AN ASSESSMENT OF THE CONTRIBUTION OF SECONDARY

EDUCATION   DEVELOPMENT PROGRAMME (SEDP) IN IMPROVING

ACCESS TO AND COMPLETION OF SECONDARY EDUCATION:

A CASE OF MOSHI MUNICIPALITY

JOYCE M. URASSA

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE

REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN

ADMINISTRATION PLANNING AND POLICY OF THE OPEN

UNIVERSITY OF TANZANIA

2015

CERTIFICATION

The undersigned certifies that she has read the research dissertation and recommends for acceptance by The Open University of Tanzania, the research dissertation titled: "Assessment of the Contribution of Secondary Education Development Program (SEDP) In Improving Access to and Completion of Secondary Education ,Case of Moshi Municipality" in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

…………………………………………

Dr.Margeth Bushesha

(Supervisor)

…………………………

Date

COPYRIGHT

No part of this dissertation may be reproduced by any means in full or in part, except for short extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgment, without the written permission of Open University of Tanzania, on behalf of the author.

DECLARATION

I, **Urassa, Joyce Martin** do hereby 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.

…………………………….

Signature

…………………………….

Date

DEDICATION

This work is dedicated to my lovely husband Mr. Frank Assery Kweka, my lovely son Einstein, daughters Nancy, Maureen, and Careen for taking care of me and for showing remarkable patience, encouragement, and   tolerant during the whole period of my studies at the University of Dar es Salaam and at The Open University of Tanzania. I also dedicate this work to my beloved parents, the Late Rev. Martin Urassa and Mrs. Tryphosa for their love and care.

ACNOWLEDGEMENT

ABSTRACT

The purpose of this study was to assess the contribution of SEDP in improving access to and completion of secondary education taking Moshi Municipality as the area of study. The specific objective of the study was to find out the extent to which students enrolled in secondary schools manage to complete four years circle without dropping in between, factors for the dropout since the implementation of SEDP as well as challenges facing the achievement of SEDP in ensuring access and completion of secondary education. A cross sectional survey and case study design were employed. The target population included students, teachers, head of schools, Education Officers as well as Ward Education Coordinators. Purposive and random sampling was applied during selection of the participants. Questionnaires and interviews were used as data collection tools. The data was gathered compiled and analyzed   both qualitatively and quantitatively. The analysis of data from questionnaires were categorized and entered into the computer for computation of descriptive statistics. Descriptive statistics were analyzed and presented by tables and charts. The findings of the research showed that; students who fail to complete secondary education are caused by poor economic condition of their families, peer group pressures, pregnancy among girls' students and ignorance of not knowing importance of education. Suggestions and recommendations to rescue the situation of absentees of secondary students are given that parents should be empowered to combat poor economic conditions so that they manage send their children in secondary schools. Government should ensure access to education to all citizens. Dormitories should be built up in each ward secondary schools to help girls avoid temptations   which   will   cause   them   fall   in   early   pregnancies.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ACSEE   Advanced Certificate of Secondary Education

AIDS –   Acquired Immunodeficiency Syndrome

APL 1-   Adaptable Program Loan Project 1

BEST –   Basic Education Statistics in Tanzania

COBET-   Complimentary Basic Education

ESDP-   Education Sector Development Program

GER-   General Enrollment Ratio

HEAC-   Higher Education Accreditation Council

HIV -   Human Immunodeficiency Virus

MMC-   Moshi Municipal Council

MRCI –   Mobilizations of Regional Capacity Initiative

MSEO-   Municipal Secondary Education Officer

NACTE-   National Council of Technical Education

NECTA-   National Examination Council of Tanzania

NER-   Net Enrollment Ratio

NGOs-   Non Government Organization

NSGRP-   National Strategy for Growth and Reduction of Poverty

PEDP-   Primary Education Development Program

PMO RALG- Prime Minister's Office of Regional Administrative and Local

          Government

PSLE-   Primary Schools Leaving Examinations

SARUA –   Southern African Regional Universities Association

SEDP-   Secondary Education Development Program

TCU-   Tanzania Commission for the Universities

UNESCO-   United Nations Education Scientific and Culture

UPE-   Universal Primary Education

URT-   United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1   Background to the Problem

Education is a major tool for the human development. In Tanzania, education is regarded as one of the human rights for all citizens. Education is a right to every child even though there are many challenges facing this sector such as shortages of infrastructures, teachers, classrooms, and toilets, desks, teaching and learning materials. Since independence, provision of secondary education has not been easy to many Tanzanians compared to primary education. Many students who were able to join in secondary schools failed to do so because of limited number of secondary schools all over the country to accommodate large number of students from primary schools.

In order to overcome this situation, the government introduced Secondary Education Development Program (SEDP) which aimed to improve access to quality   secondary education.   In this study, the researcher intended to assess the contribution of local government authority and Secondary Education Development Program (SEDP) in ensuring access and completion of secondary education in Moshi   Municipality. For many years most of the people in Tanzania have been facing excessive poverty. This situation has been caused by many factors one of them being the shortage of skilled personnel in different sectors including education, health, agriculture, horticulture, livestock, petroleum, gas or tourism. All these problems are caused by lack of education particularly secondary education and higher levels of education to the citizens.URT.(2010).

Having been under colonial rule for more than seventy years, Tanzania attained her independence in 1961. One of the many problems it faced was acute shortage of educated personnel who could be used to run the government. There were very few educated Tanzanians to fill the administrative and executive positions. In that case, the government initiated the Universal Primary Education (UPE) which was launched in 1977. This program insisted that all children aged seven to thirteen should be enrolled in primary schools. From that time primary education has been mandatory to all Tanzanian children.URT. (2005)

In 2004 the government of Tanzania initiated the Secondary Education Development Program (SEDP). Following successful expansion of enrolment in the primary education development Program, the government was motivated to initiate the Secondary Education Development Program (SEDP). The program enabled access of secondary education to many children than before where prior to the program secondary education was not compulsory to every Tanzanian child due to the limited number of secondary schools within the country. The scenario is explained not only by limited number of pupils who qualify to join secondary schools but also due inadequate secondary schools to accommodate primary school graduates. Insufficient number of secondary schools is evidenced with shortage of infrastructures such as administration blocks, classrooms, laboratories, toilets, staff quarters, dormitories and furniture like desks, tables, chairs, and cupboards. BEST,(2010)

Financial deprivation of the parents has also tended to reduce the number of students joining and completing secondary education. Parents fail at times to meet school requirements as per the government policy of cost sharing. Apart from these reasons, there is also the problem of dropouts in secondary school. Not all selected students join secondary schools due to the poverty conditions of their parents. Such students stay at home or engage themselves in petty trade businesses or agricultural activities. Others fail to complete this formal education due to different factors including early marriages and pregnancies. Galabawa,(2000)

In this study the researcher assessed the contribution of SEDP in the factors for the access and completion of secondary education, find out causes for the students failing to attend secondary schools therefore suggest possible measures to ensure that all selected students attend school fully up to their completion of secondary education.URT (2005)

1.2   Statement of the Problem

The problem of low access to secondary school education to every Tanzanian child is increasing from year to year. Many students are selected to join form one but they do not join particular secondary schools for quite a number of reasons. Others drop in the course of their studies such as before completing form four.

Many children who completed primary schools end up with basic primary knowledge of arithmetic, reading and writing (3R) only. They are not trained to properly utilize the abundant natural resources endowed in our country which could

help in changing lives for the betterment of the country. Lack of secondary education results in students failing in preparation for carrier opportunities. The country is then subjected in having citizens who are not well prepared for different disciplines such as agriculture, livestock, medicine, education water, petroleum, gas, and many more fields. Galabawa,(2000)

The researcher assessed whether the introduction of SEDP (2004) has contributed in improving access and completion of secondary education .The study aim to bridge this knowledge gap, by assessing the extent to which the implementation of SEDP has contributed to improvement of access to secondary education in Tanzania with reference to Moshi Municipality.

1.3   Objectives of the Study

1.3.1   General Objectives

The general objective of this study was to assess the contribution of Secondary Education Development Program (SEDP) in improving access to and completion of secondary education with reference to Moshi Municipality.

1.3.2   Specific Objectives

The specific objectives of this study were as follows:

1. To find out the extent to which students enrolled in form one manage to complete their secondary education after four year circle.

2. To identify and examine factors for dropouts among secondary school pupils since the implementation of SEDP.

3. To identify challenges facing the achievement of SEDP objectives of ensuring all pupils qualified to join secondary level are enrolled and complete secondary education.

1.4   Research Questions

The study sought to answer the following questions:

i.   To what extent the students selected to join form one manage to complete their secondary education.

ii.   What are factors for dropouts in secondary school pupils in the total process of SEDP   implementation?

iii. What are the challenges facing   implementation of SEDP objectives of ensuring all pupils qualified to join secondary level are enrolled in secondary schools.

1.5   Significance of the Study

The study findings are expected to be used by a number of stakeholders such as: Education Officials within the District, District Inspectors of schools, Ministry of Education and Vocational Training, NECTA, Tanzania Institute of Education, teachers, parents and other stakeholders so as to improve access to secondary education. The study will stimulate cooperation of various education stakeholders as Regionals, Municipals and Districts Education Officers, Ward Education Coordinators, Teachers and Parents in finding ways of ensuring full enrollment and

completion of all selected students in secondary schools so as to improve quality of secondary education. The study will also help all educational stake holders and NGO's which are looking for better ways of improving access of education at all levels within the country. The findings will help other researchers to undertake other studies related to education. The study will also enlighten the ministry responsible for education to take measure for solving the problems associated with the poor access and completion of secondary education. It will also enable Secondary Education department which has the role of ensuring SEDP attain its goal of provision of quality education within the district level and plan on how to overcome challenges facing secondary education within the district level.

1.6   Scope and Delimitation of the Study

The study was limited to assessing the contribution of SEDP in access and completion of secondary education taking Moshi Municipality as the area of the study. The targeted population was students of form one up to form four from seven secondary schools ,teachers, head of schools, Ward education Coordinators and Municipal Secondary Education Officer in the Secondary Education department.

1.7   Organisation of the study

The study has been organized into five chapters. Chapter one presents introduction and study context. Review of related literature to the study is presented in chapter two. Chapter three presents research methodology, specifically the procedures for collecting and analyzing data. Chapters four presents results and discuss the findings. Chapter five provides summary, conclusions and recommendations. References and appendices are placed at the end of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter covers definition of key concepts, different literature reviewed by the researcher in the course of the study, theoretical frame work of the study, major system of education in the world, education system in Tanzania, theories of education, roles of public and private sector in provision of education, ministry responsible for education in Tanzania, barriers towards acquisition of education in Tanzania, as well as the conceptual framework of the study.

2.2   Definition of Key Concepts

The following terms will be used in the research to refer to the meanings prescribed in the following definitions.

2.2.1   Equity in Education

The term is used to refer the fairness or justice between boys and girls in acquisition of education without any kind of segregations .In this study the researcher has assessed how SEDP has ensure that the education provided are not having any kind of segregation between boys or girls.

2.2.2   Drop out Rate

The tem will be used to refer to the extent to which selected students leave studies and engage in different activities apart from education of which are determined goals and objectives of gaining education is not attained

2.3   Review of related theories

2.3.1   Dewey's Theory

This theory was proposed by John Dewey (1938) .He concentrated his basic principle with those of traditional education. Dewey's system is organized around several key concepts. The central concept is experiment where all education comes about through experience.

Upon this study Dewey's theory is applicable where experiment on SEDP objectives of ensuring access of education to all students can be associated with traditional education where all member of the society had the ability to access traditional education.

 The second concept is democracy where Dewey (1938) beliefs that democratic social arrangements promote a better quality of human experience. The applicability of this theory on SEDP is that every member of the community has the right to contribute and provide ideas on educational development. This is also applied on cost sharing policy where all members of community   have the role of contributing in the development of the education.

The third concept is continuity which means that every experience both takes up something from those which have gone before and modified in some way the quality of those which come after for example growth and development. Dewey (1938).The applicability of this concept is that students who are enrolled in schools must sustain their studies up to completion without dropping in between.

The fourth concept is interaction which refers to interpreting experience in its education, force and assigns equal rights to both factors in experience- objective and internal conditions. In a certain sense every experience should do something to prepare a person for later experiences of a deeper and more expensive quality.

2.3.2 Inquiry Theory

The idea of the inquiry theory is taken from Dewey's especially his formulation of scientific thinking and in those of cognitive theorists is variously referred to as discovery method, the inquiry method, self directed learning or problem-solving learning. The approach to teaching through inquiry was proponent Bruner (1966). It is process of constructing a theory of instruction that will meet these four conditions; it should specify effectiveness of individual bias toward learning, structure of the knowledge by the learner, effective sequences of presenting material and the nature and space for rewards and punishments.

