods of time (MCDGC).

The major shortcomings in the programme included, underutilization of college capacity, misuse of scarce resources of the FDCs as enrolment is low as well as, majority of tutors in most FDCs without enough work to do all year round.

In the study done by Mackay and Maguire, (2000) it is noted that each college is supposed to have tutors with skills in agriculture, technical subjects, domestic science, political education, economics, culture as well as adult methods. The adult method is a new department established in 1980. Since the majority of tutors can teach only one subject, the number of tutors required for each FDC is six or seven, which is high when compared to the number of periods taught to the size of the college (Busia, 2007).

The lowest acceptable level of education for all FDC tutors is diploma level. Sometimes certificate may also be accepted for domestic science and technical subjects (Mmari, 1999). However, future plans are that all college principals and some heads of departments will be diploma holders or graduates. For example, Kibaha FDC, which is also a training college, has been fulfilling that function since 1975 to date (Mmari, 1999). All tutors attended teaching and administration courses. However, the new tutors have attended training and short courses. Given the situation the Kibaha FDC, Mwansa, (2005) noted that there is a need to use it in providing training for tutors with no teaching experience, plus conducting in-service training. The establishment of the tutor

training college (TTC) is therefore a viable undertaking. The Kibaha TTC should also be charged with the responsibility for undertaking research so that more realistic programmes for FDCs are designed.

In short this theoretical review demonstrates that in folk development colleges, people are not taught everything. From the few courses that they are taught, they are empowered with the knowledge that enables them become persons who can control things by themselves. This is the view propounded by the pansophia or the Commenius' theory of education. Moreover, the education that is provided to FDCs is a tool for the reconstruction of the society in which people live.

2.3 Empirical Literature Review

This section presents a review of studies that have been done previously on FDCs. In a study undertaken in Kigoma region by Mulenga, (2005) on the contribution of FDCs in promoting economic development, the author mentioned that despite the contribution done by FDCs in promoting economic development there are numerous challenges that need to be examined scientifically. Among them, the author highlighted the inadequate budget especially recurrent and development costs for rehabilitation of buildings and other infrastructure to be a serious problem which results into numerous other challenges. The other challenges include the shortage of tutors needed in FDCs in comparison to actual need of the colleges, i.e. a total of 1500 tutors are needed in FDCs as against the available 373 to-date, the inadequacy of in-service training and professional advancement, and the shortages of technical equipment.

Musakanya (2008) in his study on the state of Adult and Continuing Education in Tanzania found that teaching and learning materials and assistive devices were not up to date and compatible with the changing world, for example, computers, information technology, electronics and the use of power-tillers in agricultural activities; the shortage of transport facilities such as cars and motorcycles and infrastructures not accessible to people with disabilities.

Musakanya (2008) also found that there are other undocumented challenges that are hampering the effective functioning of FDCs such as severe financial shortages. The study indicated that two major sources provided money for the FDC programme, namely: (a) Sweden, which met almost all the development expenditure; and (b) the Tanzanian Government, which provided money for recurrent expenditure. Funds put into development are still inadequate. The consequences of this low level of fund allocation are that if the FDCs were to recruit to their full capacity, financial resources would only be enough to feed students for two months.

According to Mwansa (2005) the lack of enough facilities and equipment might result in colleges failing to recruit enough students to fill all available places, especially in the fields of agriculture, domestic science and technical subjects, which need such facilities for the smooth implementation of instruction. Lack of enough money for recurrent expenditure has resulted in many FDCs using more money, sometimes from other sources for unintended expenditure.

On the other hand, Busia (2007) in his study on the impact of FDCs to the target groups, has indicated that Folk Education has significant impact to the target groups as it has been promoting self-employment, increased the number of technicians in the communities and enabled graduates to improve their livelihood such as building their own houses and meeting school requirements. FDCs are well placed to provide both Folk Education and Vocational Education because they have been doing it for more than ten years and also have the facilities provided they are well resourced (physical, financial and human) to enable them carry the activities effectively and efficiently (Mwansa, 2005). Busia (2007) also shows that outreach courses and programmes provided by FDCs are very important and their impact can be felt in a short time as they can reach many target groups particularly women because of society stereotypes on women social roles which make it difficult for them to attend residential courses.

Despite this significant impact of FDCs as stated by Busia (2007) the study maintains that there are challenges in issues of FDCs educational infrastructure. While there are teachers with different levels of education and different fields such domestic science, political education, economics, culture and adult methods, other FDCs are in crisis (Mackay and Maguire, 2000). However, Busia (2007) does not say much about the situation of the unsatisfactory infrastructure and inadequacy of teachers.

In summary, the empirical literature review indicates that studies in the domain of folk development colleges have been undertaken in various areas of the country. Quite a number of challenges have been mentioned by different researchers (Busia, 2007; Mulenga, 2005; Musakanya, 2008; Mwansa, 2005) as occurring in different regions and sometime being different with different magnitude from on one region to another. Such challenges include financial shortages (Busia, 2007; Mwansa, 2005), inadequate facilities (Busia, 2007), and poor infrastructure (Busia, 2007), to mention just a few. However, a very few challenges were presented in the previous studies. These studies did not deeply investigate on the challenges facing FDCs. Very specifically, some geographical areas of the country such as the southern highlands zone of Tanzania, were still unexplored as far as the challenges of FDCs were concerned. It is for this reason that this study was seen necessary and thus conducted so as to analyze the challenges of FDCs located in the southern highlands zone of Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents various steps that were adopted in studying the research problem along with the logic behind them. In essence, the chapter presents the research design, description of the study area and its rationale, the study population, the sampling frame and sample size, and the sampling techniques. It also presents the types and sources of data, data collection methods, the issues of validity and reliability, as well as data processing, analysis and presentation.

