

**STAKEHOLDERS' VIEWS ON THE CONTRIBUTION OF  
WARDS SECONDARY SCHOOLS IN PROMOTING  
PROGRESSION TO THE NEXT LEVEL OF STUDY IN  
SHINYANGA RURAL**

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WARDS SECONDARY SCHOOLS IN PROMOTING  
PROGRESSION TO THE NEXT LEVEL OF STUDY IN  
SHINYANGA RURAL**

**By**

**Revocatus Ngasa**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for Award  
of the degree of Master of Arts in Education of Mzumbe University**

**2016**

## CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled **“Stakeholders’ Views on the Contribution of Wards Secondary Schools in Promoting Progression to the Next Level of Study in Shinyanga Rural,”** in partial/fulfillment of the requirements for award of the degree of Master of Arts in Education of the Mzumbe University.

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## **DECLARATION AND COPYRIGHT**

I, Revocatus Ngasa, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Lastly, I would love to thanks my wife Hadija Hamisi Hawami and our beloved daughters Demetria and Imelda for their time, courage, cooperation and supports during this study.

## **DEDICATION**

I dedicate this report to my guardian Mr. Tobogolo Bugalama and my parents Mr. and Mrs. Samwel Magumba Bugalama for their material and moral support. May the almighty God bless them.

## **ABBREVIATIONS AND ACRONYMS**

ACSEE	Advanced Certificate of Secondary Education Examination
ADF	African Development Fund
AIDS	Acquired Immune Deficiency Syndrome
BEST	Basic Education Statistics in Tanzania
BRN	Big Results Now
CSEE	Certificate of Secondary Education Examination
DAS	District Administrative Secretary
DC	District Commissioner
EFA	Education for All
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
FGD	Focus Group Discussion
GPA	Grade Point Average
HIV	Human Immunodeficiency Virus
HRC	Legal and Human Rights Centre
IABC	International Association of Business Communicators
IDA	International Development Association
MDGs	Millennium Development Goals
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NACTE	National Council for Technical Education
NGOs	Non-Governmental Organisations
OECD	Organisation for Economic Cooperation and Development
PCE	Pakistan Coalition for Education
PEDP	Primary Education Development Programme
PET	Public Expenditure Tracking Survey for Primary and Secondary

PSLE	Primary School Leaving Education
RAS	Regional Administrative Secretary
SEDP	Secondary Education Development Programme
SPSS	Statistical Package for Social Science
SSA	Sub-Saharan Africa
SSAC	South Sahara African Countries
TCU	Tanzania Commission of Universities
TTU	Tanzania Teachers Union
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	United Nations International Children's Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
VETA	Vocational Education and Training Authority

## **ABSTRACT**

The purpose of this study was to explore stakeholders' views on the contribution of wards secondary schools in promoting progression to next level of study in Shinyanga rural as a result of mushrooming wards secondary schools in each ward of Tanzania since the establishment of SEDP in 2004.

The specific objectives of the study are; first, to find out stakeholders' views on the contribution of wards secondary schools in promoting progression of students to next level of study; second, to examine the performance trend of national examinations in wards secondary schools from 2010 to 2014; third, to explore the factors that affect students' progress to the next level of study in wards secondary schools; and lastly, to identify the strategies which might be employed to improve the performance of national examinations among students in wards secondary schools.

Three methods of data collection which are interviews, FGDs and documentary reviews were employed to collect data from 53 potential respondents.

The major findings of the study is that some education stakeholders were found to be satisfied with the contribution given by wards secondary schools in promoting progression of students to next level of study but to lesser extent others were dissatisfied with very few numbers of students who joined the next level of study from 2010-2014 in three wards secondary schools where only 89 (16%) out of 561 who sat for CSEE joined advanced level of study which is equal to only 69 (78%) of males and 20 (22%) females students.

The study is of the opinion that education stakeholders should ensure conducive teaching and learning environment like presence of enough science teachers, laboratories, and good enumeration of teachers among others in order to experience the desired outcomes.

This study however recommends that there should be involvement of all stakeholders in education sector before the implementation of a new education policy for effective results.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

There have been several efforts in each country around the world to invest in education because it ensures economic development of nations (Kambuga, 2013; Mageka and Mahonge, 2013). For almost seven decades since the newly industrialised nations such as Japan, China, South Korea, India as well as Brazil invested in education, the outcomes of the process have been faster economic growth (Kambuga, 2013).

Indeed investing in education for poor countries like Tanzania is inevitable because it enables the eradication of poverty among individuals and nation at large. However, there are several perspectives about the necessity of investing in education in the country; one is the economic perspective where productivity increases as a result poverty reduction (URT, 2002; Mageka and Mahonge, 2013); the other is from the health perspectives in which where education is offered to girls it reduces fertility levels as the result girls provide income to their families and pay direct taxes to their nation when employed (Mageka and Mahonge, 2013); also from the overall socio-economic point of view where education is an investment in creating a competitive labour force which attracts foreign investment. Mageka and Mahonge (2013) come out with United Nations statement on human rights that education is a human right, which everybody must have access to for increasing capacities of individuals to lead to the life they value and participate in all social-economic aspects of life. This means that education should be made compulsory from the elementary levels of study where children are prepared to acquire and integrity substantial knowledge, skills and values for solving problems in future.

Pakistan Coalition for Education (PCE) (2013) stresses that the current global education goals comprises of both Education for All (EFA) goals as well as Millennium Development Goals (MDGs). The EFA goals were first presented at an international education meeting at Jometien, Thailand in 1990.

The initial focus of EFA was on Universal Primary Education (UPE) and gender parity. Such goals had to be revised in 2000 in Dakar Senegal where a new set of six established goals to be implemented in 2015 took place. These goals focused on early childhood care and education, free and compulsory primary education, learning and life skill programmes, adult literacy, gender equality in education and improving all aspects of quality education. In most cases these EFA goals considerably overlap with the two MDGs (2 and 3) on education, developed in 2000 and expire in 2015 that aims at achieving universal primary education and eliminating gender disparity in education.

There emerged significant progress globally towards achievement of EFA goals over the past decade. PCE (2013) describe that over a span of nine years that is from 1999 to 2008, 52 million children were enrolled in primary schools as a result the number of out of school children went down by 50% in South and West Asia while in Sub-Saharan Africa, the enrolment raised to one third. Also gender parity improved to fair extent where as compared to previous time where gender gap was wider. There still challenges on attaining these goals including 61 million children in 2010 could not attend school; enrolment in conflicting nations is still low. High dropout rates in schools is another problem went to almost 10 million children dropped out in the same year in Sub-Saharan Africa and still 17% of the world's adults seemed lack no basic literacy skills. Despite expiration year of the eight MDGs in 2015, some countries included Tanzania in developing nations so far have made several efforts by transferring some of these goals to development vision of 2025 in order to achieve them.

In Tanzania there was established the so called Education Sector Development Programme (ESDP) since 1997 that set various strategies towards implementing the EFA and MDGs goals. URT (2004) explain that in Tanzania from 2004-2009 there was a launch of an important development sector known as 'Secondary Development Programme (SEDP)' to be implemented in three phases of five years. The plan was within the context of the broad Education Sector Development Programme and the Secondary Education Master Plan of 2000.

World Bank (2010) depicts that the programme would establish wards secondary schools in each ward in order to implement the 2005 election campaign of the ruling party's manifesto; also was a genuine bottom-up community-driven demand for secondary education as a result of PEDP success in increasing primary education enrollments by reflecting the historically low enrollment rates of Tanzania secondary education. However, in order to ensure effectiveness of the programme, the bank supervision missions cautioned the government about the fiscal dangers of too rapid expansion beyond the medium growth scenario of the SEDP document and its impact on quality. As a result, the grants were not released to schools at the full levels (World Bank, 2010). The pivotal role of the programme was to achieve higher levels of economic growth and productivity, also had to accommodate the high enrolment rate in primary schools as a result of implementing Primary Education Development Programme (PEDP) where the total number of enrolled pupils in grade III by 2004 raised to 1, 486,628 something that doubled the number of pupils before PEDP. The key objectives of SEDP I included improvement of access; improvement of equity; improvement of quality; management reforms and improvement of education management systems (monitoring and evaluation as much as improvement of data collection system) (URT, 2010).

Implementing such SEDP I objectives needed support from development partners such as World Bank who contributed \$ 150 as loan. Other supports were to be obtained from the government budget and communities (URT, 2004) because Tanzania is among the poorest nations in the world despite possession of many resources hence were not an easy task by herself.

The community specifically contributed in classrooms constructions in each ward to meet the demand of increased number of pupils enrolled in primary schools (Kambuga, 2003). In the analysis of SEDP I by 2010, only two objectives seemed to be met while others were not. These included improving access and equity where the number of secondary schools tripled with high number of boys and girls enrolled such that secondary schools increased to 4,102 in 2009 where 3,283 secondary schools owned by the government and 819 privately owned (Makombe, Kihombo,

Sesabo, Hodgson and Spours, 2010) compared to 2004 where there were only 1,291 secondary schools Form 1 to 4 while 828 owned by government, 463 were privately owned. Most of schools increased were wards secondary schools; Form 1 to 4 students enrolled increased from 432,599 in 2004 to 1,466,402 in 2009 which is 249% increase (URT, 2010). The main challenge in this programme among others was poor quality education as majority students got division four and failure (URT, 2010).

To address the above challenges, SEDP II (2010-2014) took place. It aimed at addressing five basic areas such as improvement of quality and relevance; enhancement of access and equity; improvement of teaching force and teaching process; improving management efficiency and good governance as well as institutionalisation of cross cutting issues (URT, 2010). The total budget expected was Tsh. 3,022,601 Millions for five years and half of the total budget (52.5%) was given as teachers' salary (URT, 2010) something which remained a challenge to the programme as the budget was inadequate towards achievement of many expected outcomes.

Despite again the quality challenge of education given in wards secondary schools, a number of schools kept increasing with both boys and girls being enrolled. For example, BEST (2014) shows that total number of secondary schools in 2013 increased to 4576 where 3528 owned by government and 1048 nongovernmental schools. The increase was 326.1% in order to accommodate all primary schools leavers joining secondary education. There were 1,728,534 total number of enrolled students from Form 1 to 4 in 2013 whereby boys were 757,587 in government schools and 130,736 were privately owned. Girls in government schools reached 693,102 and 147109 in nongovernmental schools making 840,211 in total (BEST, 2014). However, since the establishment of wards secondary schools in Tanzania, few studies have been done relating to this study including *'Building partnerships for poverty reduction in Tanzania: improving successful completion and progression from secondary education into further study and working life'* by Institute of Education University of London together with Institute of Continuing Education

Mzumbe University in 2010. This study aimed at tracing how successful implementation of SEDP I was in Morogoro region. With this study the intent was to find out whether wards secondary schools contribute to the progression of students to the next level of study in Shinyanga rural.

## **1.2 Statement of the Problem**

“The mushrooming of wards secondary schools in Tanzania with high enrolment rate of students is creating different views among stakeholders on progression of students to the next level of study”.

Tanzania government with internal and external supporters since 2004 embarked on the most rapid secondary education expansion programme (Ndala, 2006 in Makombe, Kihombo, Sesabo, Hodgson and Spours, 2010). Such expansion on secondary schools has been established to cater for the question of competitive labour in the country and outside and also to enable children from poor families improve their living conditions (URT, 2004). One among the major problems in Tanzania’s economic point of view is poverty and has affected the society in all aspects of life that is social, economic and political aspects. With the introduction of wards secondary schools, stakeholders expect such problem to be reduced or eradicated by producing students who are competent enough and ready to solve social problems.

Like what takes place all over Tanzania, in Shinyanga rural also many wards secondary schools have been operating for almost ten years. The challenging question remains on the quality of education given to students whether it enables them join other further levels of study such as to different colleges and advanced level studies as a way of increasing labour force and poverty eradication in Tanzania.

Several studies have been done outside the district especially on students’ academic performance in wards secondary schools. Komba, Hiza and Jonathan (2013) explain that most of the Form Four leavers in four wards schools in Moshi Municipality failed in their national examinations due to several factors such as acute shortage of

science and mathematics teachers, poor learning environments, lack of laboratories and others something which need to recall on their poor performance.

Haddunuri (2012) explains that students in wards secondary schools face many challenges and hence do not perform well academically in final examinations. Such challenges include insufficient number of trained teachers, shortage of text books, laboratory equipment and infrastructures in general.

URT (2010) report on 'Public expenditure tracking survey for primary and secondary education in mainland Tanzania'; found that there were highest incidences of absence by teachers in rural schools together with the few present having lower qualifications than their urban counterparts. Though such schools had been receiving grants for students and school expenditure in general, the estimated amount in the budget was not given in due a situation which prevented some programme to advance. However, Form Four results in terms of performance pass rate among community schools were low. All these need to be improved for better quality of education in the country.

In the above findings however, it is clear that most of wards schools per each case study failed to provide quality education to students due to numbers of factors whose outcomes disenabled students join further studies.

This study however consider wards secondary schools as much as important in enabling students progress to the next level of study as a way of solving social economical problems among individuals and the nation, hence the need to conduct a study in Shinyanga rural and explore stakeholders' views on the contribution of wards secondary schools in promoting progression to the next level of study in Shinyanga rural.

### **1.3 Research objectives**

#### **1.3.1 Main objective**

The overall objective of this study was to examine the stakeholders' views on the contribution of wards secondary schools in promoting progression to the next level of study in Shinyanga rural.

#### **1.3.2 Specific research objectives**

Specifically the research intended:

- i. To find out stakeholders' views on the contribution of wards secondary schools in promoting progression of students to the next level of study.
- ii. To examine the performance trend of national examinations in wards secondary schools from 2010 to 2014.
- iii. To explore the factors that affect students' progress to the next level of study in wards secondary schools.
- iv. To identify the strategies which might be employed to improve the performance of national examinations among students in wards secondary schools for progression to the next level of study.

### **1.4 Specific research questions**

In order to address the above objectives, the study employed the following questions:

- i. What are stakeholders' views on the contribution of wards secondary schools in promoting the progression of students to the next level of study?
- ii. What is the performance trend of national examinations in wards secondary schools from 2010 to 2014?
- iii. Which factors affect students' progress to the next level of study in wards secondary schools?

- iv. Which strategies might be employed to improve the performance of national examinations among students in wards secondary schools for progression to the next level of study?

### **1.5 Scope and delimitation of the study**

This study focused on the stakeholders' views on the contribution of wards secondary schools in promoting progression to the next level of study in Shinyanga rural where the researcher investigated the extent of success in wards secondary schools, especially on how students are facilitated academically so as to go for further studies as well as the limitations that prevent them to join next level study.

The study was conducted in Shinyanga rural, specifically to three wards of Didia, Imesela and Itwangi where Didia, Imesela and Itwangi secondary schools are located; it was also conducted in Shinyanga rural district council since it was not easy to conduct it in the whole country due to time factor, size as well as distribution of the population. Choosing Shinyanga rural as area of study has been due to the fact that there have been mushrooms of wards secondary schools established as a result of SEDP I and II and such a study was not conducted there hence the need to address all selected wards secondary schools in Shinyanga rural whether enable students' progress to the next level of study. Again, Shinyanga rural is one among other places in Tanzania whose wards secondary school students performs poorly in national examinations hence the need to address the factors for their failures and the strategies enforced to rescue such a situation.

### **1.6 Significance of the study**

The study will be useful because; it may give a picture to education stakeholders in Shinyanga rural on whether wards secondary schools prepares students to be competent enough to perform well in examinations and later on to be useful in the labour market and also help in solving problems in their society.

The study will be beneficial to government and educational leaders in Shinyanga rural as will provide effective ways to address problems encountering wards secondary schools in the district which will also help to ensures good policies and planning in education programmes in schools.

Also; it will provide crucial information from various stakeholders that may be used by the Ministry of Education and Vocational Training to assess the achievements of SEDP II.

The study will also provide information that might be useful to researchers dealing with the same or related problem.

### **1.7 Rationale of the study**

The rationale of this study was to;

- i. Provide answers about different views from education stakeholders on whether wards secondary schools in Shinyanga rural contribute or do not contribute towards students joining next level of study so that appropriate measures can be taken.
- ii. Generate new knowledge to Tanzanians on the importance of wards secondary schools in ensuring labour market and problem solving in the society.
- iii. Enable education stakeholders in Shinyanga rural understand in details some of the factors that hinder students in wards secondary schools to join into next level of study and the way to solve them.

### **1.8 Definition of key terms**

#### **Stakeholder**

Freeman (1984:25) in Cooper (2014:3) defines stakeholder as any group or individual who can affect or is affected by achievement of the organisation's objectives. In this study, stakeholders includes individuals such as district secondary education officer, district school inspector, ward education coordinator, school heads, class teachers, councilors, parents and students. All these individuals are

affected by school objectives hence have different views especially on the contribution given by wards secondary school in ensuring progression of students to the next level of study

### **Ward and secondary school**

The term Ward means one of the small areas that a city has been divided into for the purpose of local elections (Longman Dictionary, 2006). For the sake of this study, a Ward is a lower subdivision of district broader than a village. Secondary school refers to post-primary formal education offered to persons who will have successfully completed seven years of primary education and have met the requisite entry requirements (URT, 1995). This study however included three wards secondary schools done in Shinyanga rural district.

### **View**

It refers to what you think or believe about something (Longman Dictionary, 2006). The term means that it is an opinion or somebody's particular way of interpreting or judging about something. Particularly the study explored various stakeholders' views about the topic in order to find out whether wards secondary schools enable students progress to the next level of study.

### **Next level of study**

For the sake of this study, the next level of study is referred to post secondary education such as advanced level, colleges (technical education, teacher's college) and university.

## **1.9 Limitations of the study**

The study faced some limitations in the course of data collection, one of the limitations was on time, some of respondents were not time conscious, and this took a lot of researcher's time. The other constraint was caused by season; the study was conducted during the rainy season where most of parents in stipulated wards were going for agricultural activities. To ensure information was obtained, the researcher

was forced to revisit them frequently. Reluctance of some respondents in providing reliable information during study was also a limitation in the smooth collection of data. However, the researcher solved this problem by informing them that the information they would give was for the sake of research and for the academic purpose only.

### **1.10 Organisation of the study**

Chapter one presents the introduction of the study, background, and statement of the problem, objectives, research questions, scope and delimitation, significance of study, rationale of study, organisation, limitations and definition of key terms. Chapter two includes literature review which covers theoretical literature and empirical literature reviews. Chapter three presents the conceptual framework, Chapter four covers research methodology which includes research design, population of the study, study area, data collection methods, data analysis, validation and reliability of research instruments as well as consideration of ethical issues. Chapter five presents the discussion of the findings and chapter six gives the summary, conclusions, and policy implications.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the review of what other authors and researchers have done in relation to this study have been done critically. The chapter covers the theoretical literature with theories such as '*Human capital theory*' and '*Excellence theory*'.