According to Dewey (1938), Education in the largest sense, is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits accumulated knowledge, skills and values from one generation to another. Etymologically, the word education is derived from Latin word *educer*e   which means "to bring up/ bring out", "bring forth what is within", "bring out potential" or "to lead. (Birgit,2000). Education is the process   of knowledge transmission by using inspiration, visionary, ambitions, creativity, risk, ability to bounce back from failure to motivation. Most education institutions don't consider these elements.

These elements are associated with understanding the value of knowledge. There is a huge disconnected gap and this is a problem for high school students in particular. Dewey, (1938).

All elements in the opening paragraph and more, related to education should all be considered. This would be ideal and sounds good, but is not possible where performance must be measured. Only what can be measured will be selected and the measuring tool is the written test. Anyone who does not have the ability to put clear thoughts on paper is labeled a failure. All natural skills, including knowledge processing, does not count. The fact is, that is exercised grows stronger, what is ignored stays dormant. The classroom exercises the collection of academics leaving all other natural skills the closet. Brunner,(1966).

A right to education has been created and recognized by some jurisdictions. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations International Covenant on Economic, Social and Cultural Right of 1966 guarantees this right under its Article 13.

This research calls for the identification of theoretical models that capture major elements and attributes that are to be considered in the analysis of the effectiveness of the SEDP in improving the access of secondary education in the Moshi Municipal Council. In some literature, the term model is referred to as tertiary. Kombo, (2006) This is the essence of the concept of theoretical framework. Among the models that

relate with the concept of effectiveness and innovation are the Solve model and the Input-output theories. There is no single or specific theoretical model for this study. Thus an eclectic model that borrows its key and relevant attributes from various there will be constructed to fit the purpose of this study.

An eclectic model will be suited for guiding the data collection and analytic process in the study.   An eclectic model involves considerations of both major sub-components as plausible explanations behind the causes of effectiveness of the implementation of the program. Its major components consist of the internals as external forces whereas the sub-components include the managerial, social political, as well as economical dimensions. From the economical point of view the model is underpinned by the notion that economic viability is a precondition for effective implementation of the program.   In turn this requires a sound economical management and control of the programs resources. This theoretical framework will be premised on numbered plausible preposition. It is assumed that in order for the SEDP program to be implemented effectively, it will require the necessary inputs. These crucial inputs will be processed in order to produce or yield the desired outputs or products.(Steers,1972).   Input- Output model is very relevant for this research. But incidentally the context of this research requires different approach and consideration of the key attributes.

It is assumed further that for the SEDP program to be effectively implemented, requisite fiscal and material resources have to be availed for the specific tasks and activities of the program. Proponents of change theories including that of Kiwia

(1993) a maintain that reintroduction of an innovation like the SEDP program into a system like the Municipal Council will encounter unprecedented resistance from the expected adopter or recipients.

The underlying proposition that the key stakeholders in the program should adequately be sensitized in the benefits of the innovation hence the aim goals and the objectives of the program the environment within which the program will be executed determine significantly the extent to which it will be effectively implemented. Kiwia, (1990) points out that political, economic, legal, demographic as well as social attribute will significantly influence the implementation of the program.

Solve model is greatly relevant to this research. According to the perceptions of the model, in order for the SEDP program to achieve the desired outcomes, it has to share its objectives plan and operations with the public. Also has to share public aspirations and incorporate them in its execution and to share the feelings and actions of its personnel in order to give direction of objectives, execution and effectively control the operations of the program organization. Municipals Council has organized different activities, establishing proper and clear authority and responsibility relationships.

Thus leadership of the leads various is very centrally in paving the way for the end program. Municipal Council has certain values which definitely establish certain traditions for effective performance. Kiwia,(1993)

There has been expansion of secondary education sector since the start of SEDP, Number of selected pupils has increased from 630,245 in the year 2006 (20.2%) to 1,566,685 in the year 2010 (47.3%).Apart from this achievement, some pupils who were selected to join secondary schools but they were not admitted or dropped out a few days after admission .BEST,(2010). In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education such as university and vocational school for adults. Depending on the system, schools or this period, or a part of it may be called secondary or high schools, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. In the United States, Canada and Australia Primary and secondary education together are sometimes referred to as K–12 education and in New Zealand Year 1 – 13 is used. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to train directly in a profession. UNESCO, (2008)

2.4   Education System Overview in Tanzania

In the United Republic of Tanzania, primary education lasts for seven years and is divided into two stages. The first is pre-primary school where children of 4 to 6 years are enrolled in pre-primary schools. According to Education   and Training Policy

(1995) children are advised to start their learning   in these schools before enrolled in standard 1 of primary schools so as to prepare them in school life and socializing with schools environment. At reaching age 7, every child is supposed to be enrolled in standard one where they learn for 7 years and graduated with primary School Leaving Certificates (PSLE). Sitting for Primary School Leaving Examination (PSLE) is mainly used for selecting pupils to join   secondary schools. Secondary education is divided into six forms. Lower secondary school comprises Form one to form four from ages 14 to 18 and ends in a national examination. Pupils that   pass in this level graduate with a Certificate of Secondary Education Examination (CSEE). Pupils who do not continue to the next level, upper secondary, may continue their studies at technical colleges in certificate and diploma level training under The National Council for the Technical Education (NACTE).   Upper Secondary School incorporates Forms five to form six with ages 18 to 20 years and ends up with a national examination. Those who pass are qualified for the Advanced Certificate of Secondary Education (ACSEE).From these level students are subjected to join National Service (Army) so as to build nationalism, patriotism and strength of serving their nation for almost three months before joining universities.

In Tanzania, education is viewed as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges facing the nation. This notion has been incorporated into Tanzania Vision 2015, which sets the overall strategic direction for development of the country. The Education Sector Development Program (ESDP) 2008 – 2017 sets out a vision for the education

sector. It defines objective and principles to guide management and dialogue structures, outcome areas, monitoring and evaluation, financing and investment choices, teachers and teacher management, language learning and capacity development Sarua (2008) – MRCI Report. The Secondary Education Development Program (SEDP) aims in improving access to secondary education so that it can accommodate the majority of learners from primary education who qualify to be in secondary schools .Sarua (2008) – MRCI Report.

Formal sector, government employment and parastatal sectors has been falling over the past decade while in the privates sector employment has equally fallen. It is however, anticipated that most employment growth will happen in the informal sector and in the dynamics small and medium businesses and is thus is argued that those with secondary education are much more likely to benefit from this opportunity.

Furthermore recent household surveys have shown that there is a marked difference in earnings between primary school leavers and those of secondary education leavers. This expansion of the post primary education system would directly improve the changes of children from poor families to gain access to secondary education and thereby improve their standards of lives. (Sarua, 2008) – MRCI Report.

The government's role is now changing from that of a key player to that of a facilitator in the provision of education. This new role of the government provides a

more conducive environment for the private sector to increase its investment in education. Private investment in education will establish a more learning environment that will allow imparting both knowledge and technology to the youth for a more active participation in the agricultural sector and the economy as a whole. Webb (2009).

As any other sector of the social development, education sector has been affected by poor resource allocation to the sector, public or private. The situation has been observed by donor community and acted friendly to support the sector. Donor community in terms of funds, technical assistance and carrying out researches has supported various programs and projects. URT, (2009).

Two ministries manage and co-ordinate the Education Sector - namely, Ministry of Education and Culture and Prime Minister's Office of Regional Administrative and Local Government (PMORALG). Both ministries manage basic and secondary education. At tertiary level, planning and service delivery are vested with the institutions themselves through their Governing Councils. Nevertheless, coordination and quality control is the responsibility of the Higher Education Accreditation Council (HEAC) and Tanzania Commission for Universities (TCU). BEST, (2010).

At primary and secondary levels, quality assurance continuous to be the responsibility of School Inspectors, Ward Education Coordinators, Headmasters, Head teachers and School Boards. Since 2001 Tanzania has taken major steps to improve its primary and secondary education sectors. The Primary Education Development Plan, (PEDP), 2002 – 2006 and the Secondary Education Development

Plan (SEDP) which was implemented starting from the year 2004 has led to significant improvements in provision of basic education in the country.

In order for Tanzania is to achieve higher levels of economic growth and productivity, it has adequate investment in education and in secondary education in particular, due to the huge multiple effect on the education system and the economy as a whole. Basically the expansion of secondary education especially the Advanced Level is necessary in order to enlarge the supply of applications for tertiary and higher level education. It should be recognized that secondary education is a necessary condition for economic competitiveness in the context of globalization and liberalizations. Furthermore modern economies require the supply of educated labor force with secondary education as the minimum qualification, and above all in the context of the Tanzania's development policy, secondary education is one of the components of the poverty reduction strategy BEST (2010).

Increased primary enrolments create increased pressure pipeline at the secondary level. Expansion of secondary enrolment has been equally impressive, though far from reaching the levels attained in primary education. Enrolment in Form one students at the first year of secondary education, increased from 243,359 in 2006 to 438,827 in 2010. General Enrollment Ratio (GER) has increased from 20.2% in 2006 to 47.3% in 2010. Secondary Net Enrollment Ratio (NER) is reported to have doubled from 13.4% in 2006 to 30.8% in 2010. BEST (2010).

Both GER and NER have been increasing from 2006 to 2010.This means that, over the five years (2006 to 2010) the rate of enrolling students at official schooling age has improved. However, both NER and GER for male students are higher compared to those of females. Sumra and Rajani, (2001). Increases in enrolments are matched by improvements in school infrastructure. New classrooms have been built and new schools have been constructed. Primary schools across the country are characterized by new classrooms. More than a thousand new government secondary schools were built between 2003 and 2006 and the number of secondary schools has increased from 2,289 in 2006 to 4266 in 2010; largely through the establishment of new government secondary schools whereas prior to SEDP much of the increase in recent years was led by private secondary schools. Toilets, pit latrines and teacher's houses have also been constructed in large numbers too, though at a lower amount compared to new classrooms Sumra and Rajani, (2001).

2.5   Barriers facing education system in Tanzania

2.5.1   Socio-cultural beliefs and practices:

The researcher wanted to find out barriers which hinder pupils from the clear acquisition of secondary education. Some of barriers are discussed bellow therefore during study some of barriers will be assessed. Early marriages and pregnancy prevent girls from completing schools therefore this act as a barrier to equity education to girls compared to boys.

Girls who became pregnancy while at schools are expelled from schools and the pregnancy is considered to be their fault. There is gender biased socialization in

schools. While assertive behavior is promoted among boys, passive behavior is encouraged among girls. Girls are called on to perform domestic duties for teachers at schools, such as fetching water, reinforcing gender stereotypes and taking time away from learning.

2.5.2   Economic Factors:

In this study, the researcher will find out reasons for economic hindrance in acquisition of primary and secondary education; hence try to find out possible solutions for these problems. Despite the abolition of school fees, parents are often unable to meet other costs. This poses a big challenge on the retention of those enrolled. Some parents migrate to distant farms lands or other districts during the rainy seasons and their children are prone to expulsion from school if they are absent for three consecutive months. In this study, the researcher will try to find out reasons for economic hindrance hence try to find out possible solutions for these problems. Girls normally work to supplement household income while lack of formal employment opportunities discourages children from completing the primary cycle.

2.5.3   Health and HIV/AIDS

Poor health acts as barrier to the acquisition of education. The researcher aims in assessing effect of health in the process of   acquisition of education including diseases such as HIV/AIDS. The high number of school pregnancies is an indicator of unprotected sexual activities and the high vulnerability of girls to HIV infection rates of infection are six times higher for girls than that of boys. Moreover, girls who

are normally caregivers become especially burdened when HIV/AIDS strikes the family, preventing them from regular school attendance. UNESCO, (2008).

2.6   The Education Sector in Moshi Municipality

Moshi was originally established as a German military camp in 1892 at Kolila in present day Old Moshi Division of Moshi District Council. It was moved to the present location in 1911 following extension of the railway line from Tanga. The town grew during British rule and was designated the administrative headquarters of Moshi District of the Northern Province and a township authority in 1929. In 1956 it attained status of a town council with an area of approximately 23 km^2 .This status remained in force until 1972 when the local Government system was established and move decision making power from the national capital, to local Government Regions and Districts.

The drastic change led to the enactment of the decentralization for government administration Interim provisions Act 1972 the local government system was later resuscitated through enactment of the Urban Councils Interim Provision Act 1978 and local government (District Authorities) Act 1982. The boundaries of the town were extended in 1979 to reach roughly 58 km^2 and the town was designated as a Municipal Council in 1988, it is planned to become a City by 2015. Negotiations are currently in the process. URT, (2012).