3.2 Research Design

In this study, cross-sectional research design was applied. This type of research design facilitates the researcher to examine a section of the population at a single-time period (Kothari, 2004). The rationale for adopting this type of research design was based on time constraint and financial limitations. Hence the collection of needed information did not involve going to field repeatedly. The collection of data was done once at a particular time.

3.3 The Study Area

This study covered four regions which are located in the southern highlands zone of Tanzania, namely Mbeya, Iringa, Njombe and Songea regions. These four regions had five FDCs. In Iringa region there was Ilula FDC which is located in Kilolo district. Njombe FDC located in Njombe district, Njombe region. In Mbeya region there were two FDCs, namely Nzovwe FDC located in Mbeya Municipality and Katumba FDC located in Rungwe district. Lastly in Songea region there is Mbinga FDC which is located in Mbinga district.

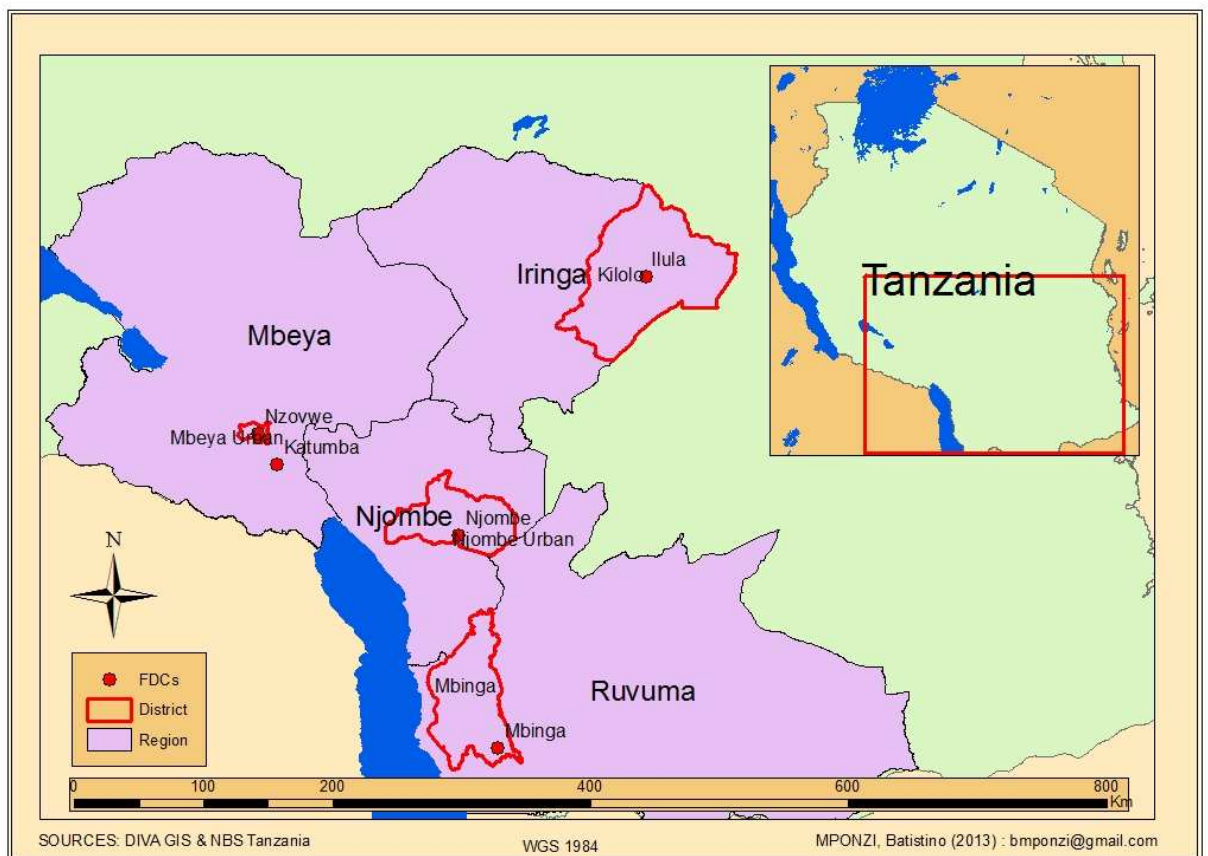
The rationale for selecting the southern highlands zone of the country was based on the fact that currently there was no record indicating the specific or major challenges that

FDCs were facing in the area, hence less was known on the challenges facing FDCs in the area. Moreover, the area was noted for having lower enrolment rates in FDCs.

Also, facts indicated that in 2005 Iringa region recorded 33 vocational training centers of which 25 were privately owned and run (URT, 2010b). Njombe had the majority of these centers with 18 vocational training centers (URT, 2010b). The recorded student capacity was more than 4,000. Iringa region had the total area of 58,936 square kilometers (22,755 sq mi), of which land area was 56,864 km sq (21,955 mi sq) and water area was 2,070 km² (800 mi sq); however Iringa lost its three southern districts and considerable area in the creation of Njombe region (URT, 2010b).

Figure 3.1 shows the map of the study area.

Figure 3.1: The map of Study Area



3.4 Study Population

In this study the targeted population consisted of students, teachers and their principals, believed to have useful information related to the study topic. As principals of these colleges were also teaching, they were therefore included among teachers in the study population. They were the ones who worked in the management of the FDCs. They were selected from their respective colleges in the targeted geographical area.

Table 3.1: Study Population per FDC

| Region/location | FDC name | Population category | Population size |
|-----------------|----------|---------------------|-----------------|
| Iringa | Ilula | Students | 80 |
| | | Teachers | 13 |
| | Njombe | Students | 69 |
| | | Teachers | 08 |
| Mbeya | Nzovwe | Students | 22 |
| | | Teachers | 07 |
| | Katumba | Students | 70 |
| | | Teachers | 09 |
| Songea | Mbinga | Students | 70 |
| | | Teachers | 09 |
| Total | | | 357 |

Source: FDCs enrollment (2012-2013)

3.5 Sampling Frame and Sample Size

3.5.1 Sampling Frame

The sampling frame consisted of all students, teachers and principals of FDCs located in that area.