#### **2.2 Theoretical literature review**

##### **2.2.1 Progression to the next level of study concept**

This is how students progress with studies after completion of ordinary level in Tanzania. A student with prescribed performance in relevant advanced level subject combinations and technical colleges for science subjects, after attainment of appropriate credits in the Certificate of Secondary Education Examination is obliged to be selected and enrolled to such studies (URT, 2013).

##### **2.2.2 Rationale of progression to the next level of study in Tanzania**

At global level, URT (2000) explains that by acquiring education, individuals get opportunity to achieve their full potential through knowledge acquired, skills, values and attitudes in demand for various social and economic roles of personal development. Such rationales include the following:

Reducing fertility and improving health; Increasing productivity of the poor; Creating competitive economies; Preparing a flexible and adaptable workforce that can cope with exponential increase in knowledge and information needed in rapidly changing labour force; Enhancing the quality of life in the society; Enlightenment and empowerment for individuals; Practicing good governance; Building and strengthening the democratic processes through which the future of society can be envisioned and constantly negotiated between the interested groups; Strengthening of the institutions of civil society; Dealing with new challenges such as the impact of

HIV/AIDS as well as coping with more perennial problems such as poverty and social conflict.

Addressing such rationales in secondary education in Tanzania, ETP (1995) came out with the following three rationales of secondary education in Tanzania:

First consolidating and broadening the scope of ideas, knowledge, skills and concepts already acquired at primary education level and preparing students for tertiary, higher, vocational, technical and professional education and training and lastly prepare students for the world of work.

However, other global education rationales have been addressed through several education reforms in the country including SEDP I and II. The concern of this study as stated in one of the rationales above is to trace whether students completing ordinary levels in wards secondary schools progress to next level of study such as at tertiary, advanced level, vocational, technical as well as professional education and training.

### 2.2.3 Recent statistics on Form 4 secondary education in Tanzania

Table 2.1 indicates the performance of Form Four in national examinations in Tanzania for four consecutive years.

**Table 2.1: Examination (CSEE) pass rates by grade, 2010-2013**

Year	Candidates sat	Pass rates by division (%)				% Passed	% Failed
		I	II	III	IV		
2010	351214	1.5	2.8	7.1	38.9	50.4	49.6
2011	339330	1.1	2.4	6.5	43.6	53.6	46.4
2012	397222	0.9	2.8	5.9	35.0	43.1	56.9
2013	352614	2.2	6.2	12.8	36.0	57.1	42.9

**Source:** BEST (2014).

Table 2.1 indicates that school candidates taking the Form 4 examinations (CSEE) increased very fast by 455.4 percent from 63,487 in 2004 to 352,614 in 2013 and their pass rates have fluctuated from year to year but with a downward trend from 91.5 percent in 2004 to 42.9 percent in 2013 (BEST, 2014). The performance was

not satisfactory due to rapid enrolment without considering adequate supply of teaching and learning materials and majority students have been getting division Four and Failure something which hinder them go for further education as the most preferred criteria are divisions one, two and three to less extent for advanced level study, technical institutions and vocational training. For grade 'A' teachers college, and police force, the consideration has been up to division Four, thus the need to assess education stakeholders' views in Shinyanga rural in order to address whether ward secondary schools enable students progress to next level of study.

#### **Form Four students selected for next level of study in Tanzania in 2014**

The total number of students passed for advanced level studies was 71, 527 but those with qualifications that enabled them became selected for such studies reached 54, 085 which is 75.61%. The results increased number of students to 20, 402 as compared to 33, 683 students selected in 2013. Among the selected students boys were 31, 352 while girls were 22, 733 and all students could join 241 advanced schools included 33 new schools. In terms of what to study; 14, 826 boys selected which is 27.41% would study science subjects while 16, 526 boys selected which is 30.56% were for social science subjects and 7, 859 girls selected which is 14.53% were for science subjects while 14, 874 girls selected which is 27.50% would study social science subjects .

Again, in the same year the total number of students selected for technical education was 472 where there were 355 boys and 117 girls. Such total number of students decreased if compared to that of 2013 where 530 students selected for technical education because some technical colleges began to offer bachelor degree studies and due to increase in performance, girls selected for technical education increased to 117 which is 2.63% as compared to 114 girls went for technical education in 2013.

However, from the above explanation, this study argue critically that the 75.61% students joined advanced level of study are not enough if compared to total numbers of students begin in Form One and sit for Form Four national examinations hence it

is difficult for the nation to grow economic wise while majority remain at home thus Tanzania should ensure that students perform well in order to create many experts who can afford to offload nations' burdens.

The study also employed the following theories which underpinned it:

### **2.3 Human capital theory**

This theory originated through the work of Adam Smith in the 18<sup>th</sup> century and John Stuart Mill in the 19<sup>th</sup> century. In modern time especially during the mid 20<sup>th</sup> century, after Nobel Prize Winning works by Schulz and Becker, the theory is considered as essential for overall economic production function (Crocker, 2006).

Human capital theory states that the well-being of a society is a function not only of the traditional stocks of financial capital, labour and natural resources but also of the knowledge and skills of the individuals (Crocker, 2006). Despite several factors considered for better achievements in education, this theory predicts that increased knowledge and skill will yield improved economic outcomes for both individuals and modern societies where knowledge and skill convey a greater economic and social premium if compared to the past (Crocker, 2006; Dae-Bong, 2009).

However, human capital theory relates to this study because the effort taken by Tanzania government to construct secondary schools in each ward cooperating with communities around schools intends to invest for both individuals as well as society for economic achievements. Such achievements go together with provision of adequate facilities for teaching and learning process thus the need to consult education stakeholders in order to hear from them on whether wards secondary schools indeed are capable of ensuring students' progression to the next level of study as a way of achieving economic gains as adhered through human capital theory.

One of educational measurements according to human capital theory in OECD is examination results done at international level (Dae-Bong, 2009). This study however, considers examinational results as much as important tool for progression to the next level of study.

#### **2.4 Excellence theory**

The theory happened as a result of study about the best practice in public relations done by Grunig and funded by the Foundation of the International Association of Business Communicators (IABC) in 1985.

Excellence theory is a general theory of public relations which explains the value of public relations to organisations and society based on the social responsibility of management decision and the quality of relationships with stakeholder publics (Grunig, 2008). This means that for an organisation such as wards secondary schools referred to in this study to be effective towards achieving its intended goals, it must behave in ways that solve its problems and satisfy the goals of stakeholders as well as of management and failure to do that stakeholder may either pressure the organisation to change or can be a challenge towards its organisational policies and decisions.

Moreover, excellence theory despite its applicability in public relations studies currently plays a crucial role in education studies because it enables both wards secondary schools and students attain their intended goals by preparing good environment for students so as to ensure that they progress to the next level of study. Thus, the theory is relevant to this study since what the study is focusing is related to excellence.

#### **2.5 Education system in Tanzania**

The overall education in Tanzania is divided into formal and non formal education. Specializing in formal education as the concern of this study, education system falls in 2-7-4-2-3+ (URT, 2000). This means that, it begins with 2 years of pre primary

education for children aged 5-6 years without national examination for promotion purpose (URT, 2013).

The next level is primary education which comprises of pupils studying from standard I to VII for 7 years. Such education is universal and compulsory to all children aged 7-13 years. There is standard VII examination national wise whose results are used for the following level of education. The language of instruction at this level is Kiswahili and English is taught as a subject.

After passing Primary School Leaving Examination (PSLE), pupils advance to next level of schooling known as secondary education (URT, 2000). This level have two cycles that is Ordinary Secondary Education (Form4) taken for 4 years which is the focus of this study and the age of students is from 14-17 years. There is Certificate for Secondary Education Examination (CSEE) at the end of Form Four where its results are used to the subsequent 2 years of Advanced Level secondary education (Form V-VI) for youths aged 18-19 and also it includes Advanced Certificate for Secondary Education Examination (ACSEE). Both Form Four and Form Six examinations mark the end of secondary education cycle and the results are used for selection of students for further education (URT, 2013).

However, the 2014 Education and Training Policy suggest secondary education to become basic education and Kiswahili has been given priority as language of instruction. Except English language subject which should be taught in English to all levels other subjects should be taught in Kiswahili something which up to date remain a discussion among education stakeholders.

The last level of study is University education provided to youths aged 20-24 years. Selection to University studies require the student to have required qualifications obtained in Advanced Level of study. Candidates with equivalent qualifications also are admitted into University education (URT, 2013).

## **2.6 Education policies in Tanzania**

Since the establishment of the National Education Act No. 25 in 1978 by the parliament to consolidate education at all levels, currently there are many education policy directives and reforms which guide the provision of education (URT, 2000; URT, 2010). They include:

### **2.6.1 Education and Training Policy (ETP) of 1995**

This policy comes into being as a result of meeting the demands of 21<sup>st</sup> century (URT, 1995). The policy initiatives were education liberalization, privatization and facilitation that is creating and enabling the environment as opposed to state ownership and provision of facilities and services; also creation of partnership and co-operation between the state and other supporters of education and training; widening of financial resources base, decentralization, quality control and assurance, ensuring access and equity and improving the relevance of education for self employment (URT, 2000).

URT (2010) states that basing on secondary education; the policy had the following purposes:

To consolidate and broaden the scope of ideas, knowledge, skills and concepts already acquired at primary education level; again prepare students for tertiary, higher, vocational, technical and professional education and training; as well as prepare students for the world of work.

This study however, concentrates on how students in wards secondary schools are prepared for tertiary, vocational and technical education as a way forward of increasing labour power in the country as well as solving problems of the society.

### **2.6.2 The technical education and training policy of 1996**

The initiative of this policy is enhancement of the application of science and technology, public and private partnership in the development of technical institutions and in the provision of technical education (URT, 2000).

The purposes of the policy for technical secondary education according to URT (2010) are to ensure:

First of all an appropriate and cost effective vocational education to replace the diversified course package Again teaching of science and technology is strengthened in technical secondary schools; and Training standards are prepared for different fields of vocational education to be taught in the current technical secondary school

Despite few students joining technical education as a result some of these colleges have changed their role from technical education to offer degree courses of study, the progress is satisfactory as 472 were selected to join for technical education in 2014.

### **2.6.3 The Tanzania development vision 2025**

There have been a number of policies and reforms addressing changing market and technological conditions in Tanzania since the 1986 and have not contributed much to changes in socio-economic conditions as they did not meet the demands of national long-term development philosophy and direction (URT, 1999). The need to have national development vision therefore, seeks to actively mobilize people and other resources in order to achieve desired goals in 2025 where the country will be among the middle income nations worldwide.

The main attributes of the development vision are:

To ensure high quality livelihood; Peace, stability and unity also should be promoted; Good governance should be encouraged for the people; A well educated and learning society is encouraged as well as presence of a competitive economy capable of producing sustainable growth and shared benefits.

The vision statement in education sector states as follows:

*Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and*

*transformed qualitatively with a focus on promoting creativity and problems solving (URT, 2010).*

The statement above has been put into education vision as; “a well-educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels (URT, 2010).”

In order to ensure that all challenges encountered by secondary schools are mitigated as adherence to the vision, the government is struggling to ensure equitable quality education and vocational skills to all such as laboratory rehabilitation programme, Mathematics and Science teachers’ recruitment among others.

#### **2.6.4 The New Education and Training Policy of 2014**

The policy is built through Tanzania development vision which expects the nation to be a middle income in 2025. The general aim is to have educated Tanzanians with knowledge and skills for faster growth of national development in order to cope with competitions. The basic education, from primary to ordinary level will be free and compulsory and only single textbooks for every subject for all schools shall be used (Kessy, 2015).

Though the policy intends to provide economic, technological and social changes in the country’s education sector as stated by education minister; some stakeholders challenge the policy because before was inaugurated, already was surveyed since 2006 as a result the current educational demands are not similar to those of that time. Also, teachers in most cases are not involved in new formulation of education policy hence they maintain only what have in mind and not new ones (Kessy, 2015).

#### **2.7 Development of education to SEDP I, II in Tanzania**

Embarking on Secondary Education Development Programme I, II in Tanzania has been due to both external and internal factors;

Externally, the programme took place in Tanzania like other South Sahara African Countries (SSAC) because has been in receipt of debt relief which has led the

country spend more on public investment programmes including health, communication and education, where also witnessed the rise of education sector budget ten folds (Makombe, Kihombo, Sesabo, Hodgson and Spours, 2010).

Internally, Makombe, Kihombo, Sesabo, Hodgson and Spours (2010) stress that the programme took place due to myriad of factors as follows;

To start with the achievement of Universal Primary Education participation where the enrollment rate during the Primary Development Programme 2002-2006 (Makombe, Kihombo, Sesabo, Hodgson and Spours, 2010) raised from 59 per cent in 2000 (World Bank, 2008 in Makombe, Kihombo, Sesabo, Hodgson and Spours, 2010) to 97 per cent in 2007.

Again it is used as a wider narrative of positive role of secondary education in society because it provides greater opportunities in the labour market and not staging point to higher education thus reduces poverty (Makombe, Kihombo, Sesabo, Hodgson and Spours, 2010); and also secondary education plays an important role in promoting citizenship and democracy.

It was planned in three phases of five years implementation of SEDP beginning with the first phase in 2004-2009 and the programme was developed within the context of broad Education Sector Development Programme and the Education Master Plan (URT, 2004).

URT (2004) states that the plan had five programme areas as follow;

First of all was improvement of access, where the goal was to reach 50 per cent from primary to secondary education; Second, was equity improvement; this had to do with participation in underserved areas by geographical locations, gender and income inequalities;

Third, was quality improvement; aimed at raising the pass rate of Division I-III, from the current 36 per cent to 70 per cent; Moreover, Management reforms and devolution of authority; to increase efficiency and responsiveness in the operation of secondary education; and education management system improvement; by making

sure that ministry becomes more efficient in executing its core functions of policy formulation, monitoring and evaluation, providing regulatory framework, coordination, and optimization of resource use.

Implementing the above programme areas in SEDP required a total of Tsh. 1,433,084 Billion for construction and rehabilitation of secondary school classrooms, teachers houses, laboratories and libraries, training of teachers, provision of teaching and learning materials, pre-service and in-service teacher training, improving water supply and sanitation, conducting counseling activities and HIV/AIDS (URT, 2004).

World Bank (2010) describes that SEDP had a support of \$ 150 million which became effective on September 30, 2004. Such amount was financed by a \$ 123.6 million IDA credit in the form of sector adjustment credit, released in three tranches and a \$ 26.4 million grant released as part of the tranche disbursement. However, both IDA credit and grant remained seriously under-funded leading some schools delay receiving capitation grant, thus the need for Tanzania to seek another support from African Development Fund (ADF, 2007).

In the analysis of SEDP I for the above five programmes, it was observed that the most successful programme areas were *access* and *equity*; among others in terms of access, there was increase in enrollment of Form 1 to 4 from 432,599 in 2004 to 1, 466, 402 in 2009 which is equal to 249%; also, the number of secondary schools despite high drop out in certain areas of the country due to truancy increased from 1,291 that is 828 government and 463 non-government in 2004 to 4, 102 in 2009 where 3, 283 were for government and 819 for non-government, an increase of 296% and most of these schools have been built through community support in every wards (URT, 2010).

In terms of equity among others, secondary education has been offered at 1:1 for boys and girls though a big difference emerged in 2008 and 2009 between boys and girls joining Form 1 due to poor performance of girls in PSLE whose percentage has dropped from 47.73 in 2005 to 44.7 in 2009 (URT, 2010).

Again, there was reduction of school fees for day students from Tsh. 40,000/= to 20,000/= in January 2005 in order that parents would be able to afford taking their children to schools (URT, 2010). Such amount for school fees has been not sufficient for school requirements as a result there are many other school contributions such as for desks and chairs, watchmen, internal and external examinations, uniforms and others which hinder students especially from poor family continue with their school studies.

However, still remained little attention in terms of improvement of quality in which Wedgwood (2005) and Jidamva (2012) consider it as an important aspect of education success in any nation. URT (2010) stress that the pass rate at Certificate for Secondary Education Examination of Division I-III remained under 40% after 5 years of SEDP I where girls' performance was lower if compared to boys among others.

URT (2010) explain that in order to address the challenges encountered during SEDP I, there happened establishment of SEDP II for the second phase to run from 2010 to 2014. Indeed, the aims of the programme were based on the following five areas such as; improvement of quality and relevance; enhancement of access and equity; improvement of the teaching force and the teaching process; improving management efficiency and good governance; and institutionalization of cross-cutting issues.

Up to date there have been only very few reports on implementation of SEDP II.

To ensure improvement on quality education in secondary schools. Bunyazu (2013) states that there has been an increase of number of secondary schools from 1,745 in 2005 to 4,528 in 2012, also the enrolled students from Form I to IV increased from 489,942 which is 10.3% increase in 2005 to 1,802,810 that is 71.2% increase in 2012 something which has led to increase of total number of students in ordinary level from 524,325 in 2005 to 1,884,272 in 2012; teacher's colleges to produce more teachers has increased from 52 in 2005 to 105 in 2012 where the number of students enrolled in these colleges increased from 28,225 in 2005 to 43,258 in 2012;

however, the government stressed on increasing Technical Education and Vocational Training graduates to meet the labour market demand and the number of students in Technical education and Training colleges doubled from 40,059 in 2005/06 to 85,040 in 2011/12 and because these students are few if compared to those join advanced level studies, the government consider NACTE as important agency for technical education and vocational training.

The report by Uwazi (2011) in collaboration with HakiElimu, Policy Forum and Twaweza, addressing one year implementation of SEDP II to school heads and volunteer citizens in the country, revealed that 93% of surveyed schools reported that they did not receive capitation grant by January 31, 2011 and for few schools received the grant was Tsh. 517 per student instead of Tsh. 10,000 which the government committed to send. Such situation resulted in difficulties in running school programmes for school heads thus hindering provision of quality education. Again, the national budget on education still below 50% in Tanzania; such situation has removed the possibility of ensuring quality education as a result performance in schools remain low.

HakiElimu (2011) express that the study by MoEVT in 2011 for 88 schools, 22 districts, 11 regions, from 11 inspection zones, reveals that 72 percent of schools had no teacher's houses. In the same year, the government employed 9,226 teachers and 1,232 (13%) never reported to their working stations due difficult working conditions. In the same study HakiElimu shows that 75 percent of the required textbooks are not available in those schools despite schools receiving capitation grant.