Moshi Municipal Council is divided into two administrative divisions, Moshi East and Moshi West. The two divisions are subdivided into 21 smaller administrative

wards namely, Bondeni, Kaloleni, Karanga, Kiboriloni, Kilimanjaro, Kiusa, Korongoni Longuo, Majengo, Njoro, Pasua, Mawenzi, Shirimatunda, Mfumuni Bomambuzi, Soweto, Miembeni, Mjimpya, Msaranga Ngambo and Rau. These sub divisions are convenient for simplifying administrative and development activities. The Council is comprised of 32 councilors. There are 21 elected members, while 11 councilors are selected as follows; one member of the parliament representing the Moshi Urban constituency who is a councilor by virtue of his position; three other members of the parliament resident within the Municipality.

There are women special seats where seven nominated female councilors from the two political parties that won seats in the 2010 General Election. Both politician and administrators cooperate in order to bring the Development of Moshi Municipal Council, where politician are there to supervise, advice and plan while administrators are there to implements plans of the Local Government.

The Lordship Mayor is the head and chairman of the Council while Municipal Director is the head of administration. Moshi Municipal Council is divided into 5 units which are Procurement unit, Planning, Statistics and Monitoring unit, Internal Audit Unit, Legal unit and Public Relation unit. There are different departments which are Department of Secondary Education and Culture, Personnel and Administration Department, Education and Culture Department (Primary section), Health and Cleansing Department, Water and fisheries Department, Agriculture, Livestock, Works and fire, Urban, planning and Environment, Community Developments, Social Welfare and Cooperative, Finance and Trade departments, all

these departments aim in promoting good governance and development of the Municipal Council. MMC, (2010).

The function of the Municipal council as stipulated under section 54 (1) of the Act No. 8 of 1984 as the basic function of urban authority, is to maintain and facilitate peace, order and good governance within its jurisdiction. Promotion of social welfare and economical well being of all people within its area of jurisdiction also serves as the function of Municipality. Moreover, the Municipality also takes measures, protect and enhance environment in order to promote sustainable development. Apart from that, the Municipality establishes and maintains the reliable sources of revenue and other resources enabling local government authorities to perform the functions effectively and to enhance financial accountability of local Government Authorities, their members and employees. URT, (2012).

The study was conducted at Moshi Municipal Council, Secondary School department. Selection of this organization and department was based on accessibility, reliability of data collection convenience and the time factor that would facilitate the researcher to conduct field work at the organization and possibility of getting the desired data. The Secondary school department also provided moral and material support for researcher to conduct such kind of investigation for that purpose. The municipality has 29 secondary schools, 12 of which are public day secondary schools, 2 Government boarding secondary schools, and 15 schools owned by private operators. In addition, the municipality has one Teachers Resource Center and also one Teachers training college owned by a private sector. Secondary Education has

grown more slowly than Primary Education because of the government limited the output to graduates it could absorb. Planed growth called for an increase of 30% enrolment every 5 years. The growth of private schools has exceeded this target.

Several decades ago, each region of Tanzania had one or more secondary school, usually located in an urban area and these were boarding schools in most cases since most of the students came from far of places. Quality varied from region to region, student wore uniforms to minimize class distinctions. Pupils from all ethnic groups were selected and had reasonable chance of advancing to universities due to ethnic quota system. Later on secondary school enrollment stagnated, the number of selected students who went on to high school dropped from 30% in 1970 to mere 4% percent by 1980 which led the Government to allow establishment of private schools. Since 1980 private sector involvement, secondary schools expanded faster than primary schools. URT, (2012).

Education sector policy overview provide for National Strategy for Growth and Reduction of Poverty (NSGRP) which was built on three pillars, whereby education feature as an important component of all pillars. All clusters aimed at increasing percentage of girls and boys with disabilities who qualified for secondary education enrollment and complete secondary school by 2010.

At least 50% of boys and girls with disabilities aged 14 − 17 years were enrolled in ordinary level secondary schools by 2010. The policy also ensures that at least 25% of boys and girls were enrolled in Advance Level secondary schools by 2010. BEST, (2010).

The Secondary Education Development Program constitutes the second phase of Secondary Education Development Program (SEDP I) in which the World Bank provided financial support of about US$ 400 million (Tsh. 560,000/= million) to SEDP II through an overlapping three phase of 10 years APL projects. APL I Project was implemented from 2010 – 2015, APL 2 project will be implemented from 2013 – 2017, and APL 3 project will be implemented from 2016 – 2020.In the project, World Bank will extend to the Government of the United Republic of Tanzania Financial assistance amounting to US$ 150 million (Tsh.210, 000/= million).

The primary objective of APL I project is to support Government's efforts to improve the quality of secondary education focusing on underserved areas. The APL1 Project consists of four components. Component one will deal with upgrading existing schools infrastructure, while component two will be improving the equitable provision of teachers and quality of teaching in mathematics, sciences, and languages. This component will ensure adequate financing to schools and improvement, and utilization of resources. Component four will ensure capacity building and technical assistance to implement current reforms. (Brook, 2000).

A quality education is custom designed to address the unique abilities of each student and has a positive emotional experience. Custom designed education evaluates natural talent and how students learn. Parents learn what works or does not work, then focus on what works. With this method, students develop an interest hence learning becomes a lifelong process. Bennel,(1994).

Education as a cornerstone for socio-economic transformation is given a high priority in Tanzania. However, the physical infrastructures and human resources required are limited or are not available for the country to meet the growing demand especially for secondary and higher education.

The existing formal education structures and systems are not adequate as they exclude young people and vulnerable groups - those living in difficult situations and the physically impaired. The net enrolment for primary education in Standard I – VII is 8,419,305 (97.3%) in 2010, while secondary education enrolment is only 1,638,699 students 1,566,685 ordinary level and 72,014 at Advanced level in 2010.BEST, (2010).

Enrolment in tertiary education in Tanzania is hardly 3%. Teaching staff shortage - both in numbers and qualifications, is the limiting factor in education expansion the country. The need for Open and Distance Learning to expand equitable access to both secondary and tertiary education is definitely imperative (Liesbet, 2010).

Tanzania has experienced tremendous progress in the education sector in the last five years. After decades of neglect, three efforts kinds of initiatives were solely needed. The Government's political commitment has been exemplary from second term in office to the stead fast resolve in the current government exhibited by the Prime Minister's Office for Regional Administrative and Local Government (PMORALG) and Ministers for Education to deal with education. The rhetoric has also been backed up by resources, as the budget for basic education has increased significantly

each year during this period. There is a clear sense that things are moving, and a feeling of excitement and optimism. For all of this, the government and its partners including the government of Norway and the World Bank deserve commendation. But this does not mean that the future is going to be any less challenging. As the numbers in primary education swell and the momentum to expand secondary education gathers steam, even greater strategic policy clarity will be needed to guide prioritization, resource allocation and Implementation. Bennel, (1994).

According to Gatchana (2002) education uses the human capital which includes the use of skills and productive capacity. It is investments which enable the person acquire it to solve different problems in his/her community. Lacking secondary education to Tanzanians make the citizens fail to meet the following attributes among citizens. Education enable human beings who acquire it to change their mind set and live properly in their communities. When a person misses education it makes that person poor and ends up suffering with diseases, poverty and ignorance leading to short life span of the individual. Entrepreneurs use education to produce wealth and thus increasing his/ her economic level.

The economics of education is naturally linked to the study of human capital which is skills and productive capacity embodied in individuals. Lack of education makes an individual fail to meet required basic human needs due to poverty; therefore education as an investment enable the society to allocate different resources to their environment. Education helps an individual to understand the facts on how to apply educational inputs, process and outputs. Basic primary and secondary education to

every citizen is a crucial tool for the development of any nation. This means that lack of quality education leads to poverty both at national and individual level. Enno,(1998).

Education is a fundamental human right for all people irrespective of their sex, race, and economical status. Education is the key to sustainable development, peace and stability among countries, in any society the provision of education is a fundamental and basic for human resource development. Education represents a major form of human resource development. It is in this context that the government of Tanzania has now decided to put more concerted efforts in education, which apart from being vital for sustainable economic take off of the country, has also great social and personal benefits crucial for the modernization and development of society as a whole. Secondary education has huge externalities or social benefits such as improvement of   health standards, poverty eradication, mitigation of fertility rates, and reduction in infant mortality, containment of the spread of HIV/ AIDS and greater social participation in the democratization and development process.

The Government has made tireless efforts and has adopted various approaches in order to reduce or eliminate illiteracy among her citizens, but still there are some hindrances factor include increase drop out from schools, increase poor performance among female students, early pregnancies, socio-cultural practices, poverty and gender disparities. Promise,(2006).

In Tanzania, education is viewed as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge

needed to competently and competitive solve the development challenges facing the nation. This notion has been incorporated into Tanzania Vision 2015, which set the overall strategic direction for Education for Sustainable Development Program (ESDP) 2008 – 2017. ESDP set out a vision for the education sector. It defines objectives and principles to guide management and dialogue structures, outcome areas, monitoring and evaluating financial and investment choices, teachers and teacher management, language learning and capacity development. SARUA, (2008) MRCH report.

The rapid increase of enrollment has been a result of a well orchestrated government initiative of constructing at least one secondary school in each ward country-wide. As a result of this initiative, the enrollment in government secondary schools increased by 186% from 490,492 to 1,401,330 in 2010. By June 2010 the number of O level government secondary school had further increased to 3,742 including 3,216 community secondary schools, 40 seminaries, and 484 non government's secondary school. For the A-Level secondary schools there are total number of 524 including 86 government schools,93 community schools,67 seminaries, and 278 other schools. The total number of O level and A level schools are 4,266. BEST, (2010).

This means that the government policy on access to education policy has achieved greater successes in its implementation of the access to secondary education policy. Education vision for Tanzania aims to turn the nation into a nation with high levels of Education and a nation which produces the quality and quantity educated people sufficiently and equipped with the requisite knowledge to solve the society problems,

in order to meet the challenge of development and attain competitiveness' at all regional and Global level. URT,(1995).

The SEDP program is visionary and far reaching plan with projections unto 2010 when Tanzania should achieve up to 50% primary-secondary transition rate that may be translated into having over 500,000 pupils joining form one in secondary schools annually, which would be five times the current rate.

This would dramatically change the contours and the institutional landscape of secondary education in Tanzania with enrollment in the secondary schools reaching above 2,000,000 by the year 2010 compared to 345,000 in 2003. Since the start of SEDP, there has been expansion of secondary education sector. Number of selected pupils has increased from 630,245 in 2006 (20.2%) to 1,566,685 in 2010 (47.3%).Apart from this achievement, there are pupils who were selected to join secondary schools but don't admitted completely or dropout few days after admission. BEST,(2010)

Table 2. 1:   Number of Secondary Schools   Before and After SEDP 1and 2 in
Moshi Municipality.

S/Na	Duration	Number of Government Secondary Schools	Number of Private Secondary Schools	Total
1.	Before SEDP (2003	3	5	8
2.	After SEDP (2004-2014)	14	15	29

Source: SEDP Report, Jan - March 2015

Moshi Municipality has the growth rate for a small urban area of 8048 residents in 1948 to 96838 people in 1988 and 143, 799 in 2002 , 165, 823 in 2007 ,and 184292 in 2012 respectively.

2.7   Knowledge Gap

The literature reviewed in this study has not shown the permanent solution for the problem of poor access to secondary education among the selected students who fail to join secondary schools after their completion of standard seven as well as that of Complementary Basic Education Training (COBET) of Primary Education. Some students are not enrolled in schools after completion of standard seven and passing the PSLE .This is a results of different factors where there is a need to think ways of solving this scenario because some of these students had the history of performing fairly in primary schools, but due to those circumstances they end up either not enrolled at all or leaving studies after being enrolled and engage in non profit activities. This led the researcher to assess the contribution of SEDP in improving access and completion of secondary schools in Moshi Municipality.

The need for provision of basically primary and secondary education to every citizen is a crucial initiative for the development of any nation. This means that if there is no quality education to every citizen, this will lead to poor social and economic development. The Tanzania development vision 2025 sees education as a critical tool for creating the mindset necessary for national development and the competitive economy that will be the driving force for the realization of the economic and social development. Therefore the researcher wanted to find out the solution for poor access

to secondary educations to be minimized, and the students get their right of education to solve different political, social and economical problems within their community.