3.5.2 Sample Size

In order to have a representative and manageable sample, this study included at least 10% of the entire population taken for study, basing on Kothari's (2004), recommendation for study sample selection, as shown below.

$K = N/n$ whereby, K = Sample Interval, N = Population Size and n = Sample Size (constant).

That being the case, the sample of this study is presented in Table 3.2, which also shows the total population from which the sample is drawn.

Table 3.2: Population and Sample Size

| Region/location | FDC name | Population category | Population size | Sample size |
|-----------------|----------|---------------------|-----------------|-------------|
| Iringa | Ilula | Students | 80 | 8 |
| | | Teachers | 13 | 1 |
| | Njombe | Students | 69 | 7 |
| | | Teachers | 08 | 1 |
| Mbeya | Nzovwe | Students | 22 | 2 |
| | | Teachers | 07 | 1 |
| | Katumba | Students | 70 | 7 |
| | | Teachers | 09 | 1 |
| Songea | Mbinga | Students | 70 | 7 |
| | | Teachers | 09 | 1 |
| Total | | | 357 | 36 |

Source: Various files from respective FDCs (2013)

3.6 Sampling Techniques

In order to select a sample for this study, convenience and purposive sampling techniques were used.

3.6.1 Convenience Sampling Technique

Respondents were selected on the basis of their readiness to provide data for the realisation of this work. Under this sampling technique, thirty (30) respondents were selected.

3.6.2 Purposive Sampling Technique

Along with the convenience sampling technique, other respondents were selected purposively. Only those elements which were able to deliver the required data were selected. Therefore the major criterion for including an element in the sample was the possession of expertise or experience about the problem under investigation.

Under this technique six (06) respondents were selected into the sample. The selection of these respondents was based on the fact that they had certain knowledge on the subject under investigation; i.e. they were working in offices where these challenges were occurring and being faced. They consisted of principals of FDCs who were also teaching and a few teachers.

3.7 Types and Sources of Data

3.7.1 Sources of Primary Data

The researcher collected primary data directly from respondents through the use of questionnaires, interviews and observation.

3.7.2 Sources of Secondary Data

The researcher collected these data from documented materials, such as books, reports, and electronic archives in forms of websites. The purpose of applying this method was to get archival data to support undocumented ones.

3.8 Methods of Data Collection

In order to collect the data needed in this study; the researcher used questionnaires, and interview methods for collecting primary data, and documentary method for collecting secondary data. This study involved the collection of quantitative data supplemented with qualitative ones.

3.8.1. Questionnaire

Questionnaires contained either close-ended and open-ended questions which are also called fact-based or qualitative questions. This was the main tool of data collection to facilitate the collection of quantitative data from teachers of FDCs in the selected area of study. This technique helped respondents to be free and have enough time to digest the questions and finally offer the desirable answers. Apart from that, the technique was convenient to the researcher and it saved time and resources.

Questionnaires were at first pre-tested on a small number of respondents and then after they were distributed to respondents by the researcher. In this regard, questionnaires were distributed to a total of thirty (30) respondents out of 36. These respondents freely filled the questionnaire sheets and returned them to the researcher for data compilation as shown in Appendix 1.

3.8.2. Interview

Interviews were arranged to allow respondents to freely provide their views related to the problem that were being investigated. The purpose of applying this method was to supplement the questionnaire method of data collection so as to deeply collect and obtain the qualitative data which could not have been collected through questionnaires.

Interviews were semi-structured. Other questions arose during the interview session and thus the method appeared to be informal and conversational, but carefully controlled and structured so as to limit unnecessary discussions. Interviews were used to collect data from respondents who did not have time to fill in questionnaires but could express

themselves verbally. To this end, there were interviewees who were principals and teachers of FDCs, as shown in Appendix 11.

3.8.3. Observation

Study areas were visited to see some of the observable challenges that were currently facing FDCs. Information collected through observation were used to supplement and evidence the data collected through questionnaires and interviews. A camera was used to take pictures.

3.8.4. Documentary Review

This method is basically the main source of secondary data obtained through reviewing documents such as newsletters, electronic information, and other documented materials that specifically provides information related to FDCs. This method helped the researcher to get more literature and to understand the magnitude of the problem in previous times and how it had increased (Kombo and Tromp, 2006).

3.9. Data Processing, Analysis and Presentation

Quantitative data were analyzed by using the Statistical Package for Social Science (SPSS) version 16.0, for computing percentages, tabulation and cross-tabulation of responses. Variables were therefore entered in the SPSS variable view window by coding the variables. Thereafter data were analyzed descriptively in the statistical package for social science (SPSS) data view window, whereby tables and figures were generated by the SPSS. Qualitative data were processed by entering them into a computer by means of Microsoft Word and by editing, classifying to draw meaningful conclusions. Data were entered in the computer and processing followed.

3.10. Validity and Reliability

3.10.1 Validity

Validity refers to the quality of a procedure or instrument in research (Kombo and Tromp, 2006). After incorporations of all the suggestions, the instruments were pre-tested before administering them in the field.

3.10.2. Reliability

Reliability refers to how consistent a research instrument or procedure is (Nachmias, 2000). In this study it was ensured that adequate data are collected through different methods. Triangulation through the use of questionnaires, interviews, observation, and documentary review was used to obtain reliable data.