## **2.8 Empirical literature review**

This part presents the major empirical themes relating to this study as observed from other related literatures.

King (2013) conducted a study on *'Investigation of factors hindering quality of education in secondary schools in Mbeya, Tanzania;'* the study aimed at exploring factors which hinder quality education particularly in Mbeya region where

qualitative approach was employed and interview was used as the main tools for data collection. Several factors were observed as the contributing to Form 4 mass failures. The factors included those relating to inconformity between the adequate numbers of teachers against students, poor quality of text books, poor products of pupils joining secondary schools, absence of reliable teachers guide, and absence of action based exams, absence of labs and others.

The other factors were those relating to education administration, including decision of removing standard four and Form two exams, decision to liberate textbooks used in the entire cadre of primary and secondary education to mention few.

Another study is by Mhegera (2011) '*Sumbawanga wards secondary school report*'. The study took the form of survey design in 17 schools in Sumbawanga. Despite high enrollment rate among boys and girls attended schooling thus reduced the rate of becoming street hawkers, several challenges were observed towards the schools such as those relating to administration like delays in payments of arrears to new teachers which went up to four months; poor remunerations as a result teachers engage in other businesses rather than teaching; land conflicts with villagers who claim their large portion of land was grabbed by schools as a result some teachers are bewitched and killed.

The other factors included; scarcity of teachers where students had to pay for tuition; early pregnancies due to culture where 202 school girls in Sumbawanga were impregnated for the past five years something which demoralised parents to send girls to secondary education; also distance from school hindered student to study effectively whereby the furthest distance was 55 kilometers; another one was shortage of school libraries and laboratories where only 3 schools had libraries and 2 schools had laboratories in all schools surveyed.

Babyegeye (2010) in his work entitled '*Is it secondary education or secondary schooling in Tanzania community secondary schools?*', done in Kilimanjaro, Mwanza, Shinyanga and Lindi regions, aimed at investigating the extent to which

the school curriculum is implemented in community secondary schools and the effect of shortage of teachers on the learning of students and the community at large.

The study employed both quantitative and qualitative for survey and case study designs respectively where questionnaires were used to collect data in surveyed areas and interview was done to school heads, teachers, students and parents. The findings in this study included improved access of students and was challenged by shortage of teachers, also 12% of students were not taught core subjects of curriculum and 13% of students were taught core subjects of curriculum by non specialized teachers, 64% of teachers used expository and non participative teaching methods due to large class sizes, 54% of students in case schools used part of instructional time in non academic activities something which led to increased absenteeism, truancy, dropout and bhang smoking.

According to Makombe, Kihombo, Sesabo, Hodgson and Spours (2010) *'Building partnerships for poverty reduction in Tanzania: Improving successful completion and progression from secondary education into further study and working life'* whose study was done in Morogoro region and dealt with the development and implementation of SEDP in Tanzania from 2004-9 as well as how it prepare pupils for further education and working life; found that, despite success in students' enrolments in wards secondary schools, still several challenges flourished within studied schools such as among others the curriculum was content based and not market oriented thus was difficult to prepare students for working life; also, teaching and learning materials were not enough in schools.

In terms of academic performance national wise most of community schools proved failure because many students got division four and others failed due to truancy, absenteeism, lack of resources and low morale on the part of teachers.

## **2.9 Knowledge gap from literature**

From the reviews of studies I have done, it shows that most studies have been done within the second phase of SEDP which took place from 2010 to 2014 and have been used as important tools for assessing the achievement of the programme. Indeed to a large extent these studies mainly focused on successes and challenges encountered in wards secondary schools and did not trace whether such schools enabled students progress to the next level of study as the focus of this study.

The studies included those by King (2013), Mhegera (2011) and Babyegeye (2010). However, the study by Makombe, Kihombo, Sesabo, Hodgson and Spours (2010) though had an aspect of further studies and working life, yet was essentially for assessing SEDP I from 2004-2009 national wise where the concentration was in Morogoro region for the past five years. None of the studies was conducted in Shinyanga rural district. This study, therefore, is intended to fill this gap of knowledge by looking at whether the established wards secondary schools as a result of SEDP ensures students' progress to the next level of study.

## **CHAPTER THREE**

### **CONCEPTUAL FRAMEWORK**

The underlying assumption of this study was that if the mushroomed rehabilitated wards secondary schools are given all essential education requirements, it is possible that some students might progress to the next level of study.

Since the establishment of these schools in Tanzania, they have been facing a lot of challenges something which hinders attainment of educational roles such as improving the quality of life among citizens and fighting against three enemies like ignorance, diseases and poverty (Kambuga, 2013).

Indeed, progressing to the next level of study by students is influenced by several factors; among others, the major one as considered by MoEVT is the results obtained through performance of national examination known as CSEE in which since 2013 have been calculated in terms of GPA. The MoEVT seems to focus on the end of the process and not the means because the required pass for the next level of study is obtained by only few students who get Distinction and Merit while majority of students never afford to progress to the next level of study as they receive marginal scores of Credit, Pass and Failure. However, this study considers the following variables among wards secondary schools as much as important in order that some students progress to the next level of study:

#### **Independent variables**

In this context it includes availability of wards secondary schools in the catchment area; the parents and guardians where students come from and social environments surrounding the schools. Therefore, in order for students to progress to the next level of study, wards secondary schools should be equipped with adequate classes, libraries, laboratories and dormitories. There should be also a presence of teaching and learning materials, normal class size, availability of teachers, teaching and learning process, education policy, adequate budget for financial resources and support from the education system.

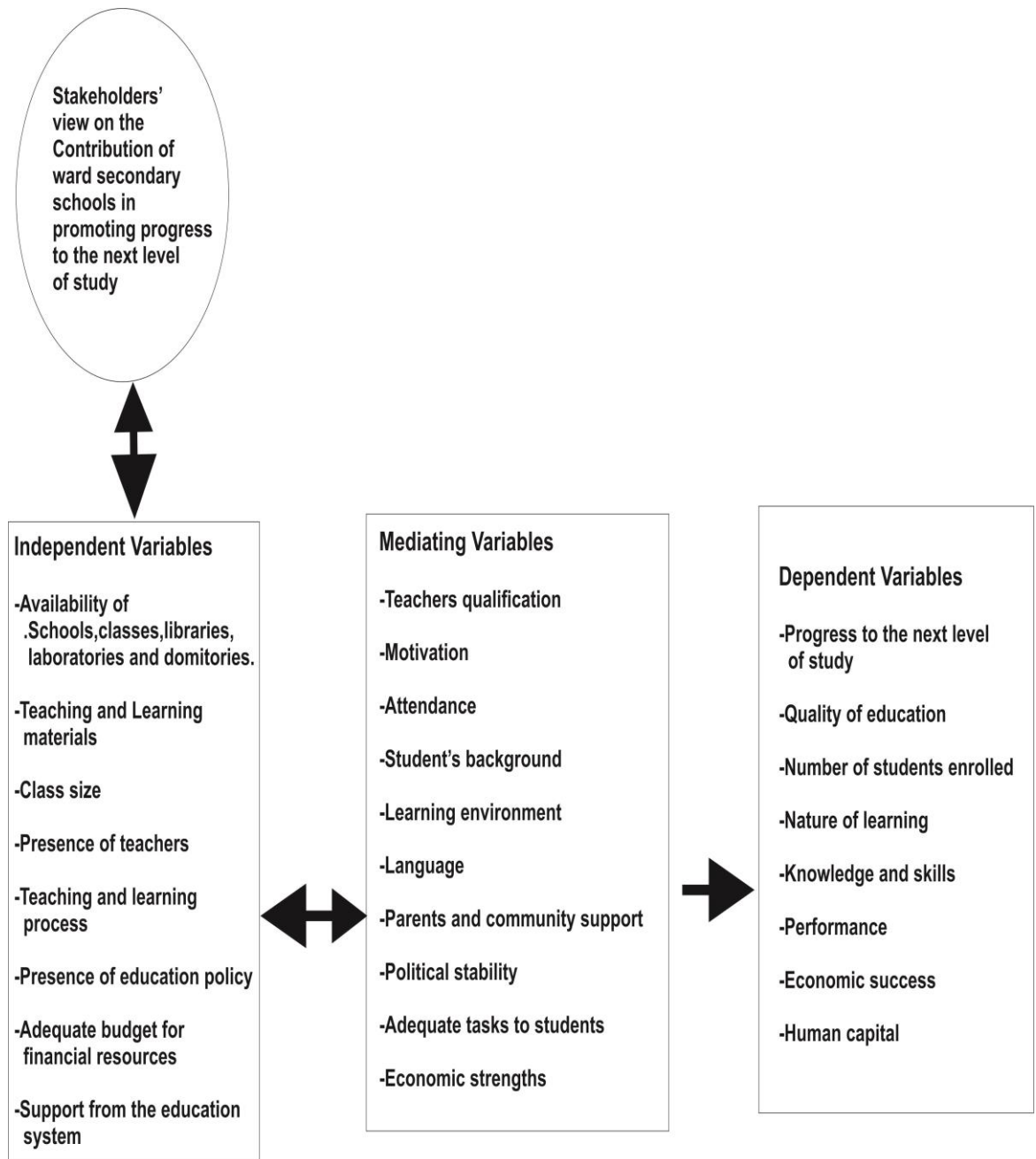
### **Mediating variables**

These have a great role in facilitating the outcomes of independent variables that is dependent variables. In this aspect they include; teacher's qualification, motivation, attendance, student's background, learning environment, language, parents and community support, political stability, adequate tasks to students as well as economic strengths.

### **Dependent variables**

These are expected outcomes of the programme. With establishment of wards secondary schools, the intended outcomes are; progression to the next level of study, quality of education, number of students enrolled, nature of learning, knowledge and skills, performance, economic success and human capital. Such variables are presented in figure 3.1.

**Figure 3.1: Conceptual framework of stakeholders' view on the contribution of wards secondary schools in promoting progress to the next level of study**



**Source:** Modified from Msabila and Nalaila (2013) conceptual framework for quality assurance.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4.1 Introduction**

This chapter presents the research design, research approach, study area, population and sample size, sampling procedure, units of study analysis, and methods of data collection, data analysis and implementation, validity and reliability as well as ethical issues.

#### **4.2 Research Design**

Research design is the conceptual structure within which research is conducted; it constitutes a blue print for the collection, measurement and analysis of data (Kothari, 2004). Thus research design is a framework for collecting and analysing data.

This study employed a case study design which was conducted holistically in three selected wards secondary schools in Shinyanga rural and at district level in order to find out whether such schools contribute to progression of students to the next level of study using views from different education stakeholders.

The study employed qualitative approach to large extent as respondents were free to express their inner experiences about the topic; the constructivism paradigm was also used. Also quantitative approach to lesser extent was used in collection and analysing data especially where tables and figures were included.

#### **4.3 Study Area**

The study was conducted in Shinyanga rural district in Shinyanga region, Tanzania mainland. The District lies between Latitudes  $3^{\circ} 20'$  and  $3^{\circ} 95'$  South and Longitudes  $31^{\circ} 31'$  and  $33^{\circ} 30'$  North of Greenwich. It is bordered by Geita and Misungwi districts in the North; Shinyanga urban and Kishapu in the East; Geita and Kahama in the West; Nzega and Igunga in the South (NBS, 2002). Shinyanga rural district has 26 secondary schools in total with 7550 students where boys are 3931 (52.1%) and girls are 3619 (47.9%) (DSEO, 2016).

Specifically, the total number of Form Four students in the three purposely selected wards secondary schools in the district; School distance from district, wards and divisions is illustrated in the table 4.1:

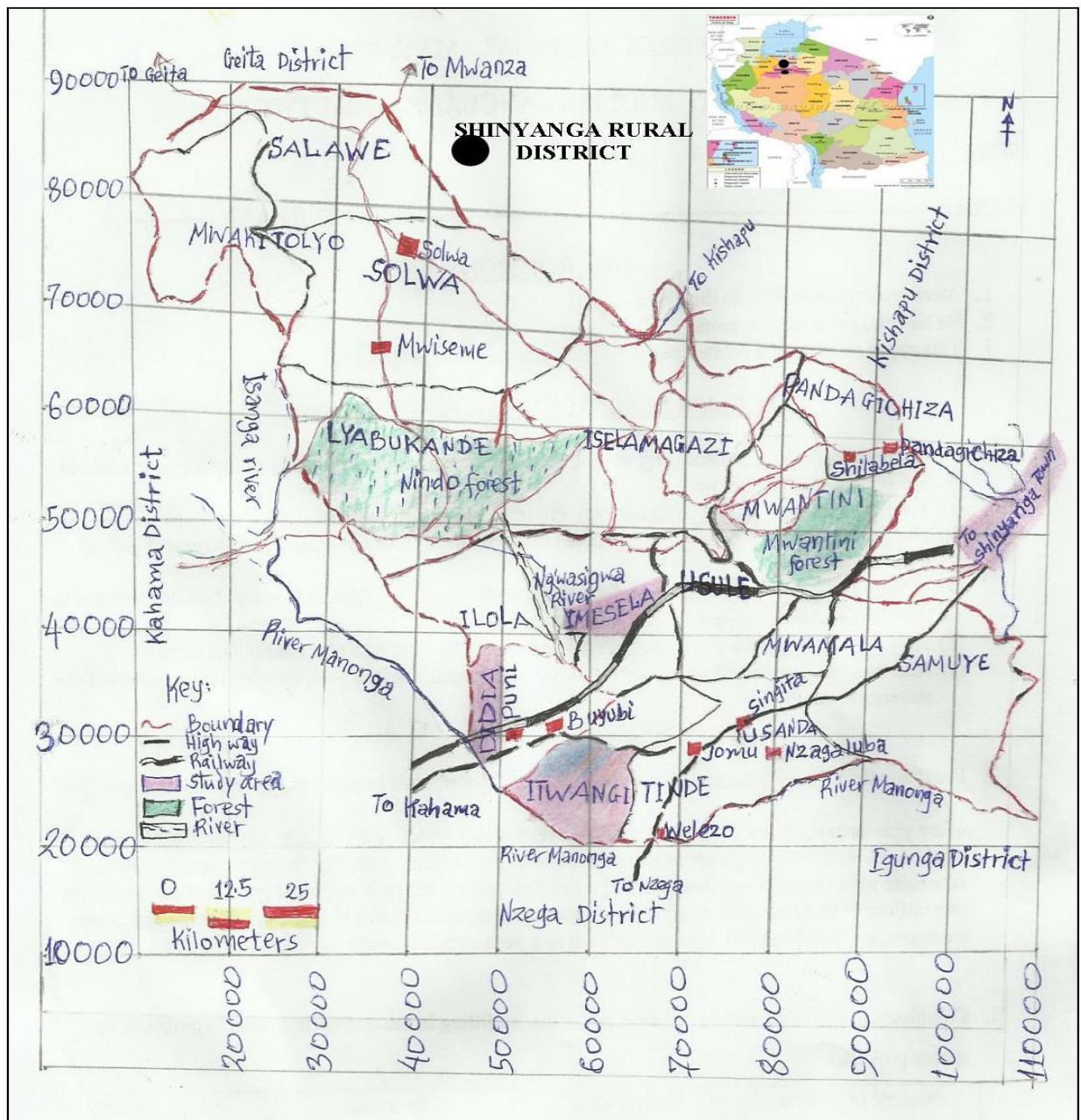
**Table 4.1 Distribution of secondary schools in terms of numbers of form IV students, wards, divisions and distance from district.**

School name	Number of Form IV students			Wards	Divisions	Distance from district
	B	G	T			
<b>Didia</b>	34	40	74	Didia	Itwangi	66 km
<b>Imesela</b>	24	22	46	Imesela	Itwangi	60 km
<b>Itwangi</b>	34	31	65	Itwangi	Itwangi	55 km

**Source:** Field data, 2016

Administratively, the district consists of twenty two wards and three divisions such as Itwangi, Nindo and Samuye with 102 villages as shown in Figure 4.2.

**Figure 4.1 Map of Shinyanga rural district showing the study area.**



**Source:** Modified from Mangi (2011) Map of Shinyanga rural district

The study area is one of areas in Tanzania where the SEDP was implemented through construction of wards secondary schools. Again the district has been linked with poor performance among students in Form Four national exams (see tables 5.6-5.8), thus the desire of the study to explore reasons behind it.

The district is among several other places in Tanzania whose people engages in cattle keeping, the situation has been an obstacle towards students attending schools as the result when pupils finish standard seven never go to secondary schools as they become married, peasants and cattle keepers.