2.8   Conceptual Framework

The conceptual framework is the schematic diagram which shows the variables included in the study. It shows relationship between independent and dependent variables and explains how these two will influence the result of the study. In order for the student access up to completion of   secondary education there must be clear relationship between independent and dependent variables. Students need to be motivated to access education by entire community surrounding him being parents, teachers and environment which is dependant variables. Students also should learn through observing life of educated personnel's and better educated families. They must have good ethics in order to succeed in education that is independent variables. There is a relationship of two variables where should be good cooperation provided by parents, government, good policy in education and social and economic development. There is also intervening variables which cut across two variables which is government policy, economic condition and learning environment. The three variables together enable student access and complete secondary education successfully.

Independent Variables

Depended variables

- Motivation to the students.
- Having better family
- Good moral values
- Good life of educated personnel

- Parents involvement in education
- Poverty eradication
- Good educational management
- Social/economic development

Intervening Variables

- Economic condition
- Government Policy
- Classroom Environment

SUCCESSFUL ACCESS AND COMPLETION OF EDUCATION
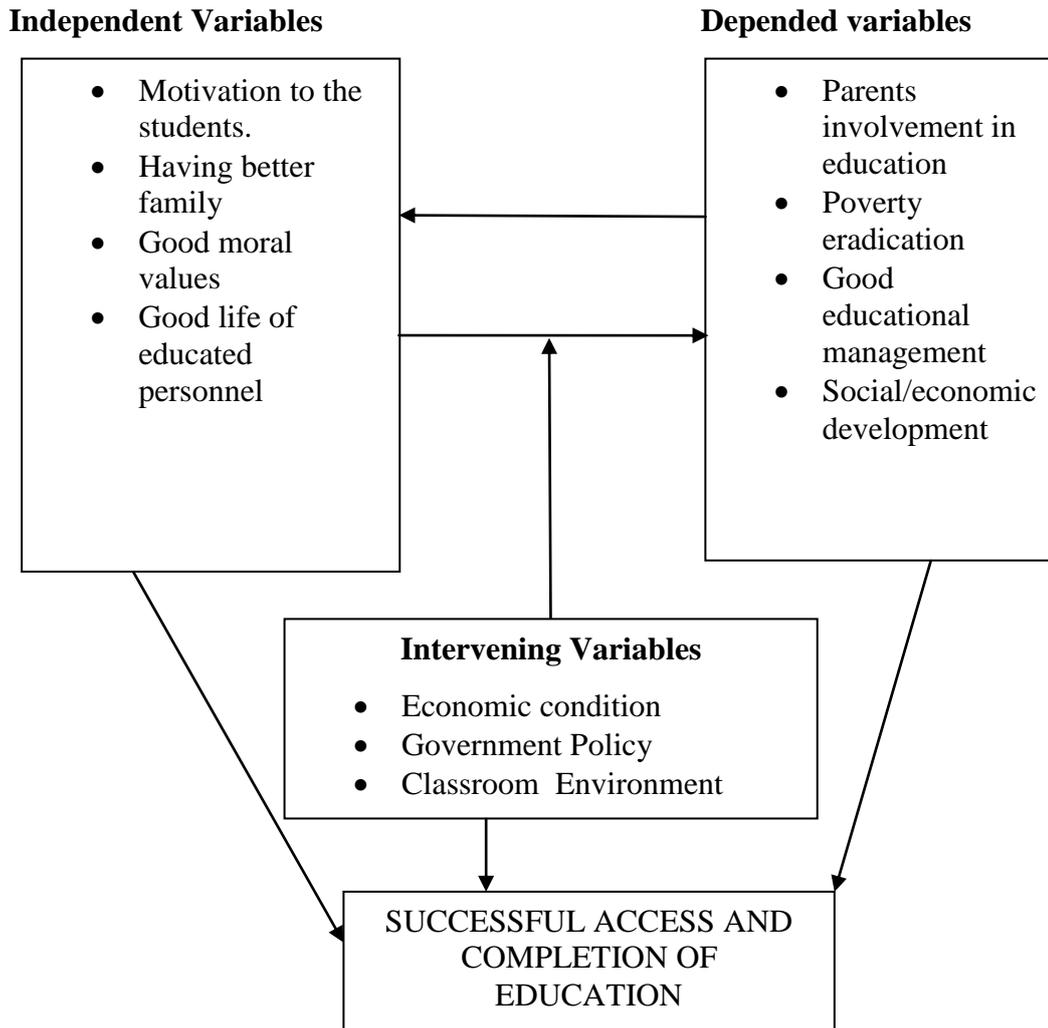
Figure 2. 1:   Conceptual Framework

Source: **Source**. Adopted and modified from Stufflebeam, (2003)

CHAPTER THREE

RESEARCH   METHODOLOGY

3.1   Introduction

 This chapter presents important methodological procedures that were used in the process of data collection and analysis. Research methodology include terms of research design, area of the study, target population, data collection methods, sample and sampling techniques and data analysis techniques. The chapter also provides validity and reliability of research instruments as well as research ethical issues.

3.2   Description of the Study Area

Study location is the area where the research is conducted. Kombo and Tromp (2006) argue that careful selection of the research location is very important as it plays a role in enhancing usefulness of information produced by the study. Moshi   Municipality was the area of study where the secondary school department was the focal area.The reason for the selection of this area is that the area has been experiencing high development of education sector for the decade, but in recent days there have been number of students who have not been in schools or leaving schools after being enrolled where they are in streets doing different activities apart from education matters. The second reason for the selection of Moshi Municipality is that the area is situated near the researcher's residence that will be easy access to the required data and reduce the cost to be incurred during the time of the study.

Moshi Municipality has the total number of 14 government secondary schools and 15 non government secondary schools. There are 21 wards where these schools are

located and 2 sub divisions. Among these schools, the problem of access and dropout exist in both government and non government schools. In this study the researcher assessed the problem in 7 secondary schools which is half of secondary schools as the sample size in the Municipality. Three secondary schools were selected from Moshi East division and four secondary schools were selected from Moshi West Division

3.3   Geographical Location

Moshi Municipal Council is located on the fertile southern slopes of Mt Kilimanjaro. It lies approximately $3^0 18^1$ Southern equator and 27^020^1 East of the Greenwich. It is generally slopes progressively from an altitude of   950 meters above sea level in the Southern part and 700 meters above the sea level in the Eastern part. The town is virtually divided into three unequal parts by two permanent rivers, Rau to the East, Karanga to the West while Kiladeda River forms the Western boundary. The rivers and springs are the major source of water for domestic and economic use. The big part of the Municipality was originally settler farms. However, there is Rau forest reserve to the southern east part which falls within the Municipal boundaries.

Moshi Municipal Council is one of the seven councils of Kilimanjaro Region. Moshi Municipality is the regional capital. The map of the area is shown in appendix 7.

3.4   Research Methods

3.4.1   Research Design

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby ensuring

you effectively address the research problem. It constitutes the blue print for collection, measurement and analysis of data (Kothari, 2004).In this study the researcher applied cross-sectional survey and case study design. Reason behind the adaptation of this case study according to Kombo et al. (2006) is that a cross sectional survey and case study seeks to describe a unit in detail, in context and holistically. Not only that, case study is a way of organizing education data and looking at the object to be studied as a whole. The problem under study was to learn from few examples of the phenomena. It gave the researcher time to study intensively a selected unit (Kothari,2004).

3.5   Target Population

A population is a group of individuals, objects or items from which samples are taken for measurement (Kombo and Tromp, 2006). There are 14 Government schools in the Council. Therefore 7 schools which is 50% of the total population represented all secondary schools as sample of the study. In this study target population composed of 84 secondary students who were from form 1 up to form 4 from their respective schools. These students were randomly selected. The study consisted of 14 teachers and 8 heads of school. The head of school has been used in a study as an administrator who can give details on the issues of access and completion of secondary education. The other two teachers were class teachers of form 1 and form 4 from the sampled secondary schools respectively. The Form one class teacher has been used in order to give details for the secondary students beginning studies and experience of students access to secondary education. The form 4 class teacher can give details of the students completing their secondary

education as well as the one not attending completely or the dropouts. There were representation of 3 Ward Education Coordinators, where 2 came from Moshi East division and one from Moshi West division. These WECs are the administrators who can give details of attending and non attending students from their coverage areas of administration. Also there was 1 Municipal Secondary Education Officer, 1 Academic Education Officers and 1 Statistics and Logistics Officer. All of the education leaders were used as Educational Administrators and professionals on matters pertaining education. The total number of respondents was 112, of them being 58 males and 54 females. The gender of the respondents was highly considered.

Table 3. 1:   Population Distribution in Moshi Municipal Council

Year	1948	1957	1969	1978	1988	2002	2012
Population	8048	13762	26969	52223	96838	147990	184292
Annual Growth Rate	-	6.1	7.0	6.2	6.4	2.8	2.8

Source: Moshi   Master Plan 1974 – 94 census 2012, National Bureau of Statistics

The annual growth rate for Moshi Municipality for the period of 2002 – 2007 was 2.8 which were the same as 2. 8 of 1988 to 2012.

3.5.1   Unit of analysis

The unit of analysis for the study consisted of individual people especially the education officials from the Municipality, head of secondary schools, teachers and

secondary school students. Moshi Municipal Council was the central organization. It was studied with respect to its operations towards improving access to secondary education. Secondary Schools within the Municipality were the units of observation as well as the units of analysis. The unit of analysis was sampled without a due consideration to their specific characteristics features.

3.6   Sampling techniques

The sample of this study was selected from seven government secondary schools. The two divisions of Moshi Municipality which is Moshi East and Moshi West were used in the study. Three secondary schools were selected from Moshi East and four secondary schools from Moshi West. Both Probability and non-probability sampling techniques were used in this study. Selection of the respondents students were done through simple random technique. This technique was preferred because it ensures that each member among the students had equal chance of being selected. The researcher used pieces of paper then wrote numbers from one up to fourty four for boys and one up to fourty for girls so as to ensure gender balance in the study. The other pieces were left blank; all of them folded and put in a box. Students from form one to form four asked to pick pieces of paper. Those picked numbers were included in the study.

Selection of education officers, WECs, head of schools and teachers were done through purposive sampling technique due to the limited number of respondents in this category. Each secondary school was presented by one male and female teacher total up to 14 teachers, 8 head of secondary schools and 6 Education Officers were

sampled through non-probability sampling to represent the whole population by choosing particular respondents to represent all teachers. The categories of respondent added up to 112. Gender distribution was considered on the sampling process.

Table 3. 2:   Number and Categories of Respondents

S/Na	Categories of Respondent	Male	Female	Total	Sampling Technique
1.	Education Officers/WEC	1	5	6	Purposive Sampling
2.	Heads of Schools	6	2	8	Purposive Sampling
3.	Teachers	7	7	14	Purposive Sampling
4.	Students	44	40	84	Simple Random Sampling
Total		58	54	112	

Source: Field Data, August, 2015

3.7   Data gathering instruments

This study used four methods of Data collection which were interview, questionnaires, documentary sources as well as participant observation. According to Sanga (1985), semi structured interview was used because an interview clears misunderstanding between a researcher and respondents. Interview was adopted due to the level of understanding of each individual.

3.7.1   Questionnaires

This instrument was used because it allowed the researcher to get information from a large population for the short time. Both closed and open ended questions were used

to collect information from people who were going to be involved in the study. Questionnaires for teachers as well as the students had two sections. Section 'A' dealt with background information of the respondent .Section ' B ' included open and closed ended questions to ascertain the view points of the respondents as they appeared in appendix 1 and 2.

3.7.2   In-depth Interview with Key Informants

Respondents to interview were introduced the objectives of the research before conducting interview in order to enable them participate by listening, responding on the posed questions, raised issues or asked questions to make the response clear. Interview constituted the major method of primary data collection in the study. This instrument was used to collect data from students, and heads of schools, Education Officers and Ward Education Coordinators. This instrument was used because it allowed the interviewer to ask supplementary questions to the respondents for more clarifications so as to collect data. The open ended questions were used to introduce new ideas. The questions was probing more information or checking the meaning of utterances. The interview guide appears in appendix 3 and 4 of the research dissertation.

3.7.3   Observation

Observation method is the most commonly used method especially in studies relating to behavioral sciences. In a way, we all observe things around us, but this sort of observation is not scientifically observation (Kothari, 2004). Under this method, the information was obtained by the way of an investigators own direct observation

without asking from respondents. It was done practically by observing students in and out the classes, what and how they are doing, what are their life styles of parents and members of community, what is their economic and social condition in relation to the study.

3.7.4 Documentary Sources

Documentary source such as books, files, magazine, published data, articles and minutes of workers committees were used by researcher to evaluate the success of SEDP on ensuring access and completion of secondary education so as to promote quality education. According to Kothari (2004), data collection methods were employed to facilitate obtainance of valid, relevant, reliable and up to date information.