CHAPTER FOUR

THE FINDINGS AND DISCUSSION

4.1 Introduction

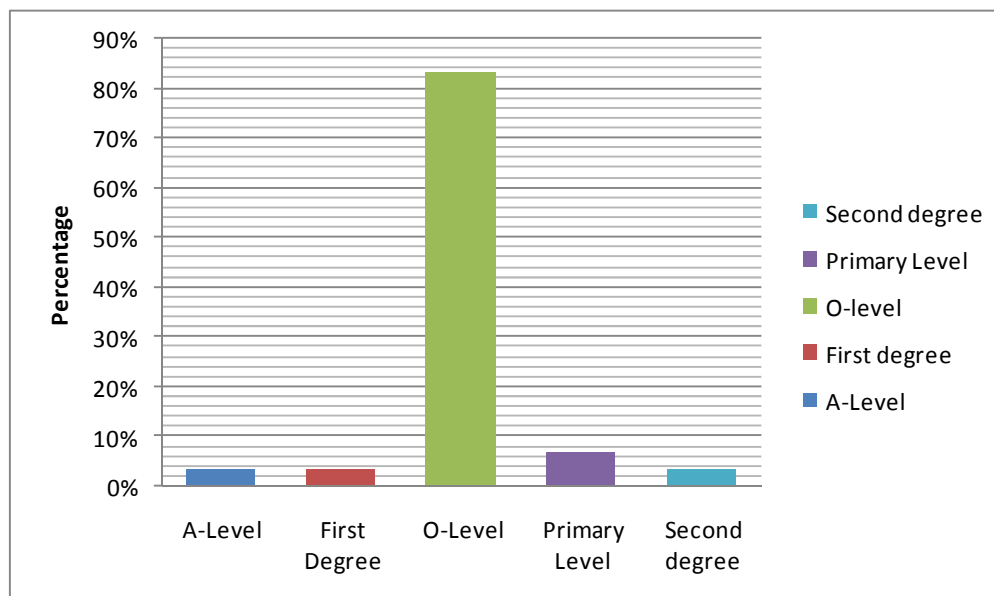
This chapter presents an analysis of the challenges facing folk development colleges in the Southern Highlands Zone, Tanzania. The findings are presented according to the specific research questions. The chapter is organized as follows: descriptive statistics; Causes of the challenges facing FDCs in Southern Highlands Zone of Tanzania; Effects of the challenges facing FDCs; Measures for addressing the Challenges and Measures for strengthening FDCs.

4.2 Descriptive Statistics

This section covers different sections namely: respondents' education levels, respondents' occupations/positions, and the duration of being in FDCs.

4.2.1 Respondents' Education Levels

Figure 4.1: Respondents by Education Levels



Source: Field data (2013)

The aspect of education in this study was considered important as the study dealt with the challenges which faced folk education. Figure 4.1 shows that 25 (83.3%) respondents had ordinary level education, 2 (6.7%) respondents had primary education, and 1 (3.3%) respondent had advanced level education, 1 (3.3%) respondent had first degree level and 1(3.3%) of respondents had second degree level of education. These results suggest that the largest part of FDCs’ population consists of students.

The majority of respondents with ordinary level education were students who joined FDCs after having either disqualified to continue with A. level education or having failed due to numerous circumstances including lack of financial support. All respondents with Advanced level, first and second degrees, included mainly teachers and principals of FDCs. However, there were also a few teachers with Ordinary level education. These results are consistent with Mackay and Maguire’s (2000) study which also revealed that there were teachers with different levels of education in FDCs.

4.2.2 Respondents’ Occupation

Table 4.1: Composition of the Sample

| Category | Frequency | Percent |
|--------------|-----------|--------------|
| Driver | 1 | 3.3 |
| Student | 22 | 73.3 |
| Teacher | 7 | 23.3 |
| Total | 30 | 100.0 |

Source: Field data (2013)

Table 4.1 shows that 22 (73.3%) respondents were students, 7 (23.3%) were teachers and 1 (3.3%) respondent is the driver. had other occupation. These results suggest that most respondents in this study were students of FDCs.

4.2.3 Duration in the FDC

Table 4.2: Period of Being in FDC

| Period | Frequency | Percent |
|-------------------|-----------|--------------|
| 1 - 2 years | 24 | 80.0 |
| 3 - 5 years | 3 | 10.0 |
| 6 - 8 years | 2 | 6.7 |
| 9 years and above | 1 | 3.3 |
| Total | 30 | 100.0 |

Source: Field data (2013)

As given in Table 4.2, 24 (80.0%) respondents were in FDCs for a period ranging from 1 – 2 years, 3 (10.0%) respondents were in FDCs for a period ranging from 3 – 5 years, 2 (6.7%) respondents were in FDCs for a period ranging from 6 – 8 years and 1 (3.3%) respondent as in FDC for 9 years or above. The aspect of tenure was studied in order to ascertain the length of time under which each respondent has had a certain experience with the FDC environment. It would help to understand how respondents were well knowledgeable with the challenges they encountered in their development.

4.3 Challenges Facing FDCs in Southern Highlands Zone of Tanzania

Table 4.3: Challenges Facing FDCs

| S/N | Challenges | Frequency | Percent |
|-----|---------------------------------|-----------|------------|
| 1. | Shortage of financial means | 24 | 28.9 |
| 2. | Inadequate facilities | 21 | 25.3 |
| 3. | Poor infrastructure | 18 | 21.7 |
| 4. | Shortage of qualified personnel | 14 | 16.9 |
| 5. | Inadequate technological tools | 6 | 7.2 |
| | Total | 83 | 100 |

Source: Field data (2013)

The first research question of this study was ‘*what are the causes of the challenges facing FDCs in Southern Highlands Zone of Tanzania*’? Table 4.3 shows that 24 (28.9%) respondents mentioned the shortage of financial, 21 (25.3%) respondents said the inadequacy of facilities was one of the challenges which affected the development of FDC, 18 (21.7%) respondents mentioned poor infrastructure 14 (16.9%) respondents mentioned the shortage of personnel and 6 (7.2%) respondents mentioned inadequate technological tools. When asked to rank the challenges by importance starting with the most serious interviewees ranked them as presented in Table 4.4.