#### **4.4 Target Population of the Study**

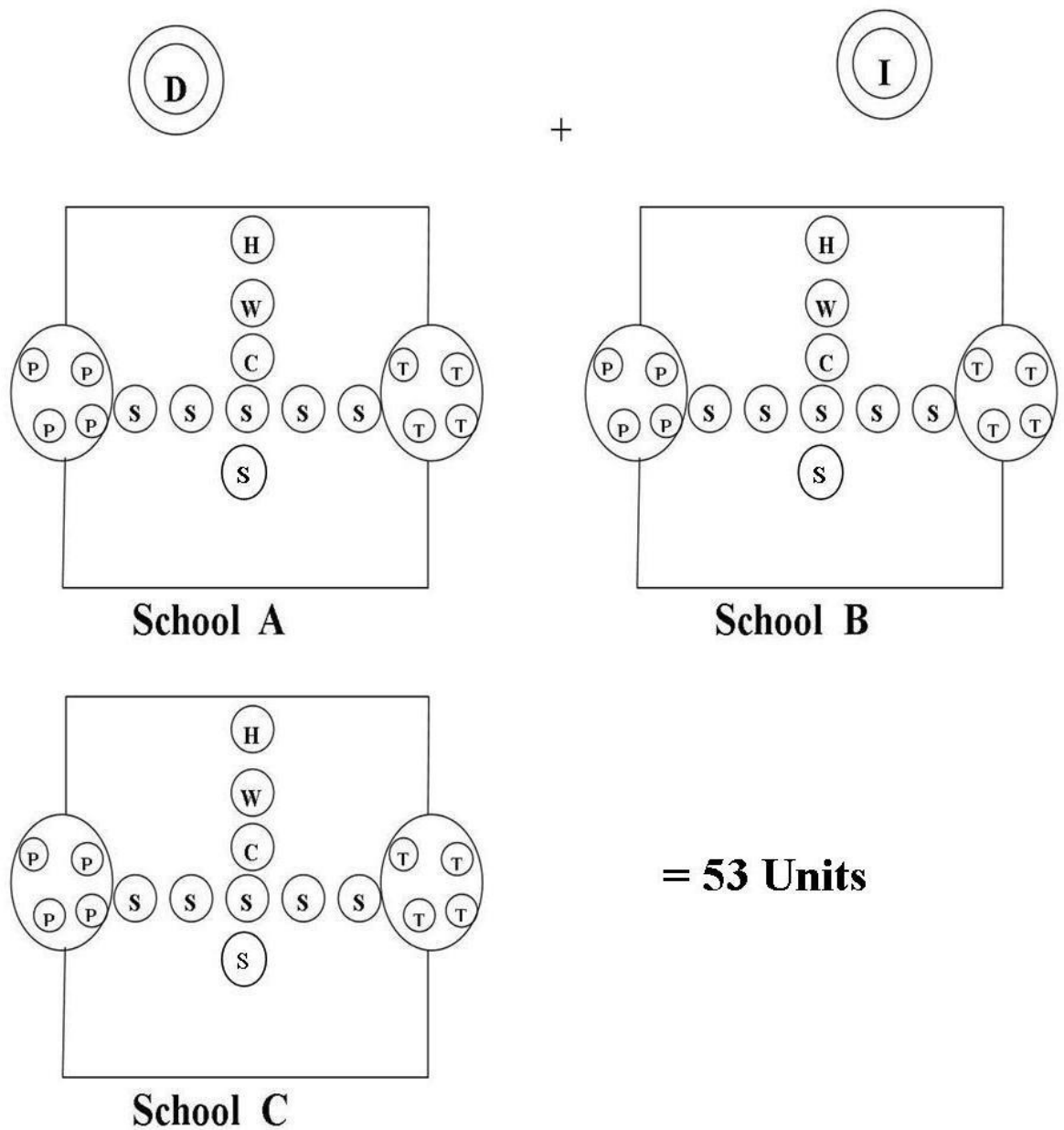
The target population is a group from which the researcher is interested in gaining information and drawing conclusions (Kothari, 2004). For the purpose of this study, the targeted population of this study involved education stakeholders such as district education officer, district education school inspector; councilors, wards education coordinators, heads of schools, class teachers, form four students and parents.

#### **4.5 Sample and Sampling Procedures**

##### **4.5.1 Sample Size**

A sample is a subset of the population that is selected for investigative purposes. It is a representative portion of a population. In the three wards secondary schools selected for the study in Shinyanga rural a sample size of **53 units** was included which involved; One (01) District Secondary Education Officer, One (01) District Education School Inspector, Three (03) Councilors, Three (03) Wards Education Coordinators, Three (03) School heads, Twelve (12) Class teachers, Twelve (12) parents and Eighteen (18) Form Four Students from three selected purposely wards secondary schools such as Didia, Imesela and Itwangi. While parents were selected randomly to avoid bias; District Secondary Education Officer, District Education School Inspector, Councilors, Wards Education Coordinators, School heads, class teachers and Form Four students were selected purposely. All selected samples provided required information of the topic. The samples are illustrated in Figure 4.2:

**Figure 4.2: Distribution of sample size.**



**Source:** Researcher constructs 2016

**Key:** D=District Secondary Education Officer I= District Education School Inspector C=Councilors W=Ward Education Coordinators H=School heads T= Class teachers P=Parents S=Students.

#### **4.5.2 Sampling Techniques**

Cohen, Monion and Morris (2000) explain that it is better to consider variety of sampling techniques since there is no single technique capable of acting in isolation because it could cause bias or distort the whole picture of reality that the researcher is investigating. Thus, this study employed the following sampling techniques:

#### **4.5.3 Simple Random Sampling**

This is a probability sampling where all members in the population have equal chance of being selected to form a sample. For the sake of this study, selecting wards secondary schools and parents as one of respondents was done randomly in order to avoid bias. The researcher assigned numbers on small pieces of papers representing all wards secondary schools and all form fours' parents (parents' names were obtained from attendance lists); then such numbers were placed into containers for randomly picking up where three (3) schools and twelve (12) parents got included in the study.

#### **4.5.4 Purposive Sampling**

Purposive sampling is the one in which a person who is selecting the sample is the one who tries to make the sample representative, depending on his opinion or purpose (Barreiro and Albandoz, 2001). In this study however, purposive sampling involved selecting the District Secondary Education Officers, District Education School Inspector, Councilors, Wards Education Coordinators and School heads as these have government circulars, policy documents, inspection school reports as well as school board meeting reports on implementing the SEDP. Other selected purposively samples are Class teachers because they know well how students progress to the next level of study and challenges encountered by such schools; also, Form Four Students were selected purposively because have adequate information about the study

**Table 4.2: Sample and sampling techniques of respondents**

S/NO	Category of respondents	Number respondents	of Sampling techniques
1	District Secondary Education Officer	01	purposeful
2	District Education School Inspector	01	purposeful
3	Councilors	03	purposeful
4	Wards Education Coordinators	03	purposeful
5	School heads	03	purposeful
6	Class teachers	12	purposeful
7	Parents	12	random
8	Form four students	18	purposeful
	<b>TOTAL</b>	<b>53</b>	

**Source:** Researcher's construct 2013.

#### **4.6 Data Collection Methods**

The study employed three methods to collect data. These included; interviews, focus group discussions and documentary reviews as follows;

##### **Interview**

This is defined as a discussion, usually one-on-one between an interviewer and individual, meant to gather information on a specific set of topics (RAND Corporation, 2009). Conducting interview may be personally or through phone. Semi-structured interview schedules as one of the types of interview which provides a guide for questions and topics that must be covered in the study was conducted personally by the researcher to district secondary education officer, district education school inspector, wards education officers, school heads and councilors. The method was preferred because the researcher wanted to delve deeply into a topic as well as to understand thoroughly the views given by the stakeholders.

All data concerning the contribution of wards secondary schools in promoting progression to the next level of study were given.

##### **Focus group discussion**

Is a planned discussion among a small group (4-12 persons) of stakeholders facilitated by a skilled moderator (Slocum, 2005). The discussion in focus group aims at gaining information about people's preferences and values according to the

designed topic of the study. Because the nature of focus group discussion questions is open-ended, the researcher employed focus group discussion to stakeholders such as 4 class teachers in each school, 4 parents around each school and 6 students in each school as were free to provide answers to questions that were asked basing on the contribution of established wards secondary schools as a result of SEDP in ensuring progression of Form Four students to next level study, its importance in Tanzania and its challenges.

Because of fear that might occur in expression in group discussions, after discussion teachers and students were asked to write on their own providing views on whether wards secondary schools enable students' progress to the next level of study.

#### **Documentary reviews.**

Mogalakwe (2006) defines document as a written text. This means that it is where a researcher gathers information through reviewing existing documents. Various documents included primary and secondary were reviewed in selected wards secondary schools and in Shinyanga rural district specifically to district secondary education officer's office and district education school inspector's office.

The documents reviewed ranged from trends of wards secondary schools performance in Form Four national examinations in secondary education offices at Shinyanga rural district to specifically performance of national examination in each selected wards secondary schools. Other documents reviewed in wards secondary schools included list of teachers available and students, teacher-students ratio, student's book ratio and availability of classrooms as well as strategies taken into consideration for improvement of performance of national examination among leaving ordinary level school students.

#### **4.7 Data analysis**

After data collection the study organised the data according to questions provided and then the process of coding them on large sheet of paper happened. Objective questions number One to Four were assigned letters 'q', 'r', 's', and 't' respectively. Its presentation was in SPSS and Microsoft Excel Spread Sheet for quantitative data

where charts, graphs as well as percentages within tables, frequencies were included respectively while non quantifiable data were put into content analysis and interpretation.

## **4.8 Validity and Reliability**

### **4.8.1 Validity**

Validity is defined as the degree to which a test or measuring instrument actually measures what it is supposed to measure or how well a test or a meaning instrument fulfils its function (Ayedele, 2012). In order to achieve validity the study employed the following techniques:

#### **Triangulation**

This refers to the process of combining different data collection in the field (Patton and McMahon, 2006). The study employed a variety of methods in collecting data such as interviews, focus group discussion and documentary reviews. This helped minimizing errors as compared to the use of one method.

#### **Back Translation**

This refers to the process of translating materials from its original language to different language. It ensures easy communication with the respondents. The study therefore through interview guides and focus group discussion schedules developed in English language were translated into Kiswahili to few respondent groups such as parents and councilors so that could understand well and communicate easily about the study.

### **4.8.2 Reliability**

Reliability is defined as the consistency with which repeated measures produce the same results across time and observers (Patton and McMahon, 2006). This is to say, for research method to be reliable; it must come up with the consistency results across different time and respondents. The study ensured this by making a pilot study using research instruments such as interview guide to school head and focus

group discussions schedules to class teachers and Form Four students in Samuye ward secondary school in Shinyanga rural district before conducting field study. This ensured checking the clarity of the interview and focus group guides that were used in the study. Others included instructions and layout that assisted eliminating ambiguity and checking reliable time required for interview and focus group discussions.

#### **4.9 Ethical issues**

The study considered the following ethical issues before, during and after conducting the study in the field in order to maintain human rights, privacy as well as policies, rules and regulation of the country:

Before going to the field, a researcher sought first a research clearance letter from the respective offices at Mzumbe University as a permit for data collection process; also the researcher collected research permit letters from recognised authorities such as Regional Administrative Secretary (RAS) in Shinyanga region as well as District Administrative Secretary (DAS) in Shinyanga rural; again consultation was made to school heads where study was done and the consent of other respondents of this study; furthermore, venue and time schedule were considered.

During data collection in the field, the study strictly maintained confidentiality about the information obtained from respondents; except for their professions, peoples' names were not used in the study. There was inclusion of schools' names as well as schools' reports obtained as agreed by both sides in order to ensure confidentiality or anonymity; cameras and tape recorders were used only when permitted by respondents; and respondents were free to withdraw from the study when they found the necessity of doing that and replacement was made.

## **CHAPTER FIVE**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

This chapter presents the discussion of the findings addressing the four objectives of the study given in chapter one. The data collected through interviews, focus group discussion and documentary reviews were analysed quantitatively using SPSS and Microsoft Excel Spread Sheet where charts, graphs as well as percentages within tables, frequencies were included respectively and for non statistical data were analysed qualitatively through themes using direct quotations.

#### **5.2 Demographic characteristics of respondents in the study area**

This study was conducted from three wards secondary schools in Imesela, Didia and Itwangi and later to district level using Focus Group Discussions among 18 students where Six Form Four students were taken from each wards secondary schools; 12 teachers in which Four Class Teachers were considered from each of the wards secondary schools; 12 parents where Four of them emanated from each of the three wards. The researcher also interviewed 03 School Heads, one from each wards secondary schools; 03 Wards Education Coordinators in which one was taken from each wards; 03 Councilors, one from each of the three wards; 01 District Secondary Education Officer as well as 01 District Education School Inspector in Shinyanga rural district council. The total number of respondents was 53.

The following part of this section discusses the distinctiveness factors of respondents. Msilimo (2013) states that “the significance of the demographic information on the outcomes of research is to enable the researcher to gather more information about the way in which community survives so as to identify any relationship between the outcomes and the demographic information”. In this study however the demographic characteristics employed includes gender, age, and level of education as well as familiarity with wards secondary schools in table 5.1, Figure 5.1, table 5.2 and tables 5.3 and 5.4.

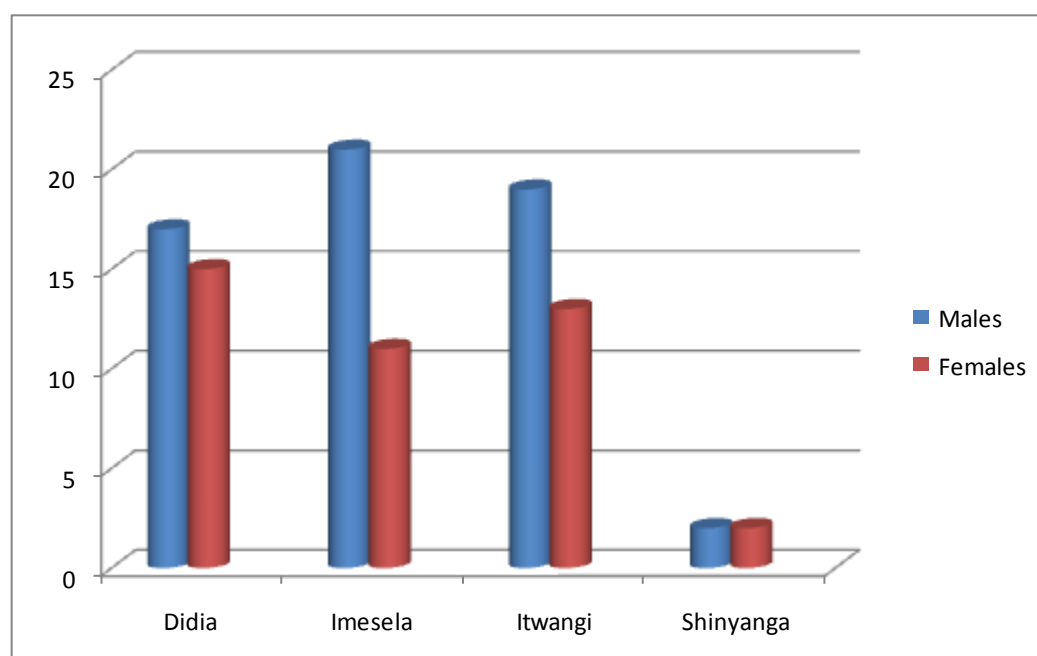
**Table 5.1 Distribution of respondents by gender (N = 53)**

Name of school (ward), district	Gender		Total percent
	Male frequency in (%)	Female frequency in (%)	
<b>Didia</b>	09 (17)	08 (15)	32
<b>Imesela</b>	11 (21)	06 (11)	32
<b>Itwangi</b>	10 (19)	07 (13)	32
<b>Shinyanga rural district</b>	01 (02)	01 (02)	04
<b>Total</b>	<b>31(59)</b>	<b>22 (41)</b>	<b>100</b>

**Source:** Field data, 2016

The percentage distribution of respondents by gender is presented in Figure 5.1

**Figure 5.1 Percentage distribution of respondents by gender (N = 53)**



**Source:** Field data, 2016

The data above in both table 5.1 and Figure 5.1 indicates the percentage distribution of respondents where as Didia secondary school in Didia ward contained 17% males and 15% females; Imesela secondary school in Imesela ward had 21% males and 11% females; Itwangi secondary school in Itwangi ward constituted 19% males and 13% females; Shinyanga rural district contained 02% male and 02% female. The total number of males interviewed and included in group discussion is larger in all wards reaching 59% males out of 41% females. This is because males in most cases are concerned their children education especially in contribution of all necessity school requirements such as school uniform, food, fees, books to mention few. However females were not excluded in the study in order to bring varied responses about the contribution of wards secondary schools in promoting progression to the next level of study.

### 5.2.1 Distribution of the age of the respondents

Age of the respondents was very important in this study because people have got different ability of understanding. Therefore, such ability assisted much when respondents were giving their views on the contribution of wards secondary schools in promoting progression to the next level of study. The age of respondents is as indicated in table 5.2.

**Table 5.2 Distribution of respondents by age (N=53)**

Ages	frequency	%
15-25	20	38
26-36	15	28
37-47	10	19
48-58	08	15
<b>Total</b>	53	100

**Source:** Field data, 2016

Table 5.2 states that most respondents with ages ranging from 15-25 years which were 20 (38%) are Form Four students because are the ones affected directly with

the situation; 26-36 years of age were 15 (28%) of all respondents. Some of them were class teachers and were included in the study because they attend their students in respective classes hence become easy to understand their academic participation in class.

Respondents aged 37-47 years were 10 (19%) and majorities were officials and were included in the study because are the ones who introduces and implement government policy such as education policies; 48-58 years were 08 (15%). Some of them were parents and participated in the study because are the ones responsible towards their children success especially when still in school.

### **5.2.2 Education level of the respondents**

Zuberi (2008) explains that formal education is very important among individuals as equips them with skills to read, write and record, receive training and seek information. It is however believed by this study that education stakeholders should be equipped with formal education in order to ensure students who complete ordinary level progress with their studies in advanced level, colleges as well as to have special trainings in other institutions because they know how important education is especially in terms of employment which reduce poverty among families and nation at large.

The secondary education level within the three wards of study area among all respondents was dominant hence the study expected many students after ordinary level study would join other next levels of study such as advanced level, colleges and special trainings because such respondents had experience on how secondary schools are run as a result would advice the government in planning good education policies for betterment of students as shown in the table 5.3.

**Table 5.3 Distribution of respondents by education level (N=53)**

<b>Level of education</b>	<b>Frequency</b>	<b>Percentages</b>
<b>Non</b>	06	11
<b>Primary</b>	05	09
<b>Secondary</b>	18	34
<b>College</b>	12	23
<b>University</b>	10	19
<b>No response</b>	02	04
<b>Total</b>	<b>53</b>	<b>100</b>

**Source:** Field data, 2016

Table 5.3 above indicates that 6 (11%) respondents had no any formal education; 5 (9%) respondents were having primary education; 18 (34%) respondents had secondary education; 12 (23%) managed to have college level of education; 10 (19%) respondents had university level of education and 2 (4%) respondents did not state their education level. The level of formal education among respondents was considered important by this study because such respondents provided different views on the contribution given by wards secondary schools to ensure students progress to next level of study such as advanced level, colleges and special trainings.

### **5.2.3 Respondents' familiarity with wards secondary schools**

Hauser-Cram and Shonkoff (1998) expresses that familiarity of the setting and the examiner in performance of young children in testing situations is quite sensitive factor. This was relevant to the study because the more respondents become familiar (experienced in several years) with wards secondary schools is the more adequate information obtained on whether wards secondary schools enable students go for next level of study as a result of education stakeholders' likelihood to engage in interviews and focus group discussions. Table 5.4 shows respondents' familiarity with wards secondary schools in Shinyanga rural district.