3.8 Description of Data Collection Procedures

The researcher obtained the research permission letter from The Open University of Tanzania. The letter was taken to Municipal Director to be authorized to conduct study in the area. The researcher collected data from their original sources for the case of students, teachers, head of schools and educational officers. The observation was done in schools during the studying processes. Interview was done at the respondents places of work.

3.9 Validity and Reliability of the Instruments

3.9.1 Validity of the Instrument

In this study the content validation was preferred to ensure the accuracy of the instruments to determine whether the instrument addressed the topic overall. This

ensured that every item corresponds to a desired measurement and that everything which should be measured was actually being measured.

3.9.2   Reliability of the Instrument

The test – retest was used in the study. This method was used to test stability of the instruments. The questionnaires for the students were given to the same individuals on two occasions within relatively short duration of   time which was one week. All answers from the scale and rank were added to each pupil. A Spearman correlation coefficient was calculated to determine how closely the participants' responses on the second responses. The calculations resulted on instrument having high reliability

3. 10   Description of Data Analysis Procedures

Data analysis is the process of working out with data, organizing, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned deciding to tell others (Bodgant and Bickens, 1982). The research being in qualitative and quantitative in nature, data collected by questionnaires and interview were summarized in tabular form showing frequencies, figures and percentages. Some of the data were used to construct bar groups, tables and pie charts subjected to content analysis so as to obtain meaningful ideas and opinions from the respondents.

3.11   Ethical Consideration

One of the ethical issues to consider when conducting the research is to seek permission with regard to the study. The researcher clearance letter was obtained

from The Open University of Tanzania and from Moshi Municipal Council as it is attached in appendix 5 and 6. The participants were assured of confidentiality and anonymity.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.1   Introduction

This chapter presents a view of data and discussion of the findings of the study. Presentation and analysis of findings is organized based on research objectives, tasks and questions that guided this study. Findings are also discussed in the light of existing literature of the study.

The chapter is organized into three main sections. The first section presents demographic characteristics of respondents. The second section gives information about the extent to which SEDP has contributed in ensuring access and completion of secondary education in Moshi Municipality by using tabulations and percentages calculations, factors for the drop outs and challenges facing implementation of access to secondary education in Moshi Municipality and ways of overcoming these challenges .The third part deals with the role of SEDP in assuring access and completion of secondary education.

4.2   Demographic Characteristics of the Participants

The researcher classified respondents into two groups which are students and teachers. The groups of teachers include head of schools, Ward education coordinators and Education Officers. The two groups represent total population of the study. The number of respondents in the sample size was 112 with 28 teachers being heads of schools, Ward Education Coordinators, Education Officers and

normal teachers and 84 students. On the process of population sampling, gender issues has been considered.

Table 4. 1:   Number and Categories of the Respondents

S/Na	Categories Of Respondent	Male	Female	Total	Total Population
1.	Education Officers/WEC	1	5	6	
2.	Head Of Schools	6	2	8	
3.	Teachers	7	7	14	28 Teachers
4.	Students	44	40	84	84 Students
	Total	58	54	112	112 Respondents

Source: Field Data August, 2015

Table 4. 2:   Demographic Characteristics of Respondents Educational Background

Respondents	Sex		Total	Education background			Total
	Male	Female	%	Diploma	Degree	Master	
1. Students	44	40	84 (75%)	-	-	-	-
2.Teachers	7	7	14 (13%)	7	6	1	14
2.Head of schools	6	2	8 (7%)	4	4	-	8
WEC/Education Officers	1	5	6 (5%)	3	3		6
Total	58	54	112 (100%)	14	13	1	28

Source: Field Data August, 2015

Table 4. 3:   **Characteristics of Gender of Respondents (Students)**

Sex	Frequency	Percent	Cumulative percent
Male	44	52	52
Female	40	48	100
Total	84	100	

Source: Field Data August, 2015

Table 4.2.2 Indicates that 52 % of the student respondents were male and 48% were female. This shows that the population of students in Moshi Municipality is skewed towards male population.

Table 4. 4:   **Characteristics of Gender of Respondents (Teachers)**

Sex	Frequency	Percent	Cumulative Percent
Male	14	50	50
Female	14	50	100
Total	28	100	

Source: Field data August, 2015

Table 4.2.3 Indicates that 50% of the teacher respondents were male and 50% were female teachers. These results suggests that there is an equal distribution among male and female teachers in Moshi Municipality

Table 4. 5:   **Respondents Level of Education (teachers)**

Level of Education	Frequency	Percent	Cumulative Percent
Master's Degree	1	3.6	3.6
First Degree	13	46.4	50
Diploma	14	50	100
Total	28	100	

Table 4.2.4 Indicates that 50% of the head of schools, teachers and educational officers are diploma holders, 46.4% of teachers are degree holder where 3.6 had Master degree. This result suggests that SEDP has managed to increase number of qualified teachers in Moshi Municipality.

Table 4. 6:   Numbers of Respondent Students in Each Secondary School.

S/Na	Categories Of Respondent	Male	Female	Total
1.	A/ Mkapa Sec School	9	5	14
2.	Karanga Sec School	6	7	13
3.	Mawenzi Sec School	7	6	13
4.	Kiborloni Sec School	6	5	11
5.	Kiusa Sec School	6	5	11
6.	Rau Sec School	5	7	12
7.	R/Mengi Sec School	5	5	10
	Total	44	40	84

Source: Field data August, 2015

As it can be seen from Table 4.3, the study comprised 112 respondents. Out of 112 respondents, 58 (51.8%) respondents were male and 54 (48.2%) respondents were female. Out of 112 respondents 84 (75%) of the respondents were students and 28 (25%) of the respondents were professional teachers being heads of schools, normal teachers and ward/educational officers. On the other hand, out of 54 female respondents, 40 respondents were students and 14 respondents were professional

teachers. This indicates that the students' population in secondary schools is skewed towards male population.

In terms of education background, out of 28 teachers, 13 teachers were diploma holders, 14 teachers posses bachelor degrees and 1 teachers had Master of Education degree. This also indicates that there are enough qualified teachers who teach in secondary schools in Moshi Municipality.

4.2 The extent to which students enrolled in secondary schools manage to complete their education, factors for the drop outs and the challenges facing them on the access of education.

This section presents findings concerning the first objective of the study which sought to find out the extent to which students enrolled in form one manage to complete their four year duration of secondary education, the factors for the dropouts and challenges facing SEDP in ensuring access to secondary education. Questions in this section were responded to by 112 respondents based at different levels. The answers from the respondents were collected so as to find whether all students selected   tended to complete their education without dropping half way. Answers from the teachers were also collected in order to know the number of selected students who manage to complete secondary education. This was done by considering some aspects of learning as identified by Komba *et al*. (2013).

4.2.1 The number of students who manage to complete four years cycle of secondary education

The focus of this subsection was on the extent to which students selected to join form one manage to complete their studies.

Table 4. 7: **Selected students with the ability to attend school fully, studying and completing four years of secondary education without dropping in between**

Level of Agreement	Frequency (n=121)	Percent (%)	Cumulative Frequency
Strong Agree	39	34.8	34.8
Agree	32	28.5	63.3
Neutral	20	17.9	81.2
Disagree	12	10.7	91.9
Strongly Disagree	9	8.1	100

Source: Field data August, 2015.

Table 4.7 shows that out of 112 respondents , 39 (34.8%) respondents strongly agreed that all selected students had the ability of attending school fully and complete their studies without dropping in between, while 32 respondents (28.5%) agreed that all selected students had the ability of attending school full time and study up to completion of their studies. 20(17.9%) respondents were neutral in the sense that they didn't agree or disagree with the ability of attending school fully up to completion of four years of secondary education. 12(10.7%) , student disagreed that all selected students had

the ability of attending school fully and complete four years secondary education, and 9 (8.1%) respondents strong disagreed the   ability of all selected students attending school fully and complete four years secondary education. This implies that 63.3% of the students in Moshi Municipality had the ability of attending school and complete four years of secondary education. Few of students tended to drop out in between the period of their study due to some reasons such as lacking school facilities like school fees, food, clothing or learning materials. Pregnancies among girls and poor discipline of students is also a reason girls dropouts though in very minimal cases.

4.2.2   Number of enrolled students in Secondary schools after implementation of SEDP

The focus of this question was to examine is by which extent the number of secondary schools has increased since the implementation of SEDP.

Figure 4.1 shows that, in 2007 a total number of 1441 students were selected to join form 1. By 2008, the total number of 1616 were selected to join form one which was an increase of 12.3% in comparison to the year 2007. By 2009 the total number of 1590 students were selected which was an increase of 10.3% of that of 2007. By 2010 selected students were 2367   that was the increase of 64.2% and lastly by 2011 the total number of 2267 students were selected to join form one - which was the increase of 57.3% of those selected in 2007.

These findings show that there was positive increase of the number of enrolled students each year since the start of SEDP. In 2007, only 1441 students were enrolled

due to shortage of infrastructures. After four years of the development of SEDP enable 2267 students where there is an increase of 826 (57.3%) of the increase of students selected to join form one.
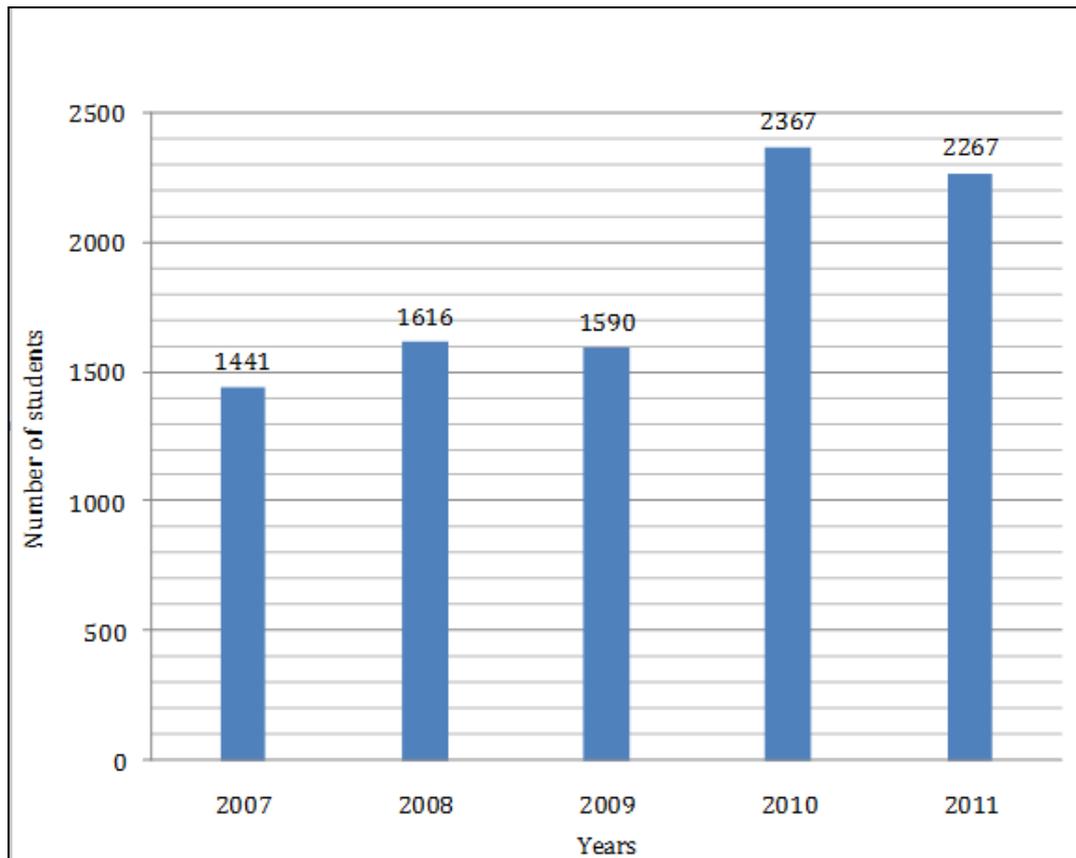
Figure 4. 1:   **Increase of the number of students after implementation of SEDP**

Source: Field data. August, 2015

4.2.3   Assessment on the number of teachers who have ability to teach and manage their professional skills well in every subject