Table 4.4: Challenges Facing FDCs by Order of Importance

| S/N | Challenges | Frequency | Percent |
|-----|---------------------------------|-----------|------------|
| 1. | Shortage of financial means | 11 | 28.9 |
| 2. | Inadequate facilities | 8 | 21.1 |
| 3. | Poor infrastructure | 7 | 18.4 |
| 4. | Shortage of qualified personnel | 7 | 18.4 |
| 5. | Inadequate technological tools | 5 | 13.2 |
| | Total | 38 | 100 |

Source: Field data (2013)

Results in Table 4.4 show that 11 (28.9%) respondents mentioned the shortage of financial means as one of the challenges which faced FDCs by order of importance, 8 (21.1%) respondents mentioned the inadequacy of facilities, 7 (18.4%) respondents mentioned poor infrastructure as one of the challenges which faced FDCs by order of importance, 7 (18.4%) mentioned the shortage of qualified personnel, and 5 (13.2%) respondents mentioned the inadequacy of technological tools. These results suggest that there were numerous challenges which affected the development of FDCs, but they differed in magnitude.

With regard to shortage of financial means, information indicated that the shortage of financial means was a serious problem which hindered the development of FDCs and led to other challenges like inability to rehabilitate the infrastructure, inability to afford facilities, etc; because when there are no financial means the infrastructure cannot be improved and facilities cannot be afforded. The inadequacy of financial means stemmed from the ground that donors who were financing FDCs withdrew. The only remaining sources of funds are the government income generating projects like cultivation of maize and beans for some FDCs like Nzovwe, and the contribution from students which is inadequate to meet the needs of FDCs, as stated by Katumba FDC principal. These

findings are consistent with those of Musakanya (2008) and Mulenga (2005) highlighted the inadequate budget especially recurrent and development costs for rehabilitation of buildings and other infrastructure within FDCs.

Moreover, when asked to elaborate about the inadequacy of facilities, interviewees revealed that the inadequacy of facilities resulted from inadequate financial means. The inadequate facilities included teaching materials, tables and chairs and beds for boarding students, these findings are consistent with those by Musakanya (2008).

It was also noted that some FDCs such as Nzovwe, had poor infrastructures such as toilets as shown in Figure 4.2; yet the one which was existing had poor hygienic conditions. This FDC has only one pit latrine of two doors, which is used by all students.

Figure 4.2: Poor infrastructure within FDCs



Source: Field data (2013)

When asked to explain about poor infrastructure, interviewees also said that the existing infrastructure had not been rehabilitated for a long time. They also said that the infrastructure could not meet the needs of teachers and students. This was then confirmed by data from observation as shown by Figure 4.3.

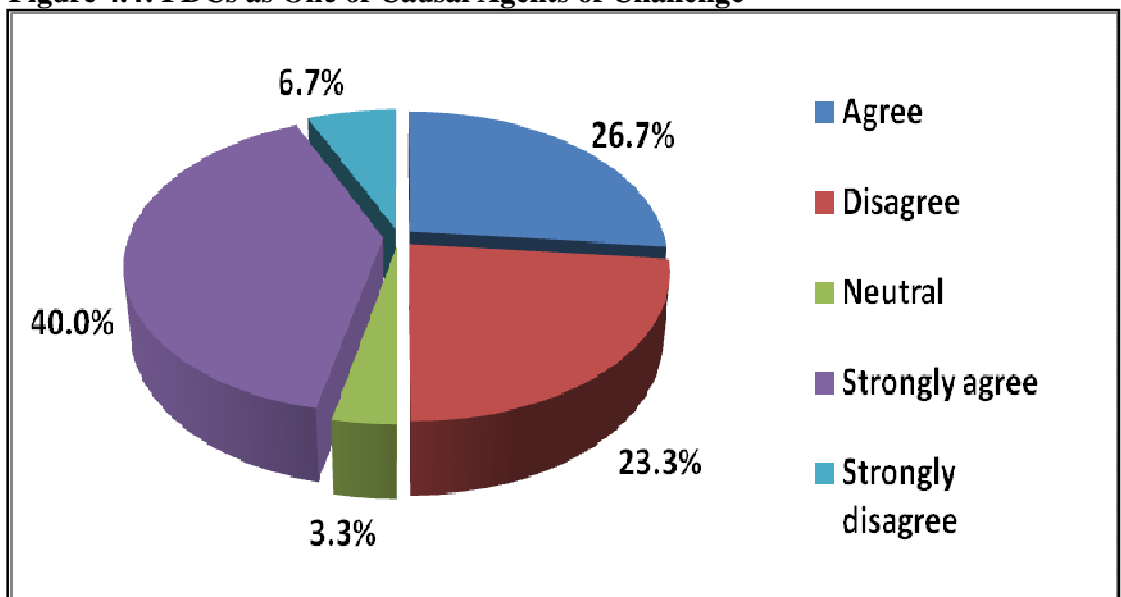
Figure 4.3: Poor Infrastructure as a Challenge Facing FDCs



Source: Field data (2013)

4.3.2 Causes of the Challenges

Figure 4.4: FDCs as One of Causal Agents of Challenge



Source: Field data (2013)

Figure 4.4 shows that 12 (40.0%) respondents strongly agreed that FDCs themselves were agents of the challenges they were facing. 8 (26.7%) respondents agreed that FDCs were contributing to causing the challenges, 7 (23.3%) respondents disagreed that FDCs were contributing to causing the challenges, 2 (6.7%) respondents strongly disagreed that FDCs were contributing to causing the challenges, and 1 (3.3%) respondents were neutral. In short, 20 (66.7%) who were the majority respondents agreed and a few (30.0%) others disagreed, while 3.3% of respondents were neutral. This implies that majority (66.7%) respondents agreed that FDCs were also contributing to causing the challenges although there might be other major causes. These findings are consistent with those of Mwansa (2005), which shows that, in some ways Folk Development Colleges can be the source of the challenge, because they fail to inform the government on time about their challenges so that the government could prepare enough budget.