**Table 5.4 Respondents' familiarity with wards secondary schools (N=53)**

Respondents in wards and district level	Respondents' familiarity with schools		Total percentage
	Frequency and percent below 2 years	Frequency and percentage above 2 years	
Didia	06 (11)	11 (21)	32
Itwangi	04 (8)	13 (25)	33
Imesela	05 (9)	12 (23)	32
Shinyanga district		02 (4)	4
<b>Total</b>	<b>15 (28)</b>	<b>38 (72)</b>	<b>100</b>

**Source:** Field data, 2016

Table 5.4 indicates that 06 (11%) respondents did not know well about the school because they happened to stay near the school below two years while 11 (21%) respondents in the same ward knew well about the school as they stayed near the school above two years; in Itwangi ward, 04 (8%) respondents did not know much the school as they lived around the school below two years, 13 (25%) respondents knew the school well as they provided detailed information about the school; in Imesela ward, 05 (9%) respondents did not manage to know the school much as they lived around it below two years while 12 (23%) respondents knew the school and provided adequate information; in Shinyanga rural district 02 (4) respondents knew the schools well for more than two years hence became easy for provision of adequate answers when required.

### **5.3 Students' progress to the next level of study**

Ng'umbi and Makoye (2014) states that the idea of transferring the responsibility of secondary education provision to the wards (community secondary schools) found in all parts of Tanzania started even in 1990s where decentralization and different reforms of education took place. The today's constructed wards secondary schools is the result of 1996 ESDP that aimed at addressing issues of access, quality, equity, science and technology, financing and management of education in the country. URT (2001) provides other aims of secondary education in Tanzania such as;

Consolidate and broaden the scope of basic ideas, knowledge, skills and attitudes acquired and developed at the primary education level; Enhance the development and appreciation of national unity, identity and ethic, personal integrity, respect for human rights, cultural and moral values, customs traditions and civic responsibilities and obligations; Promote linguistic ability and effective use of communication skills in Kiswahili and English; Provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study; Prepare students for tertiary and higher education, vocational, technical and professional training; Inculcate a sense and ability for self study, self confidence and self advancement in new frontiers of science and technology, academic and occupational knowledge and skills; and prepare the students to become responsible members of the society.

In order to achieve all the aims of education sector in Tanzania, the MoEVT, different contributions from parents, donors and NGOs has been receiving and implementing education budget which seems to increase in each of different financial years despite its challenges such as inflation (URT, 2010; HAKIELIMU, 2011). Taking 2015/2016 financial year as an example, the education sector was allocated with Tsh. 3, 870.2 billion where Tsh.2, 663.7 billion was for local government to finance primary and secondary education (URT, 2015). However it is desired by most education stakeholders that the rate of return in education sector at family level, community, and society at large should be great because the national spends a lot of money in preparing students at different levels of study.

The findings of the study about stakeholders' views on the contribution of wards secondary schools in promoting progression to the next level of study was categorised into two areas; first was for education stakeholders who supported the wards secondary schools as having great contribution in enabling students after ordinary level progress with next level of study such as advanced level, vocational training, technical college and others while the second group of education stakeholders viewed that such wards secondary schools had less contribution in

ensuring students after ordinary level progress with their studies to other different levels of study as illustrated in table 5.5.

**Table 5.5 Contribution of wards secondary schools in promoting progression of students to next level of study (N=53)**

<b>Contributions</b>	<b>Respondents' frequency</b>	<b>Respondents' percentage</b>
<b>Impart knowledge and skills</b>	14	26
<b>Implementing English speaking programme</b>	06	11
<b>Sense of commitment by teachers towards students</b>	10	19
<b>Parents school meetings (lunch)</b>	08	15
<b>The use of part time teachers in science subjects</b>	03	06
<b>Provision of different exams and techniques</b>	09	17
<b>Staying at school in second term (girls)</b>	03	06
<b>Total</b>	<b>53</b>	<b>100</b>

**Source:** Field data, 2016

Table 5.5 shows that 14 (26%) of respondents agreed that wards secondary schools in their respective community play a great role in ensuring students after ordinary level study go to the next level of study as students are imparted with knowledge and skills in teaching and learning process.

To verify this one of the interviewee said that "...we are working hard to ensure students go to the next level of study after completing ordinary level because we teach them by implementing formal, non formal as well as informal curriculum..."

Another respondent in focus group said that

*...even if they fail in Form IV national examination, they remain productive to their families and society at large as they use the knowledge and skills obtained in schools to solve different challenges facing society such as decision making, modern way of farming and*

*others even run retail shops for M-pesa, Airtel money and Tigo pesa transactions....*

One of the officials remarked “...the government provides capitation grants, textbooks, rehabilitates classrooms as well as employ teachers each year for the effective knowledge and success of students in wards secondary schools...”

The other factor which was suggested by 06 (11%) of respondents engaged in focus group discussion was the way English speaking programme in wards secondary schools is implemented; it acts as a catalyst among students with dreams for progressing to next level of study.

One respondent noted that “...although English language is not our mother tongue, we ask students and teachers to speak English throughout the week, and we even punish and warn respectively those caught speaking Kiswahili out of Kiswahili lessons and other vernaculars such as Kisukuma...”

It was also witnessed 10 (19%) respondents highlighting that there was sense of commitment by teachers towards students especially in academic matters as a way to ensure many students join next level of study.

One of the interviewee explained

*...our teachers are responsible in ensuring us progress to the next level of study because they teach our children every day and in one of parents meeting we were highlighted several aims the teachers set forward to ensure many students pass national examinations, one among others being to remove division zero and division four...*

The study also shows that 08 (15%) of respondents accepted that parents meetings in schools contributed a lot in enabling students meet their dreams especially in progression to the next level of study.

One interviewee commented

*...our parents meet here in school twice a year to discuss different matters concerning school development ...one of the remarkable thing have been done is to provide lunch to all students in school ...we now*

*study comfortably...we do not know how are we going to survive because here at school ever since the current government forbidden parents' different contributions, we do not have lunch at school currently and it is hard to study with empty stomachs...*

To ensure quality education however as suggested by UNESCO and UNICEF (2012) there should be services available for children and families hence provision of lunch to students in school should be maintained for good performance of examinations as an aspect for progression to next level of study because even most of their families do not get basic needs.

The use of part time teachers for science subjects in wards secondary schools is also another effort accepted by 03 (06%) of respondents that it assist students for next level of study.

One interviewee stated

*...we were using part time teachers for science subjects like Biology, Chemistry and Physics where parents contributed Tsh. 10,000/= per year and students did well in examinations but with current system of free education in secondary school, parents are not ready to contribute as a result I do not have any Physics teacher in my school...*

Another respondent added "...I am alone here teaching Basic Mathematics from Form One to Four "...it is a challenge because it difficult for me to handle all periods, give exercises and mark in stipulated time..."

Other 09 (17%) respondents claimed that Form Four students in wards secondary schools were provided with different examinations and techniques before doing national examinations. The situation has led them become competent because have experience and exposure to their respective subjects.

One of the respondents in focus group discussion said that "... teachers in this school work as a team; we are given monthly tests and during correction, we are also given several techniques on attempting questions..." Again, one interviewee explained "...when students finish doing different preparatory national examinations, we seat in panels and mark their papers...."

However, 03 (06%) of respondents expressed their opinions that wards secondary schools ensure girls students go for next level of study.

In the focus group discussion, one respondent stated that “...at the beginning of second term, all Form Four girls stay at school and we become assisted by our teachers in different subjects and also we conduct group discussions for our betterment of coming national examinations...”

A report by URT (2010) entitled ‘Public Expenditure Tracking Survey for Primary and Secondary Education in Mainland Tanzania (PETS)’, contended that despite the fairness of enrolment of girls in secondary school, yet school performance especially in rural areas is not correlated with enrolment of girls. Therefore, it is important that wards secondary schools should be rehabilitated with girls’ hostels so as to ensure them go for next level of study because at home instead of studying they engage in different domestic activities hence fail in national examinations.

#### **5.4 Performance trends of Form Four national examinations (CSEE) 2010-2014**

Examination results in SSA are high stakes as well as the most popular determinant of access to secondary education, to higher education and to the world of work (The World Bank, 2008). This means that the future of students always depends much on how successful are in examinations performance. To support the idea, URT (2010) report about “PETS Education Tanzania” express that examinations are meant to evaluate true performance of pupils hence such tendency on the performance of the students tell a lot in relation to future development of the country. Therefore in order students perform well their examinations and come up with good results as expected by the government, donor countries as well as students’ parents and guardians to ensure high rates of returns in the society, it is better if all necessary teaching and learning materials and motivations to teachers and students are provide.

Tables 5.6, 5.7, 5.8 and Figure 5.2 illustrates the real situation of trends of Form Four national examinations performance results for five years in terms of different ranks of scores such as division one or distinction, division two or merit, division

three or credit, division four or pass as well as division zero or failure and its outcomes to conducted research in three wards secondary schools, Shinyanga rural:

**Table 5.6 Didia secondary school Form Four national examinations performance trends 2010-2014**

Year	Sat		Div-1 Dist.		Div-2 Merit		Div-3 Credit		Div-4 Pass		Div-0 Fail		Total pass		position	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	Reg.	Nat.
2010	67	100	0	0	0	0	1	1	11	16	55	82	12	18	207/212	2943/3194
2011	43	100	0	0	0	0	1	2	18	42	24	56	19	44	136/158	1953/3098
2012	36	100	1	3	0	0	4	11	15	42	16	44	20	56	36/87	196/754
2013	24	100	0	0	1	4	3	13	15	63	5	21	19	79	38/56	392/1099
2014	21	100	1	5	2	10	4	19	13	62	1	5	20	95	12/72	300/2097
<b>Total</b>	<b>191</b>	<b>100</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>13</b>	<b>7</b>	<b>72</b>	<b>38</b>	<b>101</b>	<b>53</b>	<b>90</b>	<b>47</b>		

**Source:** Modified from school head report, 2010-2014.

Table 5.6 shows that, the total numbers of students passed national examinations from 2010 to 2014 in Didia secondary school were 90 (47%); and those failed reached 101 (53%). Majorities as also noted by Makombe, Kihombo, Sesabo, Hodgson and Spours (2010); Komba, Hizza and Jonathan (2013) had division three that is 13 (7%) as well as division four with 72 (38%) students; leaving few students with division one 2 (1%) and division two 3 (2%).

In terms of its position regional wise and national wise, the school did not have a good position for consecutive four years 2010-2013, except in 2014 whose position was somehow good regional wise raising up number 12 out of 72. If such statistics are not improved much to enable students perform better in national examinations, it will be hard to meet all education goals in Tanzania including the 2025 Tanzania development vision that demand to create a well educated society ready to solve social, political, economic and technological problems at national and international levels.

**Table 5.7 Imesela secondary school Form Four national examinations performance trends 2010-2014**

Year	Sat		Div-1 Dist.		Div-2 Merit		Div-3 Credit		Div-4 Pass		Div-0 Fail		Total pass		position	
	f	%	f	%	f	%	f	%	F	%	f	%	f	%	Reg.	Nat.
<b>2010</b>	45	100	1	2	0	0	1	2	20	44	23	51	22	49	118/212	1456/3196
<b>2011</b>	41	100	0	0	0	0	0	0	20	49	21	51	20	49	131/159	1893/3108
<b>2012</b>	32	100	0	0	3	9	6	19	15	47	8	25	24	75	10/187	311/3396
<b>2013</b>	22	100	0	0	2	9	7	32	13	59	0	0	22	100	8/56	150/1099
<b>2014</b>	23	100	0	0	1	4	4	17	17	74	1	4	22	96	27/72	517/2097
<b>Total</b>	<b>163</b>	<b>100</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>18</b>	<b>11</b>	<b>85</b>	<b>52</b>	<b>53</b>	<b>33</b>	<b>110</b>	<b>67</b>		

**Source:** Modified from school head report, 2010-2014.

Table 5.7 presents the national examinations performance trends by form four students in Imesela secondary school for five years that is from 2010-2014. The total number of students passed the examinations was 110 (67%); while those failed were 53 (33%). Again, like in Didia secondary school most of form four students in Imesela got division four 85 (52%) and 18 (11%) students got division three. Division one and two which are considered much for next level of study, were obtained by only 1 (1%) student and 6 (4%) students respectively. The number of students performed best their examinations in division two increased to 6 (4%) compared to Didia secondary school which had two times of Imesela secondary school. The school yet did not perform well national wise except for 2012 and 2013 where its position rose up to 10/187 and 8/56 regional wise respectively.

**Table 5.8 Itwangi secondary school Form Four national examinations performance trends 2010-2014**

Year	Sat		Div-1 Dist.		Div-2 Merit		Div-3 Credit		Div-4 Pass		Div-0 Fail		Total pass		position	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	Reg.	Nat.
<b>2010</b>	40	100	0	0	0	0	4	10	16	40	20	50	20	50	94/212	1182/3196
<b>2011</b>	19	100	0	0	1	5	0	0	13	68	5	26	14	74	46/107	225/779
<b>2012</b>	39	100	0	0	1	3	6	15	24	62	8	21	31	79	18/187	384/3396
<b>2013</b>	58	100	3	5	3	5	21	36	28	48	3	5	55	95	12/70	421/3256
<b>2014</b>	49	100	0	0	7	14	13	27	25	51	4	8	45	92	13/56	482/2322
<b>Total</b>	<b>205</b>	<b>100</b>	<b>3</b>	<b>1</b>	<b>12</b>	<b>6</b>	<b>44</b>	<b>21</b>	<b>106</b>	<b>52</b>	<b>40</b>	<b>20</b>	<b>165</b>	<b>80</b>		

**Source:** Modified from school head report, 2010-2014.

Table 5.8 indicates that for five consecutive years that is from 2010-2014, Itwangi secondary school performance pass rate of form four national examinations kept increasing up to 165 (80%), while the failure was minimized to 40 (20%) students. Similarly to Didia and Imesela secondary schools whose pass rates were low in division one and two, Itwangi secondary school had 3 (1%) students for division one and 12 (6%) for division two. The students scored with division three rose up to 44 (21%) which is almost thrice the other secondary schools which are Didia and Imesela. Again, the school attained good positions regional wise for three consecutive years such as 2012, 2013 and 2014 with positions 18/187, 12/70 as well as 13/56 respectively.

In analysing the national examinations secondary school performance pass rate results of leaving form four students as targeted by Big Results Now (BRN) in 2012 which was 60%; it is evidenced that, Itwangi secondary school among the three schools is leading with pass rates of 74%, 79%, 95% and 92% for four consecutive years from 2011, 2012, 2013 and 2014 respectively. The next school which tries to meet BRN pass rate target is Imesela secondary school, where for the three consecutive years that is 2012, 2013 and 2014 its pass rates have been 75%, 100% and 96% respectively and finally Didia secondary school have met the target only in

two consecutive years starting from 2013 to 2014 which included 79% and 95% respectively. Therefore, although the increase in pass rates is from division three and four, such schools should keep on struggling to their best so as to meet all targeted education goals of the nation such as ensuring many students progress to next level of study.

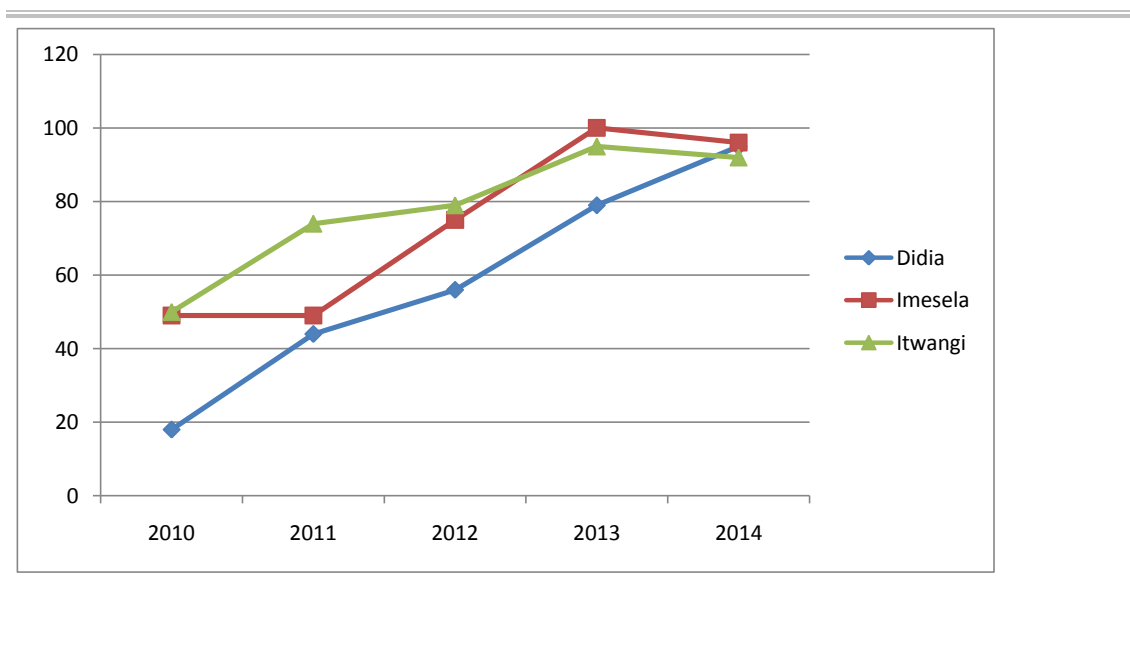
Asked on massive failure of form four students in CSEE, one of the district officials said;

*... massive failure in form four national examinations is caused by the government itself because since 2012 there was no average given as a pass rate in form two national exams which could enable a student progress in form three; the situation has led some students get into form three and form four below average ... when we asked about such situation in one of the meeting of analyzing form two national examinations results with top officials in the district, the answer was that students with below average were to be given special attention by teachers... for the teachers, implementing such task was difficult because they were not paid for extra time as a result students progressed to form three without average.*

#### **5.4.1 Trends of Form Four national examinations performance (CSEE) in Didia, Imesela and Itwangi secondary schools 2010-2014**

The overall pass rate percentages of the trends of form four national examinations in three wards secondary schools done in Shinyanga rural district for five consecutive years indicates that, Didia secondary school kept raising its position for the five years (2010-2014) that is 18%, 44%, 56% 79% and 95%; while Imesela secondary school maintained its consistency for the first two years (2010-2011) which are 49% and 49%, and kept raising for the next two consecutive years (2012-2013) that is 75% and 100%, before dropping in the last year (2014) which is 96%; and Itwangi secondary school also kept enjoying its trends by raising performance in national examinations for four years (2010-2013) which are 50%, 74%,79% and 95% and dropped to 92% in 2014 as shown in Figure 5.2.

**Figure 5.2 Performance trends of Form Four national examinations (CSEE) in Didia, Imesela and Itwangi wards secondary schools (2010-2014)**



**Source:** Field data, 2016

Figure 5.2 as demonstrated in tables 5.6, 5.7 and 5.8 shows that most of Form Four students in three researched secondary schools such as Didia, Imesela and Itwangi have been scoring division four, with few getting division one, two and somehow three; the remaining students who are also many ends up with division zero after spending their four years in secondary schools something which do not let the nation and society at large earn the intended goals.