The focus of this subsection was on the extent to which SEDP implementation has facilitated access to secondary education by providing quality teachers with ability to

impart knowledge, skills and values to secondary students hence enabling effective teaching and learning so as to enable student to complete secondary education.
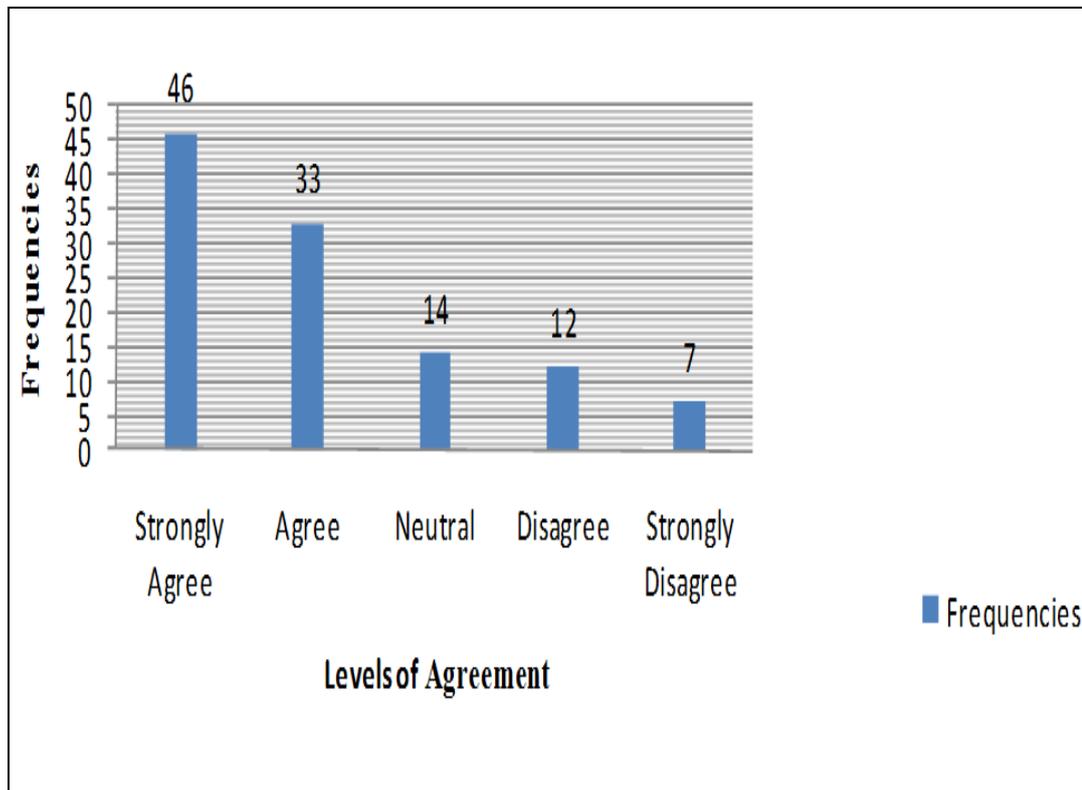
Figure 4. 2:   Availability of enough skilled and knowledgeable teachers.

Source: Field data: August,2015

Figure 4.2 shows that, out of 112 respondents, 46 (41.6%) strongly agreed that there were available skilled and knowledgeable teachers who teach in secondary schools so as to enable students access and complete their secondary education. the respondents 33 (29.4%) agreed that there were enough teachers to enable selected students access and complete their education. 14 (12.5%) of the respondents did not have any positive or negative response rather they were neutral. 12   respondents

(10.7%) disagreed that there were enough skilled teachers - particularly in science subjects, and lastly 7 respondents (6.25%) strongly disagreed that there were enough and skilled teachers - particularly in science and mathematics subjects, to enable students access and complete secondary education.

The results of this question indicate that 70.5% of the respondents agreed that the numbers of skilled teachers in secondary schools are enough to enable selected students to access and complete their secondary education. The remain 29.5% indicates that there is a shortage of science and mathematics teachers

4 .2.4 Availability of number of secondary school in each ward to ensure access of secondary education to majority of students

The focus of this subsection was to find out the extent to which the presence of many secondary schools in each ward had help in ensuring access and completion of secondary education , and how distance from home to ward secondary schools has influence access and in ensuring completion of secondary education .

Table 4. 8:   **Influence of availability of secondary schools around the student's environment in access to education**

Level of Agreement	Frequency	Percent	Cumulative Frequency
Strong Agree	59	52	52
Agree	31	27	79
Neutral	17	15.	94
Disagree	3	4	97
Strongly Disagree	2	2	100

Source: Field data August,2015

Table 4.8 indicates that out of 112 respondents,59(52.7%) strongly agreed with the view that the increase of the number of students accessing secondary education was influenced by availability of ward secondary schools near their environment than before SEDP. 31 (27.6%) of the respondents agreed that the increase of ward secondary schools had increased the number of students in access of secondary education than before the SEDP. 17 (15,1%) of the respondents don't have any comment, where 3 (2.6%) disagreed with the view that having secondary schools in each ward increased access and completion of secondary education. Two (1.7%) strongly disagreed with the view that secondary schools in each ward to enabled access and completion of secondary education.

These findings suggest that 80.3% of all 112 respondents agreed with the view so as to having secondary school in each ward enabled access and completion of

secondary education for many students compared to the period before the implementation of SEDP. The results reveal that SEDP has played a very important role in increasing the number of secondary students than was the case before the start of the SEDP program.

4.2.5   School administration responsibility to ensure moral values and ethics management among students to enable access and completion of secondary education

The focus of this subsection was to find out the extent to which school administration take responsibility to ensure moral values and ethics are well managed among students to enable access and completion of education.
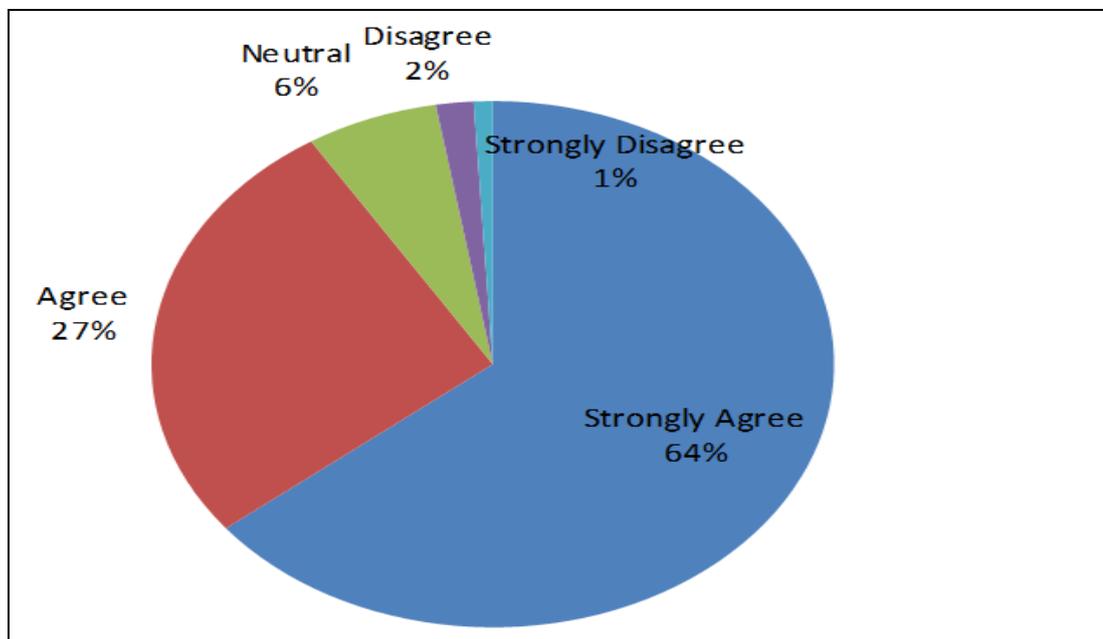
Figure 4. 3:   School administrations on moral values and ethics of students have impact on access and completion of secondary education.

Source: Field data: August, 2015

Table 4.8 shows that, out of 112 respondents who responded to this question, 72(64%) respondents strongly agreed that students ethics and moral values have positive impact on their access and completion of their secondary education. 30(27%) of the respondents agreed with the point that ethics and moral values among the students have very positive impact on the access and completion of secondary education among the students.7 (6%) didn't say anything. 3 (2%) disagree with the point of the role of ethics and moral values in the process of access and completion of education, and lastly 1 (1%) strongly disagreed with the role of ethics and moral values in the process of access and completion of secondary education.

These results indicate that it is true that by 90.9% of school administration emphasis on student's good ethics, behaviors and values help them in acquiring of their studies effectively. The more students behave in a good manner to their fellow teachers and community help them in acquiring knowledge from teachers and community. These students have strong impact on the access and completion of education. SEDP must put emphasis on strong preparation of qualified teachers who have ethics as per their professional code of conduct that they can teach and supervise their students ethically so that the students can access and complete secondary education without dropping in between.

4.2.6 Conducive environment for the teaching and learning activities

The focus of this subsection was to find out the extent to which SEDP objectives have enable conducive learning environment in ensuring access and completion of

secondary education. The issues under consideration include availability of learning infrastructures like classrooms, laboratories, dormitories, toilets or desks. The question aimed to find out the extent to which students learning environment have impacted on their acquisition of education.
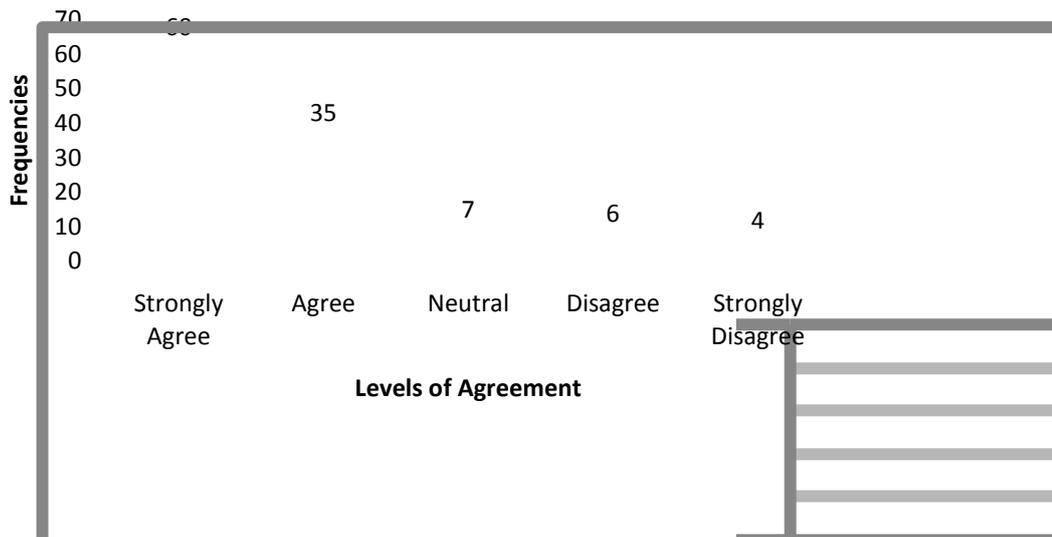
Figure 4. 4:   Conducive school environment for teaching and learning activities
Source: Field data: August, 2015

Figure 4.4 shows that, out of 112 respondents, 60 (53.5%) strongly agreed that conducive teaching and learning environment have positive impact in access and completion of secondary education. 35(31.2%) of the respondents agreed with the role of conducive teaching and learning environment on the access and completion of secondary education. 7 (6.2%) respondents were neutral while 6 (5.3%) of the respondents disagreed with the role of conducive teaching and learning environment. 4 (3.5%) of the respondents strongly disagreed with the role of conducive teaching and learning environment in the process of access and completion of education.

These results suggest that in order for the students to access and complete their education successfully, teaching and learning environment should be improved. Teachers will teach comfortably when they have all teaching facilities like good offices, classrooms which allow fresh air to circulate, houses to live in comfortably, laboratories, libraries or good toilets. Students should have nice desks to sit on, good classrooms, toilets, laboratories libraries and enough writing facilities. When there is lack of these good facilities the situation lead to excessive dropouts.