When asked to elaborate, interviewees said that the colleges were sources of the challenges because they could not clearly present all of their needs to the government. The challenges they were facing could not be well understood and thus less attention was paid on them for solution. As a result the government has been putting less priority to FDCs. This was also consistent with findings by Mulenga (2005).

Respondents were also asked to mention other causes of the challenges by ranking them.

Table 4.5: Causes of Challenges Facing FDCs

| S/N | Causes | Frequency | Percent |
|-----|---|-----------|------------|
| 1. | The government is financially less concerned | 21 | 26.0 |
| 2. | Insufficient payment to teachers | 18 | 22.2 |
| 3. | Poor cooperation between the government and FDCs | 18 | 22.2 |
| 4. | The government is administratively less concerned | 13 | 16.0 |
| 5. | Corruption | 11 | 13.6 |
| | TOTAL | 81 | 100 |

Source: Field data (2013)

Table 4.5 presents the causes of the challenges which hindered the development of FDCs by rank. It shows that 21 (26.0%) the respondents said that the government was financially less concerned with FDCs, 18 (22.2%) the respondents said that teachers salaries were insufficient, 18 (22.2%) the respondents mentioned poor cooperation between the government and FDCs, 13 (16.0%) of the respondents said the government was administratively less concerned, and 11 (13.6%) of the respondents mentioned corruption. The findings on less financial concern by the government is consistent with that availed by Mulenga (2005). Which shows that, currently FDCs are increasing in number which causing the government to have inadequate budget to assist in requirements those available FDCs

When the researcher asked interviewees to elaborate on how teachers were managing to overcome financial problems, results indicated that it happened for some teachers to take orders of furniture from community members and use students to make the furniture so that teachers can raise their incomes. The furniture was made as part of the study but latter sold by the teacher who received the order as a way of raising his/her inadequate income.

As a consequence of the various causes of the challenges, FDCs are neglected and the community feels that the government does not recognize them. This finding is consistent with that of Busia (2007). However, this study has stated on the consequences of the various causes of challenges which were not stated in previous studies.

The first research question concludes that that there were numerous challenges which faced the development of FDCs. Among them included shortage of financial means, inadequate facilities, poor infrastructure, and shortage of qualified personnel, inadequate technological tools, and negative attitude which was held by community members. As a result the government has been putting less priority to FDCs. This was also proved by authorities or FDCs staff. Other causes of those challenges were less financial concern by the government, poor cooperation between the government and FDCs, to mention just a few. While previous studies (Mulenga, 2005; Mwansa, 2005)

did not establish the causes of the challenges, this study established the causes of the challenges.

4.4 Effects of the Challenges Facing FDCs

The second research question of the study was: *What are the effects of the challenges facing FDCs on their performance?* Table 4.6 shows the effects.

Table 4.6: Effects of the Challenges Facing FDCs

| S/N | Effects of the Challenges | Frequency | Percent |
|-----|----------------------------|-----------|---------|
| 1. | Lack of qualified teachers | 21 | 70.0 |
| 2. | Poor teaching | 20 | 66.7 |
| 3. | Drop outs | 18 | 60.0 |
| 4. | Students' poor performance | 17 | 56.7 |
| 5. | Students' failure | 14 | 46.7 |
| 6. | Unwillingness to teach | 11 | 36.7 |
| 7. | Teachers' resignation | 7 | 23.3 |
| 8. | Bad reputation to FDCs | 4 | 13.3 |

Source: Field data (2013)

Table 4.6 shows that 21 (70.0%) students respondents said the lack of qualified teachers as one of the effects; 20 (66.7%) students respondents mentioned poor teaching, 18 (60.0%) respondents said drop outs, 17 (56.7%) students respondents mentioned poor performance, 17 (56.7%) respondents mentioned students' failure as one of the effects of the challenges, 11 (36.7%) respondents mentioned unwillingness to teach, 7 (23.3%) respondents mentioned teachers' resignation and 4 (13.3%) respondents mentioned bad reputation to FDCs.

When asked to explain interviewees claimed that, competent or qualified teachers could not teach in FDCs because of low salaries. They also said that teachers were less committed to teaching because of not being well paid. In this regard, it was reported that teachers were using part of their time working on private activities like agricultural activities, petty business, and livestock keeping complementing their monthly earnings. As a result students were not being fully taught and were dropping out while others were shifting to other FDCs where they thought the situation was at least better.

These results suggest that there were numerous effects which resulted from the challenges that hindered the development of FDCs in the Southern Highland Zone of Tanzania. These effects included the lack of qualified teachers, poor teaching, drop outs, students' poor performance, students' failure, unwillingness to teach, teachers' resignation, and bad reputation to FDCs. If nothing is not done to address the challenges, the development of FDCs will be deteriorated and they will eventually collapse.

4.5 Measures for Addressing the Challenges

The third research question of this study was: *How can the challenges FDCs in the southern highlands zone of Tanzania be addressed?* Table 4.7 shows the results.

Table 4.7: Measures for Addressing the Challenges

| S/N | Measures | Frequency | Percent |
|-----|---|-----------|------------|
| 1. | Allocating enough budget for FDCs by the government | 23 | 28.0 |
| 2. | Employing adequate qualified personnel | 19 | 23.0 |
| 3. | Increasing facilities | 16 | 19.5 |
| 4. | Paying teachers' salaries sufficiently and on time | 15 | 18.0 |
| 5. | Involving stakeholders in planning | 6 | 7.3 |
| 6. | Attitude change on FDCs by the society | 3 | 3.6 |
| | Total | 82 | 100 |

Source: Field data (2013)

Table 4.7 shows that 23 (28.0%) respondents advised that, enough budgets should be allocated by the government for FDC; 19 (23.0%) respondents advised that adequate qualified personnel should be employed, 16 (19.5%) respondents suggested that facilities should be increased; 15 (18.0%) respondents suggested that FDCs teachers' salaries must be increased in order to be enough and should be paid on time; 6 (7.3%) respondents suggested that, there should be involvement of stakeholders in planning; and 3 (3.6%) respondents said that, there was a need of society attitude change on FDCs, while previous studies like (Mwansa, 2005; Musakanya; 2008), were limited to recommendations like employing qualified personnel and increasing facilities, this study has come up with new and additional suggestions such as, involving stakeholders in planning, attitude change on FDCs by the community by regarding FDCs as their own institution,

4.6 Measures for Strengthening FDCs

The fourth research question of this study was: *How can FDCs be strengthened?* Table 4.8 shows the results.