Addition to that in 2013 and 2014 performance in both schools was good due to changes of divisions grading system to GPA. However, some education stakeholders were not satisfied with it because it enabled even low averaged scores among students be considered as higher scores something which produced incompetent learners who in fact proved problematic in advanced level study and the chain developed up to university level.

Asked about performance trends of students in form four national examinations among wards secondary schools in Shinyanga rural district, the acting DSEO stated,

*... teachers are trying their best with different efforts to ensure good performance ... though each school releases few students such as two, three, four ... for the next level of study, the combination of all these is important as has enabled a lot of students progress to the next level of study... had it been no wards secondary schools in the district, some students would have remained unskilled peasants as well as others could even engage in early marriages soon after standard seven...*

#### 5.4.2 Contribution rates of students in Didia, Imesela and Itwangi wards secondary schools to the next level of study

##### 5.4.2.1 Advanced level studies

The school heads reports in the study area indicated that 9% students from Didia secondary school managed to join advanced level study for five consecutive years 2010-2014 where males' students were 82% and females students reached 18%. Again, the rate of students joining advanced level in Imesela secondary school was 12% in which 70% students were males while only 30% were females. Addition to those 25% students in Itwangi secondary school progressed to advanced level of study with 79% males and 21% females as indicated in table 5.9.

**Table 5.9 Rate of students joined advanced level of study in the study area 2010-2014**

School names	Sat		Year										Total	
	F	M	2010		2011		2012		2013		2014		M	F
			M	F	M	F	M	F	M	F	M	F		
			(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)
			%	%	%	%	%	%	%	%	%	%	%	%
<b>Didia</b>	92	99	1 (4)	0 (0)	1 (4)	0 (0)	3 (14)	1 (7)	3 (27)	2 (15)	6 (50)	0 (0)	14 (82)	3 (18)
<b>Imesela</b>	74	91	1 (8)	0 (0)	0 (0)	0 (0)	6 (30)	2 (17)	5 (33)	3 (43)	2 (12)	1 (13)	14 (70)	6 (30)
<b>Itwangi</b>	54	151	3 10	1 10	1 (6)	0 (0)	4 (13)	2 (25)	20 (49)	4 (24)	13 (39)	4 (25)	41 (79)	11 (21)

**Source:** Modified from school heads reports, 2016

Table 5.9 shows that performance rate of students joining higher level of education is not satisfactory as compared to total number of students sat for CSEE in five years consecutives, which is 2010-2014. The total number of candidates progressed to advanced level study in the three studied wards secondary schools were 89 (16%) out of 561 students sat for form fours' national examinations with only 20 (22%) and 69 (78%) females and men students respectively. Female students are highly affected with the results compared to men students despite maintaining equity in secondary schools.

Taking individual case per year in each of the schools, the study witnessed no any school had 70% students' pass rates as one of the requirements to meet the SEDP I and II. Therefore, more efforts are needed to revamp such poor performance among the studied schools in order to meet the national and society requirements such as competition in world market of employment.

#### **5.4.2.2 Students joined other further level studies 2010-2014**

The study encountered with some difficulties in getting complete information about the total number of students joined teachers' colleges trainings, technical trainings and police trainings for five consecutive years from 2010-2014. Reports from school heads revealed that only nine (09) students in which 04 (four) from Didia; 03 (three) from Imesela and 02 (two) from Itwangi; 01(one) police from Didia secondary school joined teachers' colleges for certificate trainings of primary school teaching professional in two years and police recruitments respectively.

Also, some students with division four joined VETA institutions in different places in Tanzania as well as other private institutions. However, the government through NACTE is appreciated for establishing VETA institutions for technical field such as carpentry, welding, motor vehicle mechanics, gemstone cutting and polishing, electrical installation, computer, heavy plant operating and blasting and drilling has been used as a bridge towards further education or a way to solve problem of poor performance in secondary schools because those admitted in most cases are students with performing lowly especially with division four; had it been not there, most of

students could have studied for four years and remain at home without further education and this could be disadvantageous to the whole nation and society at large because creating competitive society with adequate knowledge and skills for problem solving in the society could have remained unattainable dreams.

### **5.5 Factors affect students' progress to the next level of study**

The process of enabling students continue with next level of study after ordinary level is as much as complex similar to system approach of organisational management where such organisation is formed by different parts with specific functions depending from each other (Gupta, 2001).

In order to attain the desired education goals in wards secondary schools such as good performance of national examinations as an indicator for next level of study, such schools should function strongly by cooperating with the MoEVT cum currently Ministry of Education, Science, Technology and Vocational Training; teachers; students as well as parents especially in providing all necessary requirements of students. Again, such idea has been supported by Babyegeya (2010) who states that learning, performance and achievement of students are highly influenced by three major factors which include: first, students' motivation and background; secondly, availability of competent teachers and adequate teaching and learning resources and thirdly, the effectiveness of teaching and learning process. Despite such factors addressing different things and groups of people, the major target is a student.

To ensure good performance of national examinations in wards secondary schools in the studied area, URT (2013) report entitled "Shinyanga investment profile report" indicates that several activities were implemented to meet SEDP goals such as establishing new secondary schools, construction of hostels and laboratories, construction of more classrooms, administration blocks and teachers' houses as well as construction of vocational, technical institutes and universities. Although several efforts were implemented in the region to ensure good performance of students yet

in the studied area there were several challenges which in one way or another seemed to affect the performance of students in national examinations as follows:

### 5.5.1 Availability of teachers per subject

The total number of teachers present in the three studied wards secondary schools was forty five 45 (56%) out of 80 teachers required in total. This means that 35 (44%) teachers required to provide teaching service in those schools were not there. Specifically, total numbers of teachers present at Didia secondary school were 14 (31%), while Imesela secondary school had 13 (29%) teachers and Itwangi secondary schools comprised of 18 (40%) teachers. Among all teachers present, arts subject teachers seemed to be more than science subjects and social science subjects teachers like Geography as shown in table 5.10.

**Table 5.10 Availability of teachers and subject with deficit of teachers**

School name	Subject	Required teachers		Present teachers		Deficit teachers	
		f	%	f	%	f	%
<b>Didia</b>	B/Maths	3	(10.3)	1	(3.4)	2	(6.9)
	Physics	3	(10.3)	0	(0)	3	(10.3)
	Chemistry	3	(10.3)	1	(3.4)	2	(6.9)
	Biology	3	(10.3)	1	(3.4)	2	(6.9)
	Geography	3	(10.3)	1	(3.4)	2	(6.9)
<b>Imesela</b>	Others	0	(0)	10	(34.5)	0	(0)
	B/ Maths	2	(10.5)	1	(5.3)	1	(5.3)
	Biology	2	(10.5)	1	(5.3)	1	(5.3)
	Geography	2	(10.5)	0	(0)	2	(10.5)
<b>Itwangi</b>	Others	0	(0)	11	(57.9)	0	(0)
	B/Maths	3	(9)	1	(3)	2	(6)
	Physics	3	(9)	0	(0)	3	(9)
	Biology	3	(9)	1	(3)	2	(6)
	Chemistry	3	(9)	1	(3)	2	(6)
	Civics	2	(6)	1	(3)	1	(3)
Others	0	(0)	14	(44)	0	(0)	

Source: Field data, 2016

Table 5.10 indicates that distribution of teachers in the three schools in the study area was not equal. While arts and social science subject teachers at least enjoyed the proportion with 37.9%, 57.9% and 47% in Didia, Imesela and Itwangi secondary schools respectively, other schools missed at all Geography teachers; what surprised enough was in Basic Mathematics subject whose deficit reached 2 (6.9%), 1 (5.3%), and 2 (6%) in Didia, Imesela and Itwangi secondary schools respectively. This suggests that poor performance in Mathematics is inevitable due to inadequacy numbers of teachers present in each school despite some several years the government being criticized by several education stakeholders on how can improve students' performance in Mathematics. That is to say there were no efforts to improve the situation in the study area.

Again, science subjects were the worst in distribution of teachers with deficit of 7 (24.1%), 1 (5.3%) and 7 (21%) in Didia, Imesela and Itwangi secondary schools respectively.

One of respondents had to say "... it is difficult to produce competent professionals such as doctors, engineers ... because students are not prepared who are to be as earlier as possible ... we let them even learn theoretically where could be carried practically..."

The situation was even more serious in at Didia and Itwangi secondary schools where Physics subject had no any teacher.

Commenting on this one of school heads said "... before the current government we used to employ part time science teachers where each parent having a student in the school contributed Tsh. 10,000/= per year, with the current situation of free basic education we do not know even where to start ..."

Therefore, if the situation is not going to be addressed adequately for change especially by employing more science teachers in wards secondary schools, it will be difficult for the school enabling some students' progress to next level of study.

### 5.5.2 Teacher-students ratio

In most cases, effective teaching and learning process depends much on the ratio between the teacher who delivers the subject and the students who are recipients of the lesson delivered. That is to say, in the situation where the classroom is overcrowded with students, effective teaching and learning process do not happen smoothly. While the teacher should have qualifications and commitment towards the lesson delivered, the student should be ready to study. Also, considering teacher-student ratio is important because it enables the teacher manage his or her students well in class and even out classes. This factor however was traced in order to find out whether affected performance of students' performance in national examinations and hence could be one aspect hindered students' progress to the next level of study. Such factor however is given in table 5.11.

**Table 5.11 teacher-students ratio**

School name	Teacher-student ratio
Didia	1:45
Imesela	1:43
Itwangi	1:45

**Source:** Field data, 2016

Findings from table 5.11 indicated that teacher-students ratio in the study area was not good for some schools such as Didia and Itwangi secondary schools with 1:45 ratios each respectively. On the other hand Imesela secondary school had somehow good teacher-student ratio compared to other schools which was 1:43.

The proposed teacher-student ratio by MoEVT is 1:40. However, SEDP I and II suggested that such ratio should even drop up to 1:30 for effective teaching and learning process. Therefore, both schools did not meet teacher-student ratio of 1:40. Discussing on the same factor in the study conducted in some secondary schools in Maswa district, Simiyu region Lugayila (2014) indicated that although the ratio was

somehow good but in one way or other prevented students from performing well in national examinations.

Putting remarks on the situation in the study area, it seemed that teacher-student ratio prevented progress of form four students to the next level of study. This was evidenced during FGD with teachers;

One science teachers said, "... of course for we science teachers it is a big problem especially to lower class levels where students are many ... providing adequate exercises and marking becomes a problem as well as teaching through demonstrative approach ..."

.However, the government through the Ministry of Education, Science and Technology should employ more teachers especially science teachers as illustrated in table 5.10 so that teacher-student ratio can be maintained to the required numbers.

### **5.5.3 Availability of teaching and learning physical facilities**

These are crucial tools which assists students and teachers in studies by creating rapport environment for teaching and learning process. In the study done in three wards secondary schools in the study area, it was revealed that each of the schools had deficits of several facilities that differed from one school to another and hindered students and teachers' preparedness of examinations and lessons respectively to ensure students progress to the next level of study as presented in tables 5.12, 5.13 and 5.14

**Table 5.12 Availability of teaching and learning physical facilities in Didia secondary school**

Name of facility	Required number of facility	Number of present facility	Deficit facility
Classrooms	12	8	4
Laboratory	4	0	4
Library	1	0	1
Hostels	2	0	2
DH	1	0	1
Water tanks	4	0	4
Electricity	1	0	1
Students' chairs	400	265	135
Students' tables	400	272	128
Girls' special room	1	0	1
Staff room	1	0	1
Teachers' chairs	22	5	17
Teachers' tables	22	7	15
Administration bloc	1	0.5	0.5
Teachers' houses	14	2	12
File cabinets	3	0	3
Cup boards	6	3	3
Computers	1	0	1

**Source:** Field data, 2016

Table 5.12 demonstrates that the school missed completely some of the items like laboratory, library, hostels, electricity, staff room, computers to mention few. Asked on the absence of laboratory for example as there was a huge incomplete building termed as laboratory (see appendix 9),

One of respondents claimed that,

*... interference of politicians in academic matters is hindrance to students' success to next level of study because as you can see such incomplete laboratory building was ran by parents and other education*

*stakeholders during the final stage of president Kikwete's rule, but when campaigns begin for the current government, parents and other education stake holders were asked from not going on with such contributions as a result we stopped working with the building up to date ...*

In terms of electricity, the ward councilor stated that he had to fight a lot for power at school and at least managed to get sponsors called TADO in November 2015 who supplied solar panel at school but wonderful enough due to inadequacy of funds the solar panel operated only to administration block and was yet to supply power into students' classrooms something which challenged students and teachers for night preparations of different studies as a result it could be very difficult for them to advance to the next level of study. Again, to have clean and safe drinking water as well as using for different activities such as at latrines in school was a problem. To ensure how serious this is.

One respondent lamented

*... while coming to work here at school; you should be like a soldier where you carry each and every thing you think can assist you at school such as water, food ...* Another one added "*... we are often asked to fetch some water early in the morning for almost four kilometers from school in one of the private owned well in the village with restrictions of only twenty buckets per day ... this costs a lot especially in terms of time because we leave class periods and go for water...*

From such lamenting it is clear that it is difficult for students to have good performance in examinations and progress to next level of study because both of them are already exhausted even before commencing of lessons.

The remaining items were somehow present despite the total number required. Commenting on numbers of students' chairs and desks, one student said, "... they are not enough because sometimes two students use a single chair..." This means that the school still cannot adhere to SEDP I and II which requires that one student should sit on one chair.

**Table 5.13 Availability of teaching and learning physical facilities in Imesela secondary school**

Name of facility	Required number of facility	Number of present facility	Deficit facility
Books	856	437	419
Laboratory	5	0	5
Library	1	0	1
Hostels	4	0	4
DH	1	0	1
Dispensary	1	0	1
Electricity	1	0	1
First aid box	2	1	1
Printer	1	0	1
Girls' special room	1	0	1
Staff room	1	0	1
Teachers' chairs	15	5	10
Teachers' tables	15	5	10
Administration bloc	1	0.5	0.5
Teachers' houses	12	3	9
File cabinets	3	0	3
Cup boards	6	2	4
Computers	1	0	1

**Source:** Field data, 2016

Table 5.13 indicates that there is high deficit number of books from Form One to Four for English language, Geography, Kiswahili and Physics subjects which is 136, 203, 78, and 28 respectively. Asked on whether such situation affected students' progress to the next level of study

One student stated that "...we have few books for arts subjects such as novels, plays and poems for both English and Kiswahili subjects as well Geography text books despite most students in our school studying arts subjects ..."

This means that such factor prevented students' progress to the next level of study because the suggested 1:1 student-book ratio by MoEVT is yet met; unless the situation is resolved, some students will not progress to the next level of study due to insufficient numbers of books in the school.

Another factor that seemed to be an obstacle towards students' progress to the next level of study in the school similar to other neighboring schools was lack of laboratory (see appendix 7), library, DH, electricity, dispensary, printer, staff room, file cabinet and computer. Also the study witnessed a half completed administration block similarly to neighboring secondary school. The reason behind the situation as given by one of respondents was due to insufficient budget from government where they were given fake promises each year that the building could be completed in due; yet even the half completed building had poor floor, and missed windows.

The outcomes of the situation have been poor settlement and services of school administrators such as school head; assistant, academic master and discipline master where in one way or other prevent students' progress to the next level of study due to inadequate services provided from the office because it is hard to tolerate sitting in the office with unsupportive working environments. Most of teachers stayed to village centers almost seven to eight kilometers far away from school due to inadequacy number of teachers' house. Such factor however prevented students' progress to the next level of study because teachers were not available at school all time for assisting students.

**Table 5.14 Availability of teaching and learning physical facilities in Itwangi secondary school**

<b>Name of facility</b>	<b>Required number of facility</b>	<b>Number of present facility</b>	<b>Deficit facility</b>
<b>Classrooms</b>	11	6	5
<b>Laboratory</b>	3	0	3
<b>Library</b>	1	0	1
<b>Hostels</b>	2	0	2
<b>DH</b>	1	0	1
<b>Water tanks</b>	4	0	4
<b>Students' pit-latrine</b>	19	4	15
<b>Students' chairs</b>	411	238	173
<b>Students' tables</b>	411	121	290
<b>Girls' special room</b>	1	0	1
<b>Staff room</b>	1	0	1
<b>Teachers' chairs</b>	24	8	16
<b>Teachers' tables</b>	24	6	18
<b>Administration bloc</b>	1	0.5	0.5
<b>Teachers' houses</b>	20	2	18
<b>File cabinets</b>	3	1	2
<b>Cup boards</b>	17	4	13
<b>Teachers' pit-latrine</b>	2	1	1

**Source:** Field data, 2016

Table 5.14 demonstrates that, one of factors that prevented students' progress to the next level of study was that the school had inadequacy number of students' chairs and tables with deficit of 173 and 290 respectively; the situation led into some students sharing chairs and table which is against 1:1 student-chair and table ratio.

To ensure how serious the problem is one respondent said "... we always pay Tsh. 35,000/= each year for form one entrance at school ... I do not understand such deficit comes from where if after completion of form four our children do not come back from school with chairs and desks we paid for ..."

Also, the study witnessed incomplete administration block (see appendix 8), library, hostels, DH, special room for girls, and staff room. The proposed student-pit latrine ratio for boys and girls by SEDP I and II which is 1:25 and 1:20 respectively was uneven distributed in the school something which hindered also students' progress to the next level of study as students missed such service at school because there were only four, two for boys and two for girls.

The situation was very bad as commented by one respondent "... we sometimes attend the call of nature around nearby school compound to rescue the situation at school ... diseases like cholera may erupt... also stealing some agricultural produce happens such as cassava ... this has created conflicts with owners of those areas ..."

The school had also deficit of eighteen teacher houses as factor hindered students' progress to the next level of study where some respondents explained the reason for it was directed towards the government which failed to fulfill its responsibility as addressed in the SEDP I and II . Again, some teachers stayed at village centers almost seven to eight kilometers from school compound as a result could not provide adequate services to students for all time.

All in all, the condition of three wards secondary schools in the study area was worse because of lack or inadequacy of several factors which prevented students' progress to the next level of study. For example, among the three schools in the study area only Itwangi secondary school had electricity though Computer subject was not taught; such power played great role to students especially in studying even during night preparations for both teachers and students which is different from the other two schools; both schools had no laboratories, few teachers houses, hostels among others prevented some students for next level of study.

This study however insists that all required physical facilities for both teachers and students should be available in wards secondary so as to ensure many students progress with their next level of study.