4.2.7 Economic activities impact on access and completion of secondary education.

The focus of this subsection was to find out the extent to which economic activities within the community can affect access and completion of secondary education. These activities are the one within the area of study that are agriculture and trade/businesses. Figure 4.9 shows that out of 112 respondents. 15(13.3%) strongly agreed that students are always affected by the economic activities going on in their community, 16(14.2%) were strongly affected by the economic activities in their community;16 (14.2%) of the respondents were neutral ,where 30 (26.7%) disagreed with the effect of economic activities carried within the society on access and completion of secondary education. 35(31.2%) of the respondents strongly disagreed about the impact of parents' economic activities on the students access and completion of secondary education.
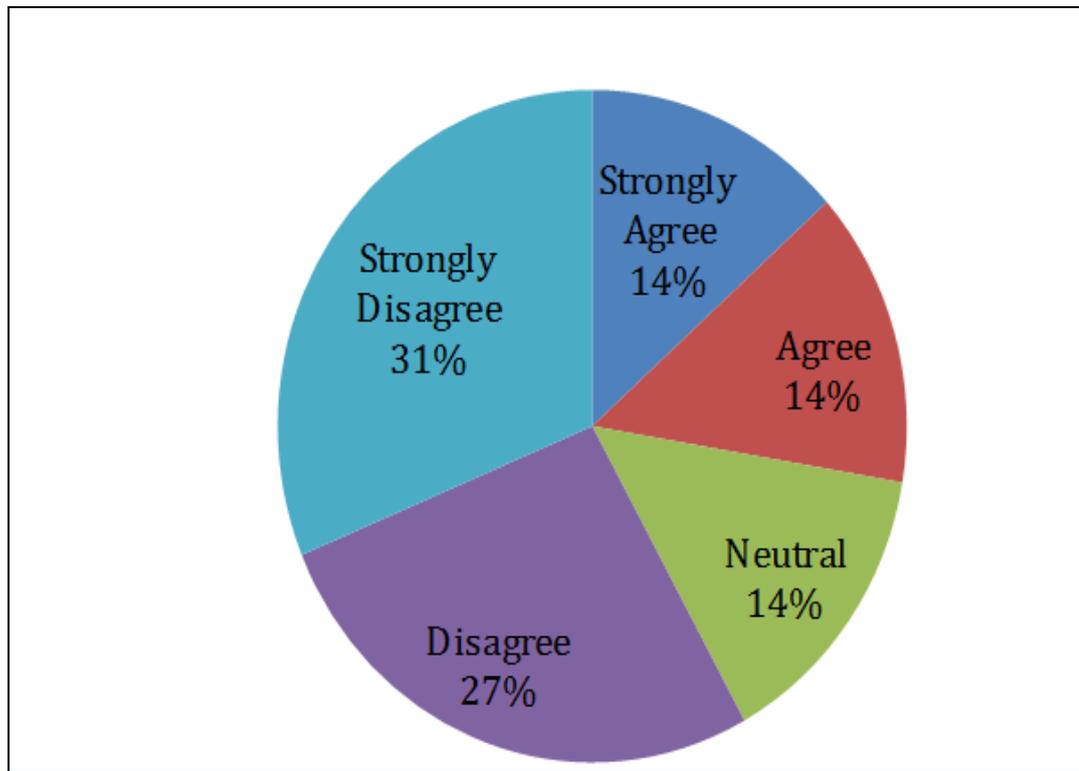
Figure 4. 5:   Levels of agreement on the impact of economic activities on access and completion of secondary   education.

Source: Field data. August, 2015

 This implies that economic activities carried in this community do not have great impact on the access and completion of secondary education.   Living in an urban area, some parents and guardians of the students are employed in different organizations, some engage in trade and small enterprises. Therefore the secondary students themselves do not engage in these businesses due to lack of capital. There are not major agricultural activities or mining activities in Moshi Municipality could affect attendances of students in secondary schools. Therefore, economic activities in this area favor access and completion of secondary education. Students who agreed

with the statement said that parents and guardians engage themselves in such activities without involving students in those activities.

4.2.8 Impact of economic status of parents and guardians on the access and completion of secondary education.

The focus of this subsection was to find out the extent to which economic status of parents or guardians have impact on the access and completion of secondary education. The respondents in this section were asked if poverty or economic condition of parents have any impact in their studies. The results were as follows.

Figure 4.5 shows that, out of 112 respondents, 58 (51.7%) strongly agreed that economic status of the parents or guardians has strong impact on the access and completion of secondary education. 35 (31.2 %) of the respondents agreed with this, 10 (8.9%) did not say anything and 5 (4.4 %) of the respondents disagreed this. Lastly, 4 (3.5%) of the respondents strongly disagreed with this.

These results suggest that 83% of the respondent agree with the statement that students from wealthy families are able to access and complete their education compared to those coming from poor families. These students who come well to do families are assured of meals at home, school fees, and learning facilities compared to those whose parents and the guardians who are not sure of getting those basic needs. The students, who do not get food at home, or who, cannot afford school fees and other school contributions do not go to school regularly and stay in the streets fighting for their basic needs.
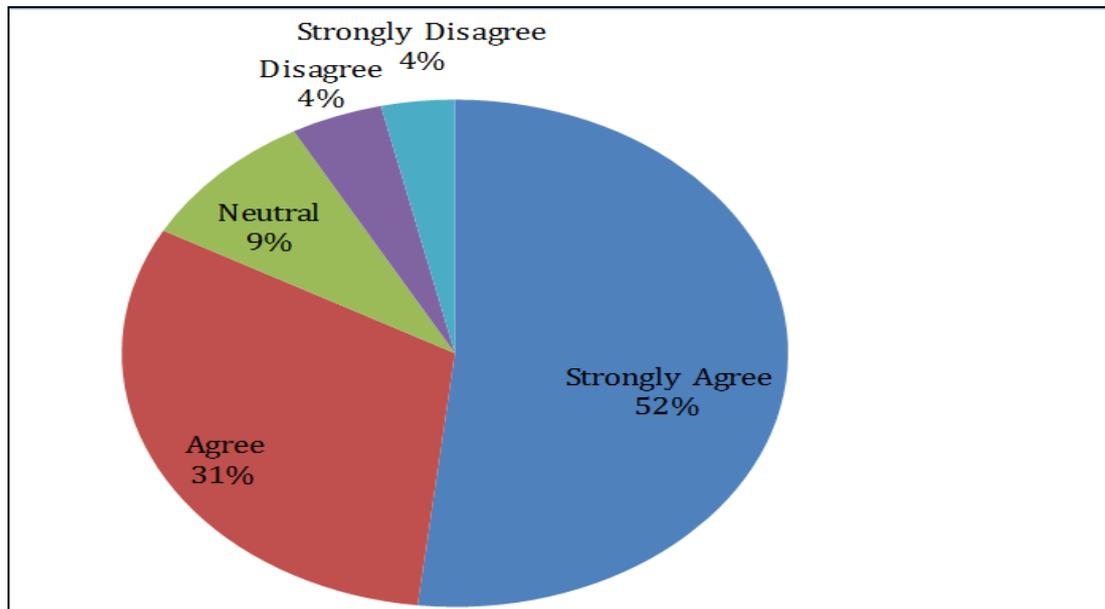
Figure 4. 6: **Levels of agreement on the impact of economic status of parents and guardians on the access and completion of secondary education.**

Source: Field data. August, 2015

There is a need for the government and non-government sectors to make more efforts in combating poor economic status of the parents and guardians so as to enable secondary school students to acquire secondary education. SEDP should proceed in disbursing funds to every student in all secondary schools in order to enable them get their educational needs like learning facilities so as to reduce the burden to these poor parents and the guardians who fail to contribute for their children. There is also need for the government to provide food support to all secondary school so as to help students from these poor families get food at school because their parents fail to contribute like the one from families with good economic conditions.

4.2 Availability of learning facilities like classrooms, laboratories, toilets, dormitories and staff quarters. The focus of this subsection was to see is by which extent learning facilities like classrooms, laboratories, toilets, dormitories and staff quarters can affect access and completion of secondary education.

Figure 4.6 shows that, out of 112 respondents 55 (49.1%) strongly agreed that absence of learning facilities affect access and completion of secondary education among the students. 32 (28.5 %) agreed that absence of learning facilities hinder the access and completion of secondary education . 18 (16 %)of the respondents `did not say anything.5 (4.4%) disagreed that absence of learning facilities have impact on the access and complete of secondary education. And lastly only 2(1.7 %) strongly disagreed with the impact of absence of learning facilities like classrooms, laboratories libraries and staff quarters.
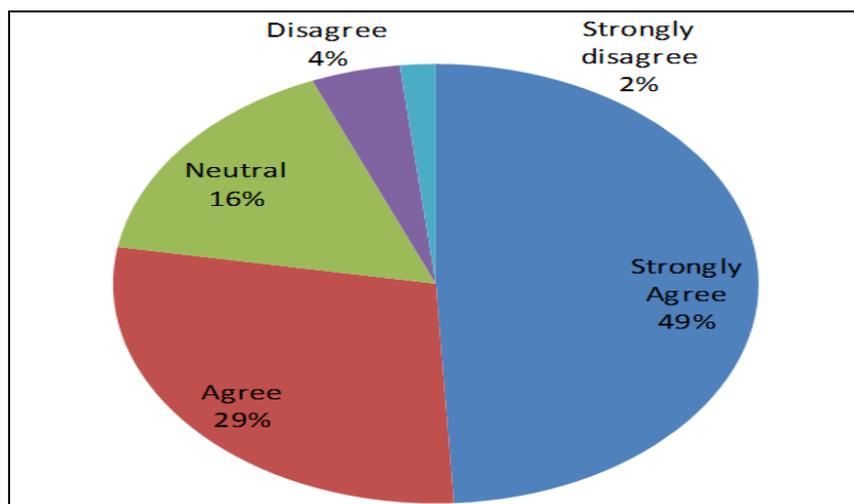
Figure 4. 7: **Levels of agreement on impact of absence of learning facilities like classrooms, laboratories, toilets, dormitories and staff quarters in secondary education.**

Source: Field data: August, 2015

These results suggest that 77.6% of all respondents agreed that every school should have enough learning facilities and good learning environment. Teachers will teach comfortably when they are sure that they have good place to settle in than staying in poor houses .Students also study comfortably when having good classroom with clear air circulation. They need enough toilets for boys and girls.

They also need libraries and laboratories where they will use them in acquisition of educational materials which will make them succeed in their attaining their goals. SEDP should proceed to ensure construction of enough laboratories, libraries, toilets staff quarters and also dormitories in all secondary schools   so as to ensure all students access and complete secondary education with good quality.

4.2.**9**   Support from parents, teachers and community in access and completion of secondary education.

The focus of this subsection was on students support from parents, teachers and community members to each secondary student so as to ensure access and completion of secondary education.
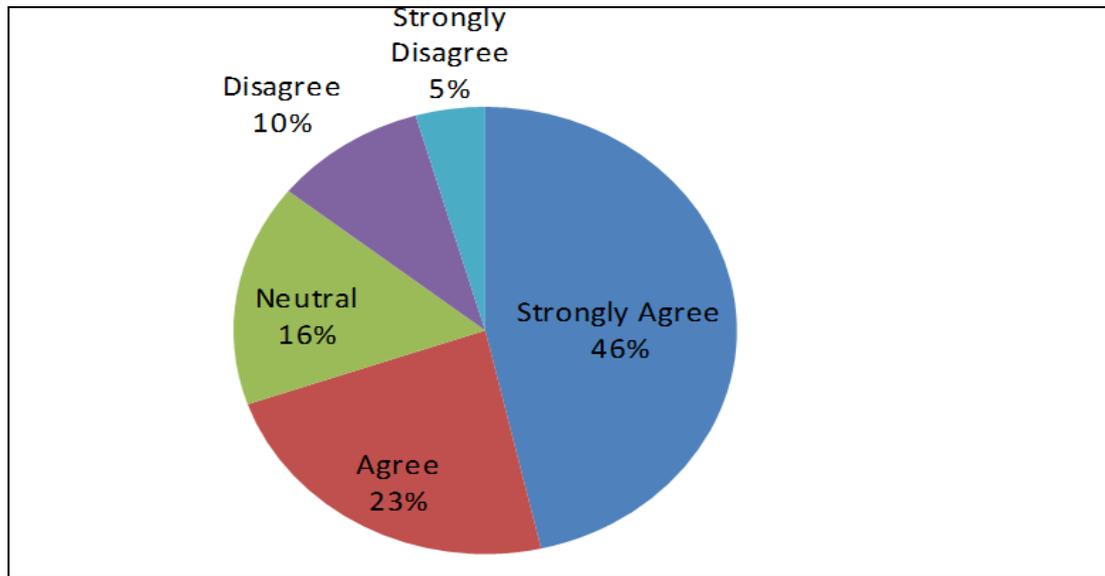
Figure 4. 8: **Levels of agreement on support from parents, teachers and community members in access and `completion of secondary education.**

Source: Field Research,August,2015

Figure 4.8 shows that out of 112 respondents,52 (46.6%) of the respondents strongly agreed that support from the parents, teachers and community members is very crucial in order for the student to access and complete their secondary education. 26 (23.2%) of the respondents agreed with the point of importance of parents teachers and community support. The 18 respondents (16%) did not say anything on this point where 11 (9.8%) of the respondents disagreed with the point of parents support rather they said is the role of government to provide education freely to its students. Lastly 5 (4.4 %) respondents strongly disagreed that parents and community members are not important rather government can do all tasks pertaining to education.