Table 4.8: Measures for Strengthening FDCs

| S/N | Measures for Strengthening the Challenges | Frequency | Percent |
|-----|--|-----------|------------|
| 1. | To involve development partners in the improvement | 19 | 40.0 |
| 2. | Fundraising | 16 | 33.3 |
| 3. | Staff capacity building | 9 | 19.0 |
| 4. | To increase the number of staff | 4 | 8.3 |
| | Total | 48 | 100 |

Source: Field data (2013)

Table 4.8 shows multiple responses in which 19 (40.0%) respondents said that, development partners should be involved in FDCs, 16 (33.3%) respondents indicated that fund raising was very important for strengthening FDCs, 9 (18.7%) respondents said that, FDCs can be strengthened through capacity building of staff members, and 4 (8.3) respondents said that, FDCs can be strengthened by increasing the number of staff. These measures were not suggested by previous studies (Busia, 2007; Mulenga, 2005; Musakanya, 2008; Mwansa, 2005).

When asked to elaborate, interviewees said that, development partners are more important for strengthening the FDCs if they could assist in building a sustainable infrastructure, or establishing income generating sources, operate for a certain period and then transfer the operation to FDCs for sustaining the development. Interviewees further explained that through employing qualified staff in different fields, FDCs can engage themselves in projects such as agricultural ones, writing proposals to

development partners who can support them for a while, for instance through supply of tractors and or other facilities and then leave them to sustain their development by themselves. As explained in interviews there was also a suggestion to build the capacity as they may be able to cope with the challenges of the modern world and instruct students on lessons which go in line with the modern world.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

Research findings are not the end of the research process. Findings should be treated scientifically and used by different consumers for different purposes including solving the problem that inspired the conduction of the investigation. In that respect, this chapter presents the research summary, conclusion, and recommendations.

5.2. Summary

This study aimed at identifying the causes of the challenges facing FDCs in Southern Highlands Zone of Tanzania, finding out the effects of the challenges facing FDCs, finding out how the challenges facing FDCs in the southern highlands zone of Tanzania can be addressed, and exploring measures for strengthening FDCs.

The study used a cross-sectional research design. It covered Mbeya, Iringa, Njombe and Songea regions. A sample of 36 respondents was selected from a total population of 357 of students and teachers. Respondents were selected through convenience and purposive sampling techniques. Data were collected by using questionnaire, interview and observation methods and documentary review. They were analysed by using Statistical Package for Social Science (SPSS) version 16.0.

The study revealed that there were a number of challenges which faced the development of FDCs; which are inadequate facilities, poor infrastructure, shortage of qualified personnel, inadequate technological tools, and community' negative attitude. Such challenges were seen to have been caused by factors like FDCs themselves, other causes like less financial concern by the government, poor cooperation between the government and FDCs, to mention just a few.

The study also revealed that the effects which resulted from the challenges were: lack of qualified teachers as competent ones did not want to teach where there is underpayment, drop outs, students' poor performance, students' failure, unwillingness to teach, teachers' resignation, and hence bad reputation to FDCs.

Along with that, a few applicable measures were proposed to be taken to address the challenges such as allocating enough budget for FDCs by the government, employing adequate qualified personnel, increasing facilities, paying teachers' salaries sufficiently and on time, involving stakeholders in planning, attitude change on FDCs by the community by regarding FDCs as institutions which are there, for their development.

In the same vein, measures for strengthening FDCs for their sustainable development included involving development partners in the improvement of a sustainable infrastructure through building, operating and transferring the operation to FDCs, conducting fundraising activities, staff capacity building, and increasing the number of staff.

5.3. Conclusion

This study concludes that FDCs were facing a number of challenges which hindered their development. These challenges were caused by a number of factors which needed to be addressed through addressing the identified challenges. The challenges also resulted into a number of effects which in their turn resulted into tarnishing the image of FDCs. Given the changes and effects which were identified, this study has generated a number of recommendations which various research consumers should work for stimulating the development of FDCs.

5.4. Recommendations

5.4.1. Government's Consideration of FDCs

The findings have revealed that financial shortage was one of the problems which FDCs faced for their development. This study recommends that a sufficient budget must be allocated to meet the needs of FDCs within the study area as an adequate budget can help FDCs to afford facilities and rehabilitate the infrastructure.

5.4.2. Monitoring and Follow-up

The findings have also revealed that there was a problem of drop out resulting from teachers' poor commitment, whereby some teachers were using part of their time to undertake their own economic activities as a way of sustaining their livelihoods. This study recommends that monitoring and follow up be undertaken by the FDCs staff to ensure that students are not used for activities which are providing teachers with benefit contrary to the norms and regulations of FDCs.

5.4.3. Local Community's Contribution

The findings from the study revealed a negative attitude held by the community towards FDCs. As a result nothing was seen as an input of the community for the betterment of the stagnant FDCs' development. Thus, the communities in which FDCs are operating should not leave the burden of FDCs to the government itself, but should work with FDCs to ensure that they are inputting their contribution for sustaining FDCs' development. Additionally, there is a need for FDCs to involve the local communities in their planning so that the communities can feel that the colleges belong to themselves. This can be a way for attracting their contribution.