#### **5.5.4 The influence of culture on girls' education in the study area**

The majority of parents in the study area are Sukuma by tribe and some of them still have low level of education that is standard seven or no school education at all; culturally they tend to undermine girls' education compared to boys who are highly favored in schooling and engages in domestic chores to less extent such as looking after cattle; while girls are considered as family economic assets especially in early marriages where parents receives more than ten cattle as bride price as well as participate in home chores such as drawing some water as well as fetching fire woods far away from home.

Tracing the state marriage act of 1971 as stated by Lugayila (2014), it is clear that the act also supports early marriages because under parents or court concert, the girl is allowed to marry having fifteen years old something different to a boy who marries having eighteen years. Such act differs much from child act of 2009 which defines a child is any human being who has less than eighteen years old. However the government should be blamed on marriage act of 1971 which allows early marriages for girls as a result do not complete their studies.

In the study area therefore, among the three wards secondary schools it was identified that the community still maintained early marriages among girl's students which prevented good performance of national examinations as the result many girls did not attend next level of study. Reports from school heads indicated that Didia secondary school had 12 (6%) girls subjected in early marriages out of 198 girls; Imesela secondary school had 15 (14%) girls engaged in early marriages out 111 girls and Itwangi secondary school had 10 (5%) girls left school for early marriage out of 188 girls. The situation is against USAID (2008) report entitled "*From a Gender Equality Perspective*" which elaborates that educating girls produces many additional socio-economic gains that benefit entire societies.

Such benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children.

Therefore the government should review marriage act of 1971 for girls so as to enable girls participate effectively in their studies and denying parents' desire of wealth by preventing girls from schooling and engage in early marriages.

Addition to that, from 2010-2014 the study obtained statistics from school heads about impregnated school girls' students that prevented them from progressing with next level studies as some did not have enough time preparing their studies. Such statics indicates that in One of the schools there were Six (6) girls with pregnant; one (1) from Form Four, One (1) in Form Three, Three (3) in Form Two and One (1) in Form One. Also, there were Five (5) in another school; Three (3) in Form Two and Three (3) in Form One. Another school was identified to have Seven (7); One (1) in Form Four, Two (2) in Form Three, Two (2) in Form Two and Two (2) in Form One. Explaining on that occurrence one of respondents said "... family poverty, long school distance from home, temptations, girls' readiness to study are reasons for impregnated girls in schools ..."

#### **5.5.5. The distance from school**

The study by Shahidul and Zehadul Karim (2015) about "*School dropout factors among girls*" explained that the far the distance from school, the greater the number of girls dropping from schooling and the vice versa is true. The far distance discourages girls to study because of two problems as identified by different studies in African regions: One is the length of time and energy needed to cover the distance for children with empty stomach; two is parental anxiety about sexual safeguard to their daughters.

However, in the study area it was found that still both girls and boys students as well as teachers who stay far away from school were highly affected negatively in performing well their studies hence some students failed their national examinations and did not progress to next level of study with girls affected much than boys.

In each of schools studied half of students for example at Didia secondary school stayed 8-16 kilometers while for teachers was 8 kilometers; at Imesela secondary school quarter of students stayed far away from school from 8-27 kilometers and only four teachers stayed 8kms away from school; also at Itwangi secondary schools half of students lived 8-15 kilometers away from schools while some teachers stayed 8 kilometers away from school to village centers. Explaining on school distance one student stated

*... it is better if the government can rehabilitate hostels for us especially girls because at home we never study due to some domestic works such as cooking, drawing water, fire woods, looking after cattle ... on the way to school several temptations happens ... at school, teachers and students are exhausted ... no effective study might take place ...*

Again, the two secondary schools such as Didia and Imesela were reported by school heads and students to lack official roads to school something which also proved failure of students to perform better national examinations and hence some of them could not progress to the next level of study because some of them seemed tired early in the morning even before commencing of lessons due to the situation hence teaching-learning process do not happens smoothly. Most roads used as witnessed by the study were local with poor quality and hence it was very difficult to reach at school during rainy season.

To show such disapproval one student expressed that

*... on the way to school we never wear school uniforms early in the morning at home during rainy season, instead we wear domestic clothes until we cross almost five streams with muddy and when we approach near the school, then exchanging domestic clothes with school uniforms once again takes place ...*

#### **5.5.6 Political influence in schools**

Decision making in Tanzanian education sector ever since its enactment in 1978 cum 1995 Education and Training Policy from top-down approach is as complex as it allows both politicians as well as administrators to influence education system; hence it is quite difficult to separate education from the two. For instance, currently in the district council, the DED apart from other responsibilities in most cases

employ teachers and in case the DED and head of departments such as DSEO initiates different school contributions to parents and other education stakeholders, some politicians such as councilors and members of parliaments especially during campaigns tend to abstain parents and other education stakeholders from contributing what is proposed as they think it is only the government (parliament, councilors) which can play role in all school education functions especially in enacting amending laws.

In the study area however, village and wards leaders, councilors and members of parliaments especially from opposition ruling parties in all three wards secondary schools denied school administrations from sending students back home to draw school fees and other related school contributions such as academic fees for science teachers as well as contribution for school laboratories.

When explaining about the situation one of respondents said

*... politicians prevent school developments ... we were almost finalising laboratories rehabilitation as proposed by his Excellency president Jakaya Kikwete, surprising enough during their campaign they prevented parents and other education stakeholders from providing contributions as a result students are starving due to lack of laboratory... ever since free basic education started operating students do not take lunch at school as politicians around schools prevented parents from contributing food for their children ... you can imagine how can they study with empty stomachs ...*

Also, other respondents commented on laboratory by stating "... the government should stop the tendency of buying only laboratories' chemicals which are too expensive and at the same time there are no places for preserving them in schools ..."

Therefore the study witnessed incomplete laboratories in all three secondary schools in the study area where each school used a classroom that acted as laboratory for all science subjects which justified that ensuring some students' progress to the next level of study will remain a big problem among wards secondary schools in Tanzania.

### 5.5.7 National examination grading system's changes from division to GPA

The Grade Point Average system was introduced by NECTA replaced division grading system in 2013 in order to ease registration exercise done by Tanzania Commission of Universities (TCU) and NACTE at higher learning levels as well as grant one type of results in all levels of education that is from primary school to higher education. Such grading system differed a lot from the former division grading system as given in table 5.15.

**Table 5.15 Former against new grading system (GPA)**

Grade	Division grade system/ Point(s)	GPA system/ Point(s)
A	81-100 = 1	75-100 = 1
B+		60-74 = 2
B	61-80 = 2	50-59 = 3
C	41-60 = 3	40-49 = 4
D	21-40 = 4	30-39 = 5
E		20-29 = 6
F	0-20 = 5	0-19 = 7

**Source:** Modified from LHRC (2014)

Table 5.15 explain that due to poor performance of CSEE results in 2012 as stated in LHRC (2014), there was an introduction of GPA in 2013 by NECTA which used the Distinction, Merit, Credit, Pass and Fail awards as indicated in table 5.13. Such grading system seemed to be lower in calculation as compared to the previous grading system of Division I, II, III, IV and 0 awards. As a result through the use of GPA the performance in CSEE national wise increased from 57% in 2013 to 70% in 2014; the improved performance in 2013 was also praised by the former prime minister of Tanzania Mizengo Peter while addressing the inauguration of education week in Tanzania in 2014.

In terms of GPA calculations for Form Four students, The Government Notice No.509 of 2015 and Kazungu (2016) clearly states that calculating GPA bases on candidate's best score in seven subjects regardless of compulsory or optional subjects.

In the study area, however there were some complains rose against GPA by some teachers during FGD in all three wards secondary schools who stated

*... GPA system was devastating because it even reduced the tension of students studying seriously as they knew that any subject with grade A-D had point and there were no Fs in compulsory subjects such as Mathematics, Biology Civics ... so they kept relaxing ... in form two through GPA students are given no average for class promotion to form three ... recently we have so many students in form three qualified with lowest GPA of 0.3 ... it means some students will not progress to next level of study ...*

Although division grading system has been resumed as from 2015 yet critics given to it is that no penalties were given to compulsory subjects, hence the study consider the system to be improved much for its effectiveness by NECTA so that the average calculation could be higher with inclusion of compulsory subjects. Doing that, students and teachers will have tension on good performance of national examinations hence some students might progress to next level of study.

#### **5.5.8 The influence of curriculum changes**

Curriculum plays a great role in ensuring good performance of national examinations among students in schools if designed adequately to meet all demands in education sector and vice versa is true.

Recently curriculum in Tanzanian secondary schools has been changing to copy with current situations around the world as well as society demands such as how to solve different societal problems such as poverty, employment, diseases and technology. Computer subject for instance has been introduced in secondary schools to meet science and technology requirements.

In interviews and FGDs done in the study area 11 (73%) of school heads and teachers contended that the curriculum was too examinations performance oriented

and did not help students acquire practical skills that could assist both students who fail and those complete successful their studies depend on themselves while the rest who are 4 (27%) suggested that the curriculum provided skills that were useful to both succeeded and failed students in national examinations. Proposing on that curriculum changes do not equip students with independent skill,

One interviewee stated

*... there is no different between form four failure students and other higher education leavers due to lack of self skills for both groups as a result those who finish successful in form six or university keep on waiting government employment similarly to those who fail in ordinary level study as they stay at home jobless or in streets together because they cannot employ themselves ...*

On other hand some students in FGDs in all secondary schools in the study area accepted that the curriculum changes played its part in ensuring them progress to next level of study but blamed on textbooks were using that hindered them from performing better their national examinations because the MoEVT currently Ministry of Education, Science, Technology and Vocational Training do not specify exactly which books are recommended for each subjects and which ones are supplementary books. Stressing On this one student said

*... the questions set in CSEE especially to Physics; History and Agriculture subjects are irrelevant to what is written on books we use in the class ... sometimes we are assisted with experienced teachers to attempt them during solving and if such teachers are no longer there it becomes a problem in solving those questions ...*

The Ministry of Education, Science, Technology and Vocational Training should work on curriculum changes to ensure students are equipped with practical skills that could allow them employ themselves; also it should ensure the new books introduced should be recommended to all schools and those questions from old books should not be brought again in the national examinations. Doing this will enable students perform better their national examinations hence most of them will progress to next level of study as are prepared earlier.

### **5.5.9 Barrier to English language as medium of instruction in secondary schools**

Since the introduction of ETP in 1995 and even before in Tanzania, the medium of instruction in secondary schools has been English Language in all subjects with exception of Kiswahili subject whereas in primary schools it is Kiswahili with exception of English medium schools. This situation has brought negative impact towards the performance of national examinations because when students join in Form One they find an abrupt change of the language of instruction.

During interviews with heads of schools in the study area, shows that they are competent in using the language, however, the study shows that some teachers in FGDs in each school lacked competence as only 2 (50%) of teachers could speak fluently, the rest 2 (50%) were competent in Kiswahili language hence the discussant had to translate most of questions into Kiswahili in order to include also their ideas in the study; again, in each of the three wards secondary schools, Four Form Four students who were engaged in FGDs out of Six were not fluent at all in English language as a result the study questions were translated into Kiswahili for comprehensiveness of the study, this makes 67% of incompetent students and 33% of competent students respectively.

The study shows that English language is a barrier to students' success in examinations performance in the study area.

### **5.5.10 Lack of motivation to teachers**

The observation also shows that during the administration of His Excellency President Benjamin Mkapa as the president of the United Republic of Tanzania, some of incentives such as hardship allowance, teaching allowance, transport allowance to mention few were cancelled out. From that time up to date teachers have been struggling through their union (TTU) to bring back their lost incentives. The findings shows that lack of motivations to teachers contribute to poor performance in schools.

## 5.6 Strategies for improving performance of national examinations in secondary schools

Table 5.16 presents the strategies taken to rescue the situation in the study area.

**Table 5.16 Strategies for improving performance of CSEE in the study area (N=53)**

Improvement strategies of CSEE	Frequency	%
Provision of adequate cum high quality physical facilities at schools (laboratory, library, hostels, classrooms, furniture, administration blocks, staff rooms, teachers houses, electricity, water, latrines, official roads etc)	11	20.8
Recruitment, employment and equal distribution of qualified teachers in rural and urban centres (especially science teachers)	5	9.4
Supply of enough teaching and learning material	6	11.3
Improve salary; resume the lost teachers' motivations (hardship environment, teaching, house rent, in-service trains etc)	9	17
Teachers, councilors, DCs to provide convey meetings with community (parents) on importance of education to children especially girls	6	11.3
Ability and commitment of teachers in teaching-learning process	4	7.5
Students who joins form one should not be admitted in schools of the same locality	2	3.8
Curriculum changes should involve decisions and needs given by all stakeholders (low level); relate to environment	3	5.7
Strictness in form two pass rate average	4	7.5
Reducing absenteeism	3	5.7
<b>Total</b>	<b>53</b>	<b>100</b>

**Source:** Field data, 2016

Table 5.16 indicates that 11 (20.8) respondents in interviews and FGDs suggested that the government in collaboration with other donors should provide adequate physical facilities in schools with high quality so that teaching and learning environments could be supportive hence some students can afford to go for further studies. Some classrooms' floors for instance in the study were of very poor quality;

others even had sandy and dusts as witnessed by one student “... sometimes if it is your duty to clean classroom you become nervous and worried about your health due to some dusts in classrooms ...”

Also, 9 (17) education stakeholders through both interviews and FGDs were of the desire that teachers’ salary should be improved so that teachers could stay at school working comfortably; again all the necessary motivations which are regarded to be chopped away from teachers by the government were to be resumed so that students becomes assisted well during studies and progress to the next level of study as in the following comments: “... it is very difficult to teach to the maximum with poor remunerations and motivations .Some teachers have debts due to low wages as a result some tend to concentrate with other businesses so as to avoid jail...”

One respondent added “... others even leave working in government schools and opt for private schools where good pastures is met ... there are so many deducts within teachers’ salary such as Health Insurance Fund, TTU, income tax, pension ... how can someone survive with all these? ...”

Another respondent added “... let also the teachers be sponsored by the HESLB for further study or in-service training because the employer has proved failure to sponsor teachers for further study ...”

Adequate supply of teaching and learning materials was paramount to 6 (11.3) respondents from interviews and FGDs. The same percent suggested that teachers, DC, councilors, and other education stakeholders in the district such as wards and village leaders should keep on educating parents (Sukuma community) in meetings, seminars and even during political campaigns about the importance of educating children; the tendency of early marriage (specifically girls), looking after cattle and engaging in agricultural cultivations for both girls and boys should be discouraged. Such situation was even emphasized by one of the interviewees who stated

*... the Sukuma community lag behind in education matters as parents prefers much bride price for girls than letting them acquire education ... in harvesting season we witness a problem of absenteeism as students go for harvesting at home places and parents do not care at all whether the student has gone to school or not ...*

On top of that another interviewee remarked

*... I would advise the government to reduce such 90 days for absent students in classrooms' attendance to 5 days only ... in my class it happens that there are other students who stays at home even for 30 days without reasons and when comeback to school he or she finds one topic is over ... how will he or she progress to next level of study after staying at home for such long time?*

Though the government through SEDP I and II was appreciated by some education stakeholders such as parents on letting their children have secondary education near home, on other aspect 5 (9.4) respondents complained on unpreparedness of the government to establish wards secondary schools without employing enough teachers especially science teachers. One parent complained

*... our school lacks some science teachers, it is still a problem on how we can get professionals like doctors, engineers ... the government also should distribute teachers equally because if you visit the same schools in town, you will find that they have many science teachers than ours in rural ... teachers also should like working in rural ... we hear others are shifting from rural to urban centres by cheating that they got married to... but in fact they even pretend to marry their relatives so that they can be permitted for shift ...*

Other strategies for next level of study comprised 4 (7.5) included teachers' were asked to increase more efforts and commitments in teaching effectively and efficiently the students; they were to consider them as their children in their families hence both teaching and parenting role could not be separable. Screening of students in form two national examinations results by putting pass rate average for form three was considered much important for next level of study after ordinary level study as it was reported that political influence in education since 2013 reduced such strictness because students advanced to form three without average.

In terms of curriculum changes, 3 (5.7) respondents had the idea that the curriculum should involve all education stakeholders including even those who ranked low in decision making such as students, parents and teachers; insisting on it, one respondent in FGD discussion said

*... sometimes we are not involved with changes in curriculum ... new education policy, textbooks, topics are introduced without teachers' training ... the government also should consider providing curriculum according to nature of environment and community in a specific place ... for instance here in Shinyanga, curriculum could address the question of cattle domestication and crop cultivation ...*

Although it was seemed difficult to abolish absenteeism in wards secondary schools due to fact that students never stay at school, rehabilitation of hostels at schools could be a solution.

Lastly, 2 (3.8) students in FGDs suggested that students who join form one should not be admitted in secondary schools of the same locality as they do not learn anything new from fellow students as well as the question of English speaking.

## **5.7 Chapter summary**

This chapter thought to present the discussion of the findings in the study area using SPSS and Excel Spread Sheet for analyzing data. The study also involved demographic characteristics of respondents so as to find out whether had impacts on the study topic. Research tools employed such as interviews, FGDs and documentary reviews reflected both specific objectives and conceptual framework of the study. All in all the performance of form four national examinations in the three wards secondary schools in the study area for consecutive five years (2010-2014) was not satisfactory due to number of factors at schools, community and government at large. Some strategies were suggested to be done in order to ensure students progress to next level of study.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS**

#### **6.1 Introduction**

This study investigated stakeholders' views on the contribution of wards secondary schools in promoting progression to next level of study in Shinyanga rural where districts officials, wards officials, councilors, teachers, parents and students had their own opinions about the title of the study. This chapter however presents summary of main findings in section 6.2, conclusions in section 6.3, policy implications and recommendations in section 6.4 as well as areas for further research in 6.5.

#### **6.2 Summary of main findings**

The study results generally show that although in the five consecutive years (2010-2014) there have been few numbers of Form Four students' progressing to next level of study, yet some stakeholders during interviews and FGDs in the study area were satisfied with such contribution due to some efforts given by students, parents, teachers and government at large to ensure conducive teaching and learning environments despite several challenges encountered in such schools.

In terms of students' performance trends in the CSEE which is a bridge to the next level of study; for five consecutive years (2010-2014) as suggested by education stakeholders, performance trends from 2010-2012 was not satisfactory; in 2013 and 2014 the trend showed improvement with pass rates of 79% and 95%; 100% and 94%; 95% and 92% for Didia, Imesela and Itwangi secondary schools respectively where majority of them scored division four; few of them joined for advanced level studies, others teachers as well as technical colleges among others.