5.4.4. Privatization of FDCs

In order to address the challenges currently facing FDCs, there is a need to privatize FDCs. The private sector can provide quality services to the public and can build a satisfactory infrastructure. Qualified teachers can be employed and the teaching based on competence can be promoted.

5.5. Areas for Further Research

The aim of any research is to build a foundation for a future research. Thus, having this study as a foundation in literature for other studies, future scientific investigations should aim at examining the impact of FDCs on the surrounding community. They should also look at FDCs as a solution to stumbling blocks of development.

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APPENDICES

Appendix I: Questionnaire for Respondents

Dear respondent,

I am Josephine G. Kalole from Mzumbe University. May you kindly participate in my study through answering to the set of questions written in this sheet? I am collecting data on “the challenges facing Folk Development Colleges in southern highlands zone of Tanzania”. Any information you provide in this sheet is for academic purposes and will be treated confidential.

Thanks in advance

Section 1 – Personal Details (Kindly indicate your answer by a tick in the corresponding box)

1. Level of Education

- None
- Primary level
- O. Level
- A. Level
- Diploma level
- First degree
- Second degree
- Other (*Please specify*) _____

2. Occupation

- Teacher
-

- Student
 Other (*Please specify*) _____

3. Please indicate the period for which you have been in an FDC

- 1 – 2 years
 3 – 5 years
 6 – 8 years
 9 years and above

In the following sections, please fill the blanks with what you think will be the major challenges facing FDCs in the southern Highlands zone of Tanzania.

Section 2 – Causes of Challenges

4. The major challenges facing FDCs in the southern highlands zone are:

- a)
- b)
- c)
- d)
- e)

5. May you rank the above challenges in according their magnitude starting with the most serious

- a)
- b)
- c)
- d)
- e)

Note: In the following sections, please indicate whether you:

1. agree,
2. strongly agree
3. disagree
4. strongly disagree
5. neutral

6. The colleges are the makers of the challenges hindering the development of FDCs

| Statement | Agree | Strongly agree | Disagree | Strongly disagree | Neutral |
|------------------|-------|----------------|----------|-------------------|---------|
| | 1 | 2 | 3 | 4 | 5 |
| <i>Tick</i> | | | | | |

7. Please mention other causes of the challenges that hinder the development of FDCs in Southern Highlands Zone of Tanzania starting with the most prevalent and ending with the less prevalent

- a)
- b)
- c)
- d)
- e)

Section 4 – Effects of the Challenges

8. Please mention in raking order of magnitude the effects of those challenges

- a.
- b.
- c.
- d.

Section 4 – Measures for Redressing the Challenges

Note: In the following sections, please indicate whether you:

1. agree,

- 2. strongly agree
- 3. disagree
- 4. strongly disagree
- 5. neutral

9. Applicable measures like fundraising need to be applied to redressing the challenges facing FDCs.

| Statement | Agree | Strongly agree | Disagree | Strongly disagree | Neutral |
|-------------|-------|----------------|----------|-------------------|---------|
| | 1 | 2 | 3 | 4 | 5 |
| <i>Tick</i> | | | | | |

10. Please mention the measures you think are applicable for redressing the challenges facing FDCs

- a)
- b)
- c)
- d)
- e)

Section 5 – Strengthening FDCs

11. Strengthening FDCs need collaborative efforts of different actors

| Statement | Agree | Strongly agree | Disagree | Strongly disagree | Neutral |
|-------------|-------|----------------|----------|-------------------|---------|
| | 1 | 2 | 3 | 4 | 5 |
| <i>Tick</i> | | | | | |

12. Please mention the different key actors who can work jointly to strengthen FDCs

- a)
- b)
- c)

d)

e)

Appendix II: Interview Guide

1. What is the level of your education?
2. What is your occupation?
3. For how long have you been in FDCs?
4. What are the major challenges facing FDCs in the southern highlands zone are?
5. How do these challenges affect the development of FDCs?
6. What the causes of the challenges facing FDCs in the southern highlands zone?
7. What are the effects the challenges facing FDCs?
8. Are the challenges equal in magnitude?
9. What measures are applicable for redressing the challenges facing FDCs?

10. What can be done to strengthen FDCs?

11. What are the different actors who can work jointly to strengthen FDCs

Appendix III: Observation Guide

| | Nzovwe FDC | | | | Mbinga FDC | | | | Ilula FDC | | | | Katumba FDC | | | | Njombe FDC | | | |
|------------------------|----------------------------|----|-----------------------|-----|----------------------------|----|-----------------------|-----|----------------------------|----|-----------------------|-----|----------------------------|----|-----------------------|-----|----------------------------|----|-----------------------|-----|
| Observation Guide | Availability of facilities | | Quality of facilities | | Availability of facilities | | Quality of facilities | | Availability of facilities | | Quality of facilities | | Availability of facilities | | Quality of facilities | | Availability of facilities | | Quality of facilities | |
| Facilities | Yes | No | High | Low | Yes | No | High | Low | Yes | No | High | Low | Yes | No | High | Low | Yes | No | High | Low |
| Chairs | | | | | | | | | | | | | | | | | | | | |
| Tables | | | | | | | | | | | | | | | | | | | | |
| Blackboard | | | | | | | | | | | | | | | | | | | | |
| Computers | | | | | | | | | | | | | | | | | | | | |
| Tractors | | | | | | | | | | | | | | | | | | | | |
| Books | | | | | | | | | | | | | | | | | | | | |
| Sawing Machines | | | | | | | | | | | | | | | | | | | | |
| Infrastructures | | | | | | | | | | | | | | | | | | | | |
| Libraries/Laboratories | | | | | | | | | | | | | | | | | | | | |
| Teachers houses | | | | | | | | | | | | | | | | | | | | |
| Toilets | | | | | | | | | | | | | | | | | | | | |
| Students hostels | | | | | | | | | | | | | | | | | | | | |
| Water | | | | | | | | | | | | | | | | | | | | |
| Electricity | | | | | | | | | | | | | | | | | | | | |