The study shows inadequate numbers of teachers (science teachers), physical facilities, curriculum design and changes, education interference by politicians as some of factors that hinder good performance in these schools. to mention few.

### **6.3 Conclusions**

Most nations around the world including Tanzania consider good examination results at each level of study as much important; this is due to the fact that they take good performance as a tool to solving social problems such as those associated with poverty, employment, diseases and technology. It has been noted that, in order to perform well in Form Four national examinations in wards secondary schools, students and teachers should be supplied with supportive teaching and learning environment so that many students in wards secondary schools could join into the next level of study.

In the study area, among others, it was identified that most of schools lacked science teachers which contributed to failures in science subjects because they lack laboratories, teachers' houses, and long distance from schools, low wages as well as absence of motivations to teachers.

### **6.4 Policy implications and recommendations**

The findings explored in this study show that only few numbers of Form Four students in wards secondary schools progressed to the next level of study due to failure in CSEE.

However, in order to meet educational objectives as suggested in this study by education stakeholders due to introduction of free basic education for ten years from standard One to Form Four in the New Education and Training Policy of 2014, there is a need to allocate adequate funds for school expenditures by the government because already school administrators were complaining of inadequate funds where it was difficult to get all necessary school requirements; that is to say education policy and reforms should be planned well especially by involving all ideas from education stakeholders including students, teachers, parents, government, NGOs to mention few in order to implement it correctly .

In the same policy also both English and Kiswahili languages were to be used as medium of instructions in secondary schools. The situation was perceived differently in study area where some education stakeholders had idea that the situation should be maintained so as to meet competitiveness in world markets however there could be extension of English language orientation course up to six months in form one for betterment of the nation.

Again, ever since the introduction of Education for Self Reliance philosophy in Tanzania by former President Julius Kambarage Nyerere in 1967's Arusha Declaration, it was reported by education stakeholders in the study area that up to date still unknown whether such philosophy is active or inactive hence it is difficult to know where the nation is heading especially in education matters.

Therefore, stakeholders in the study area had an opinion that the Ministry of Education, Science, Technology and Vocational Training should have its own education philosophy which could predict where we are heading and this could even prevent failures in secondary schools as a result some students will progress to the next level of study due to some reflections done in the philosophy.

In the study area also it was noted by this study that some students failed their Form Four national examination and could not progress to the next level of study as a result education stakeholders had views that the Ministry of Education, Science, Technology and Vocational Training introduces some different vocational trainings where students can at least be taught several skills for their later employment in different sectors like agriculture, mining, energy among others so that the government could return what students spent for ten years of basic education.

#### **6.4.1 Recommendations**

However, from the study's policy implications, it was also recommended as follows by education stakeholders in the study area:

It is important that the government should consider the question of recruiting, training and employment of adequate quality and competent teachers for secondary schools.

The absence of science teachers in study area has created a situation where students hate studying science subjects due failures in such subjects; allocating teachers during posting should be equally and not like what happens at the moment where while some schools in the study area lacked science teachers, in urban centres the problem was not as much as serious compared to rural areas.

There should also be good remunerations for teachers and all necessary motivations should be given to teachers so that they can teach students effectively.

More increase and improvement on education budget was insisted in order to ensure presence of enough physical facilities for students and teachers as well as presence of enough and quality teaching –learning materials like textbooks because there is no need of high enrolment in schools if at all capitation grant is not supportive to schools' requirements.

If the situation continuous like what happens at present it will be difficult to achieve the expected high rate of returns despite huge amount of money the government invests in education sector.

The education stakeholders such as the government officials, NGOs, parents and students around the schools' community in the study area should keep on educating Sukuma parents who still lag behind educating children especially girls.

The use of critical examples as role models especially successful educated women should be presented there during meetings, seminars and workshops.

In-service training for teachers should be maintained especially where curriculum changes. This ensures competitiveness of teachers in area of specializations including mastery of computer skills as a way to adhere to technological changes.

There should also be a special sub sector in education sector of Tanzania where there could be follow-ups about all education findings in the country. This is because as observed by the study in the study area some stakeholders had a desire that the study could eradicate all education challenges encountered in those schools within a short time.

### **6.5 Areas for further research**

This study did not trace teaching methodologies in the study area. It is however suggested that the same study could be carried out once again in order to evaluate the way teachers apply different teaching and learning methodologies in classes, their competences, how students respond to questions and the way they answer questions in given exercises.

Again, there was a need to conduct a study in primary schools around the study area about methodologies employed during teaching-learning process because secondary schools teachers during FGDs reported that students from Form One to Four failed a lot especially to Basic Mathematics despite the use of few words during computing which is different from arts subjects that employ several words and long sentences in English language which is a problem to them.

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## APPENDICES

### Appendix 1

## INTRODUCTORY LETTER FOR DATA COLLECTION FROM MZUMBE UNIVERSITY

  
**MZUMBE UNIVERSITY**

**OFFICE OF THE VICE CHANCELLOR**

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Tel: +255 (0) 23 2604380/1/3/4 Fax: +255 (0) 23 2604382 Cell: +255 (0) 754 694029 E-mail: drps@mzumbe.ac.tz Website: www.mzumbe.ac.tz	P.O.BOX 63 <b>MZUMBE</b> MOROGORO, TANZANIA
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Ref.No. LLM/CL/002/T.14 Date: 24<sup>th</sup> November, 2015

**TO WHOM IT MAY CONCERN**

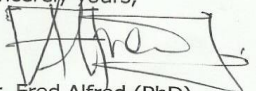
**RE: INTRODUCTION OF NGASA REVOCATUS**

The bearer of this letter is a postgraduate student of Mzumbe University pursuing masters degree in Master of Arts in Education (MA. Edu). As a part of requirements for completion of his studies, he is collecting information on ***"Stakeholders' views on the contribution of wards secondary schools in promoting progression to the next level of study in Shinyanga Rural"***.

This letter serves to achieve three purposes. Firstly, to verify that he is granted permission to undertake the research, secondly, to introduce him to you and thirdly to request you to facilitate any form of assistance he might need. We can assure you that this activity is entirely for academic purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,



Dr. Fred Alfred (PhD)  
For: **VICE CHANCELLOR**

## **Appendix 2**

### **INTERVIEW GUIDE FOR DISTRICT SECONDARY EDUCATION OFFICER / DISTRICT EDUCATION SCHOOL INSPECTOR**

#### **Roles and experience**

1. Could you kindly introduce yourself in terms of name, age, gender, education level and tell me your role in the established wards secondary schools through SEDP?
2. What is the total number of wards secondary schools established through SEDP in your district and their distance from town?

#### **Students' progress to the next level of study**

3. What is the importance of the next level of study to students in wards secondary schools in this district and society at large?
4. In your own perspective, would you talk to me about the current education curriculum in the country whether prepares students adequately for next level of study in wards secondary schools?
5. What is your opinion on the contribution given by wards secondary schools in your district to ensure students progress to the next level of study?

#### **Performance trend 2010-2014**

6. With supportive documents could you kindly tell me what have been the outcomes of Form Four students' progress to the next level of study in your district as a result of national examination performance from 2010 – 2014 academic years?
7. Would you tell me about the quality of education offered in wards secondary schools in your district as a way towards attaining SEDP goals?

#### **Factors affect students' progress to the next level of study**

8. Which benefits have been brought in the society as a result of establishing wards secondary schools through SEDP?

9. With supportive documents could you talk to me about the challenges still persist in wards secondary schools in this district despite SEDP efforts to eradicate them?

**Improving performance**

10. In your view, could you tell me about what needs to be done in order to improve students' national examinations performance in your district?
11. In your opinion, could you tell me anything else forgotten should be done to improve the situation in wards secondary schools in your district apart from what we have discussed?

### **Appendix 3**

## **INTERVIEW GUIDE FOR COUNCILLORS / WARDS EDUCATION COORDINATORS**

### **Background**

1. Could you kindly introduce yourself in terms of name, age, gender, education level and tell me your role in the established ward secondary school through SEDP in this area?
2. For how long have you been playing this role?

### **Students' progress to the next level of study**

3. What is the importance of the next level of study to students in ward secondary school in this area?
4. In your own view, how far the current education curriculums in the country prepare students in wards secondary schools to next level of study?
5. What is your opinion on the contribution given by ward secondary school in this area towards ensuring students progress to the next level of study?

### **Performance trend 2010-2014**

6. What have been the outcomes of Form Four students' progress in this area to the next level of study as a result of national examination performance for the past 4 academic years?
7. How would you explain the quality of education in ward secondary school in this area towards attaining SEDP goals?

### **Factors affect students' progress to the next level of study**

8. What are the benefits of ward secondary school in your area and society at large?
9. Could you tell me the challenges still persist in ward secondary school in your area despite SEDP efforts to eradicate them?

### **Improving performance**

10. What should be done to improve performance of students in ward secondary school in your area?
11. In your view, could you tell me anything else that you think should be done to improve the situation in ward secondary school in this area?

## **Appendix 4**

### **INTERVIEW GUIDE FOR SCHOOL HEADS**

#### **Background**

1. Would you kindly introduce yourself in terms of name, age, gender as well as school name and its establishment?
2. How far your school distance is from district headquarters?
3. For how long have you been working as a head of school?
4. Could you talk to me if you had any education administrative/management training before you started working as the head of school?

#### **Students' progress to the next level of study**

5. In your understanding, would you tell me what is next level of study after ordinary level?
6. What is the importance of next level of study among students in the society?
7. In your view, could you talk to me on whether the present curriculum adequately prepares students for the next level of study?
8. How far has the school contributed to prepare students for the next level of study?

#### **Performance trend 2010-2014**

9. What have been the outcomes of Form Four students' progress to the next level of study in your school as a result of national examination performance rate for the past 4 academic years?
10. How would you explain the quality of education in ward secondary school in this area towards attaining SEDP goals?

#### **Factors affect students' progress to the next level of study**

11. What are the benefits of ward secondary school in this area and the society?
12. In your view, which challenges still persist in this school and reason for them despite SEDP efforts to eradicate them?

### **Improving performance**

13. Would you tell me on what needs to be done in order to improve students' performance on national examinations?
14. In your opinion, could you tell me anything else that you think should be done in this school for its betterment?

## **Appendix 5**

### **FOCUS GROUP DISCUSSION GUIDE FOR CLASS TEACHERS/PARENTS**

#### **INTRODUCTIONS**

Moderator; assistant moderator (self introduction)

Please tell us your name, age, education level role and for how long have you been working here (for teachers)/ for how long have you known the school?

#### **PURPOSE OF FOCUS GROUP**

I am conducting the focus groups as criteria for award of Masters Degree of Arts in Education. The reason we are having this focus group is to find out *stakeholders' views on the contribution given by wards secondary schools in promoting progression to the next level of study in Shinyanga rural*. We need your input and want you to share your honest and open thoughts with us and will seriously consider everyone's idea but may not be able to act upon each other.

#### **GROUND RULES**

##### **1. WE WANT YOU TO DO THE TALKING**

We would like everyone to participate. I may call on you if I haven't heard from you in a while.

##### **2. THERE ARE NO RIGHT OR WRONG ANSWERS**

Every person's experiences and opinions are important. Speak up whether you agree or not. We want to hear a wide range of opinions.

##### **3. WHAT IS SAID IN THIS ROOM WILL STAY HERE**

We want folks to feel comfortable sharing when sensitive issues come up.

##### **4. WE WILL BE TAPE RECORDING THE GROUP**

We want to capture everything you have to say. We don't identify anyone by name in our report. You will remain anonymous.

5. **YOU CAN SWITCH OFF YOUR PHONE OR PUT SILENCE**

We want you to draw your attention. In case it is serious you may go aside and receive the call but for a short moment.

**DISCUSSION QUESTIONS**

**Students' progress to the next level of study**

1. In your understanding, would you tell me what is next level of study after ordinary level study?
2. What is the importance of next level of study among students in the society?
3. In your view, could you talk to me on whether the present curriculum adequately prepares students for the next level of study?
4. How far the contribution of your school prepares students for next level of study?

**Performance trend 2010-2014**

5. What have been the outcomes of Form Four students' progress to the next level of study in this area as a result of national examination performance rate for the past 4 academic years?
6. How would you explain the quality of education in ward secondary school in this area towards attaining SEDP goals?

**Factors affect students' progress to the next level of study**

7. What are the benefits of this school in this area and the society at large?
8. In your view, which challenges still persist in this school and reason for them despite SEDP efforts to eradicate them? [Prompts: class size; teacher-student ratio; student book ratio; curriculum changes; pedagogy; administration changes; teacher workload; laboratory and library; teacher salary; facilities for girls and disabled].

### **Improving performance**

9. What should be done to improve performance of students in ward secondary school in your area?
10. In your view, could you tell me anything else should be done to improve the situation? [For teachers you may have a paper and write anything else was not included in the discussion].

**Thank you very much for participating.**

## **Appendix 6**

### **FOCUS GROUP DISCUSSION GUIDE FOR FORM FOUR STUDENTS**

#### **INTRODUCTIONS**

Moderator; assistant moderator (self introduction)

Please tell us your name, age, gender, school name, parent's occupations and type of sponsorship at school.

#### **PURPOSE OF FOCUS GROUP**

I am conducting this focus groups as criteria for award of Masters Degree of Arts in Education. The reason we are having this focus group is to find out *stakeholders' views on the contribution given by wards secondary schools in promoting progression to the next level of study in Shinyanga rural*. We need your input and want you to share your honest and open thoughts with us and will seriously consider everyone's idea but may not be able to act upon each other.

#### **GROUND RULES**

##### **1. WE WANT YOU TO DO THE TALKING**

We would like everyone to participate. I may call on you if I haven't heard from you in a while.

##### **2. THERE ARE NO RIGHT OR WRONG ANSWERS**

Every person's experiences and opinions are important. Speak up whether you agree or not. We want to hear a wide range of opinions.

##### **3. WHAT IS SAID IN THIS ROOM WILL STAY HERE**

We want folks to feel comfortable sharing when sensitive issues come up.

##### **4. WE WILL BE TAPE RECORDING THE GROUP**

We want to capture everything you have to say. We don't identify anyone by name in our report. You will remain anonymous.

## 5. YOU CAN SWITCH OFF YOUR PHONE OR PUT SILENCE

We want you to draw your attention. In case it is serious you may go aside and receive the call but for a short moment.

## DISCUSSION QUESTIONS

### **Students' progress to the next level of study**

1. In your understanding, would you tell me what is next level of study after ordinary level of study?
2. What will you need to do after completing form 4?
3. Will the subjects you are taking help you meet your dreams?
4. In your view, could you talk to me on whether the present curriculum adequately prepares students to the next level of study?
5. How far the contribution of your school prepares students for next level of study?

### **Performance trend 2010-2014**

6. What have been the outcomes of Form Four students' progress to the next level of study in this area as a result of national examination performance rate for the past 4 academic years?
7. How would you explain the quality of education given in this school towards attaining SEDP goals?

### **Factors affect students' progress to the next level of study**

8. What are the benefits of this school in this area and the society at large?
9. In your view, which challenges still persist in your school and reason for them despite SEDP efforts to eradicate them? [Prompts: class size; teacher-student ratio; student book ratio; curriculum changes; ICT equipments; teacher/student relationships; teacher workload and commitment; laboratory and library; guides for future career; facilities for girls and disabled].

### **Improving performance**

10. What should be done to improve performance of students in ward secondary school in this area?
11. In your view, could you tell me anything else should be done to improve the situation? [You may be given a piece of paper and write anything else not included in the discussion which you think is useful].

**Thank you very much for participating.**

**Appendix 7**

**INCOMPLETE LABORATORY BUILDING AT IMESELA  
SECONDARY SCHOOL**



**Appendix 8**

**INCOMPLETE ADMINISTRATION BLOCK AT ITWANGI  
SECONDARY SCHOOL**



**Appendix 9**

**INCOMPLETE LABORATORY BUILDING AT DIDIA SECONDARY SCHOOL**



## Appendix 10

### WORK PLAN

The schedule of activities for twelve months:

<b>No.</b>	<b>Activities</b>	<b>Duration</b>
1	Sharpening background information and developing research tools	1 month
2	Study pilot to test research tools	1 month
3	Actual data collection	2.5 month
4	Data entry and analysis	3.5 months
5	Research report writing and presentations	2.5 months
6	Incorporating comments from workshop members and submitting the report for publication	1.5 months
	Total	12 moths

## Appendix 11

### THE BUDGET OF THE STUDY

ITEM OR ACTIVITY	TSH.	US \$
<b>A. Stationary</b>		
i. Papers, 2 Ream @ 10,000/=	20,000/=	12.50/=
ii. Pen 10 pieces @ 200/=	2,000/=	1.25/=
iii. Pencils 2 pieces 100/=	200/=	0.13/=
iv. Note book 2pieces @ 2000/=	4,000/=	2.50/=
v. Collection Fluid 2 pieces @ 2000/=	4,000/=	2.50/=
vi. Printing research proposal 4 copies @ 10000/=	40,000/=	25/=
vii. Internet services	50,000/=	31.25/=
<b>Sub Total</b>	<b>120,200/=</b>	<b>75.12/=</b>
<b>B. Data collection in the field</b>		
i. Transport expenses		
▪ Researcher to and fro Morogoro to Shinyanga	80,000/=	50/=
▪ To and fro Shinyanga urban to the selected three schools	100,000/=	62.50/=
▪ 1 assistance, to and fro Shinyanga urban to the selected three schools.	100,000/=	62.50/=
ii. Telecommunication services	50,000/=	31.25/=
iii. Meal		
▪ 30 Days 2 people @ 10,000/=	600,000/=	375/=
iv. Accommodation 30 Days @10000/= *2	600,000/=	375/=
<b>Sub Total</b>	<b>1,530,000/=</b>	<b>956.25/=</b>
<b>C. 2Secretarial Services</b>		
i. Printing 4 draft before final report, 100 pgs @100 pgs*4 drafts	400,000/=	250/=
ii. Photocopying Reference Materials	100,000/=	62.50/=
iii. Editing final draft	200,000/=	125/=
iv. Printing the final report	200,000/=	125/=
<b>Sub Total</b>	<b>900,000/=</b>	<b>562.50/=</b>
<b>Supervisors Charge</b>	<b>500,000/=</b>	<b>312.50/=</b>
<b>Grand Total</b>	<b>3,050,200/=</b>	<b>1906.38/=</b>
<b>Contingencies (10%)</b>	<b>305,020/=</b>	<b>190.64/=</b>
<b>Net Total</b>	<b>3,355,220/=</b>	<b>2097.01/=</b>