These results suggests that 78 (69.6%) of the respondents agreed that there is a need for parents, teachers and community members to work together with the government on this SEDP to ensure that all students enrolled complete their secondary education. The government -through SED, cannot manage to provide all facilities of education.

Parents and community members should support them by contributing funds and labor in accomplishing some infrastructures under construction so as to make sure having better learning environment. Parents should also make sure that they contribute as cost sharing of educational expenses such as the provision of food and other needs of their children so that they can study comfortably.

Table 4. 9: **Number of Registered, Completed and Dropped out Students in Moshi Municipality from 2007 to 2011**

Year	Registered			Completed			Dropped Out			% of Dropped Out			
	B	G	T	B	G	T	B	G	T	B	G	T	%
2007	807	634	1441	807	632	1439	2	-	2	2	-	2	0.1
2008	963	653	1616	961	652	1614	2	1	3	2	1	3	0.2
2009	1023	567	1590	1021	565	1586	2	2	4	2	2	4	0.3
2010	1234	1133	2267	1232	1130	2367	3	2	5	4	1	5	0.2
2011	1248	1019	2267	1246	1016	2262	3	2	5	2	3	5	0.2

Source: SEDP Performance Report 2012
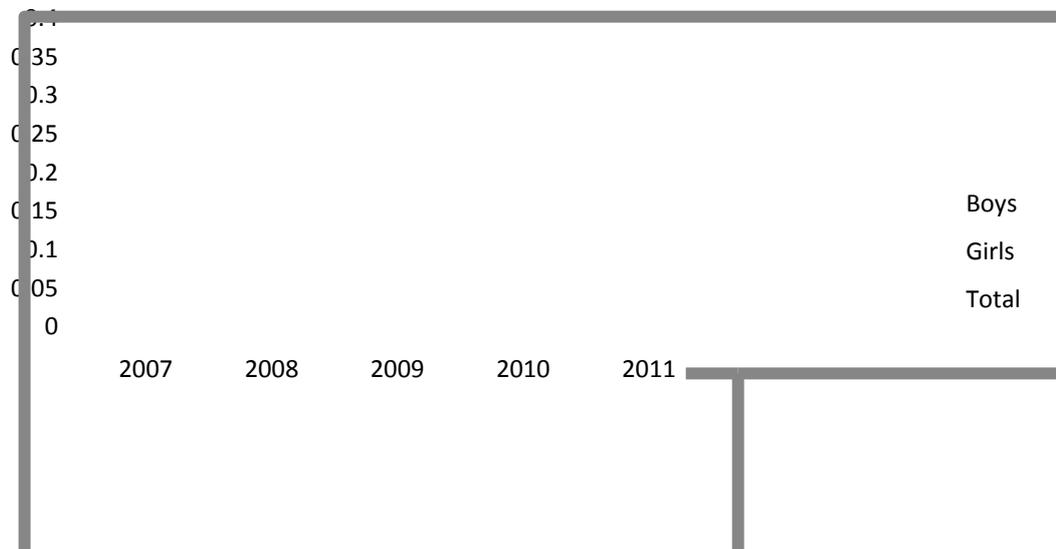
Figure 4. 9:   Dropout of boys versus girls.

Source: SEDP Performance Report 2012

The data above shows that the problem of dropouts is not so common within Moshi Municipality. It seems that the number of boys is greater than girls who dropout with the exception of 2009 where girls who dropped out by 0.35% compared to boys. Findings showed that boys who dropped from school was caused by failure to pay school fees due to poverty situation in their families; while girls drop out was caused by failing to pay school fees as well as pregnancies.

4.3   Interview Responses

The researcher interviewed 14 teachers, 8 heads of schools and 6 educational officers. The study aimed at finding out views on issues concerning the extent to which secondary schools students' access and complete their secondary education, factors for the students drop out, the contribution of SEDP on access and completion

of secondary education, challenges of SEDP and ways to overcome them on ensuring all selected students to access and complete secondary education successfully.

4.3.1   Factors for the secondary students drop out and fail to the access and complete their secondary education.

The findings on these questions revealed that students were dropping out due to different reasons. Some of the students failed to attend school regularly due to the poor economic conditions of parents and guardians. This condition made them miss some important educational needs such as school fees and other necessary contributions which are paid by parents. This condition also hindered them from getting school uniforms, books and writing facilities. So most of the time they felt inferior and as a result they dropped from school to find other means of getting income to support themselves and sometimes their families.

Secondly, the respondents said that ignorance on the part of the parents was another factor for the secondary school students drop out. This occurred mostly in uneducated families where most of the time they drink alcohol excessively. The families don't see any value of educating their children. In these families parents are not aware of their responsibilities including feeding the children, caring about their health and sending them to school. During an interview with   the headmaster of Rau and Anna Mkapa secondary schools, they said that there were some secondary school boys who were performing better while in forms 1and form 2. They dropped from schools when they entered form three because they lack school requirements including fees and some become motor cycle drivers. The parents of such students

were normally asked to come to school to formulate of making the student continue with their studies. However the parents would not cooperate on such issues. The head teachers would then resort to involving the police to get the students and bring them back to school.

The respondents mentioned pregnancies to girls as another reason for some girls to drop from schools. Although the problem of pregnancies was not so common in Moshi Municipality, it should be bone in mind that a girl's right to education is very crucial basing on the fact that educated women have more ability of bringing changes to their community. So, even a drop out of a single girl is not accepted. During an interview with the headmasters of Regnald Mengi, Kiboriloni and Karanga sec schools said that the reason why girls dropped from their schools was caused by pregnancies. The problem of pregnancies among secondary school girls is mainly caused by the distance from home to school. Studying in day secondary schools, girls face different temptations on the way to or from school due to erosion of ethics among members of society. Some unethical men try to tempt these young girls their way from school by giving them "gifts" and sometimes lifts. Solution to this problem must be found.

4.3.2   The role of SEDP on the access and completion of secondary education

The respondent agreed that Secondary Education Development Program (SEDP) has ensured access to secondary education in Moshi Municipality through construction of infrastructure like classrooms, teachers' offices, libraries, staff quarters, and

provision of teaching facilities much more compared to the period before the initiation of this program.

However, teachers have challenged SEDP for emphasizing on constructions of classes and other teaching infrastructures, but forget to put more emphasis on the welfare of teachers such as construction of each teacher's houses. In each constructed secondary school you will find very few teachers' houses. Many secondary teachers - especially the young teachers, live in rented houses. One of the teacher complained that some of the rented houses are owned by the parents of the naughty students hence some students do not respect their teachers due to the fact that the teachers live in their houses and sometimes they take some issues concerning their teachers to school.

The respondents also challenged the government that SEDP had failed to pay good salaries and other fringe benefit to the teachers. They said that the government has been promising to pay good salaries but has not been able to honor such promises over the years. The teachers challenged politicians' hefty remuneration compared to what they are paid as academicians.

They suggested that in order to ensure access and completion of secondary education, teachers' welfare must be considered.

Table 4. 10: Secondary Education Development Program (SEDP) role on ensuring access and completion secondary education

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	21.0	75.0	75.0	75.0
Disagree	7.0	25.0	25.0	25.0
Total	28.0	100.0	100.0	100.0

Table 4.5 and Figure 4.9, shows that 21 (75%) of the teachers agreed that SEDP had increased access and facilitated completion of secondary education and 7 (25%) teachers disagreed with the statement that SEDP has increased access and completion of secondary education. The followings were statements from two teachers: *Many secondary school students are forced to drop from schools due to poor conditions of parents/guardians especially when he/she asked to bring out school fees and any other contributions while he/she has no ability of getting that funds.* (Field interview August, 2015).

When a student faces more difficult challenges beyond his/her capacity can stop from studies and continue with different activities such as petty trade or child labor activities. (Field interview August, 2015)
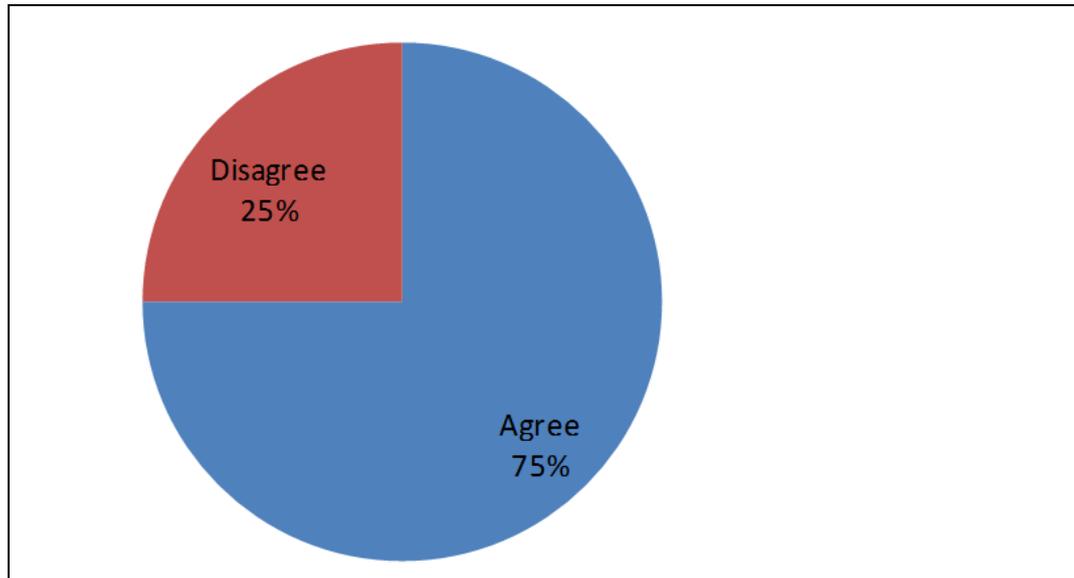
Figure 4. 10: **Levels of agreement on SEDP roles on ensuring access and completion secondary education. Responses from teachers, head of schools and Ward Education Officers.**

Source: Field Research. August,2015

On the other hand, those who disagreed with the statement that, those students who dropped out of schools were not caused by economic condition of their parents. They said that the problem of dropout was caused by students' negligence and bad habits because there were other students from poor families who proceeded with their studies regardless of economic conditions of their parents. Those suffering from poor economic conditions of their parents were advised to seek assistance from local authorities to be exempted from cost sharing. Here are the statements from the students. The followings were statements from two students: *I was forced to ask for the grants for school fees and other contributions from the local authorities in my village and ward. Sometimes the grants were not provided on time of which I become*

discouraged enough to think of dropping studies. I am not comfortable with my family economic conditions therefore I study very hard to change this situation… (Field interview August, 2015).

The statement of second secondary student was as follows: *Availability of ward secondary school, skilled teachers, teaching and learning materials facilitated by SEDP has increased the number of students with secondary education in my ward /village. The remained problem is availability of Mathematics and Science subject teachers and laboratories. I request the government to ensure completion of these two things that every child can get quality secondary education in my ward.* (Field interview August, 2015)

From the findings in table 4.10 and figure 4.10 through support from statement 1 and 2 from teachers and students who agreed that SEDP has play important role of assuring access and completion of secondary education through provision of ward secondary schools, classrooms, availability of teachers, provision of teaching and learning materials and staff quarters. Apart from all important things SEDP has failed to provide enough science and mathematics teachers as well as equipped laboratories like schools owned by the central government as well as private owned secondary schools. The government is now making efforts of building laboratories by including community contributions from each household.

4.3.2 Views of Education Officers, Heads of schools, and Ward Education Coordinators on the influence of SEDP in ensuring access and completion of secondary education.

In this sub section, the study sought to find out views from Education Officers, Head of secondary schools and Ward Education Coordinators on the contribution of SEDP in ensuring access and completion of secondary education. This was responded to by 8 heads of schools, 2 Education Officers and 4 Ward Education Coordinators. In the interviews - guided by instruction from the researcher, they were asked the questions to know is by what extent they agree or disagree the influence of SEDP in ensuring access and completion of secondary education in their area of work. The responses were as indicated below.

Table 4. 11: Influence of SEDP in ensuring access and completion of secondary education. Responses of Teachers, WEC and heads of schools

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	13.0	93.0	93.0	93
Disagree	1.0	7.0	7.0	7
Total	14.0	100.0	100.0	100

Table 4.12 and Figure 4.12, show that 13 (93%) of Education Officers, Ward Education Coordinators and Head of Schools agreed that SEDP has contributed to access and completion of secondary education.
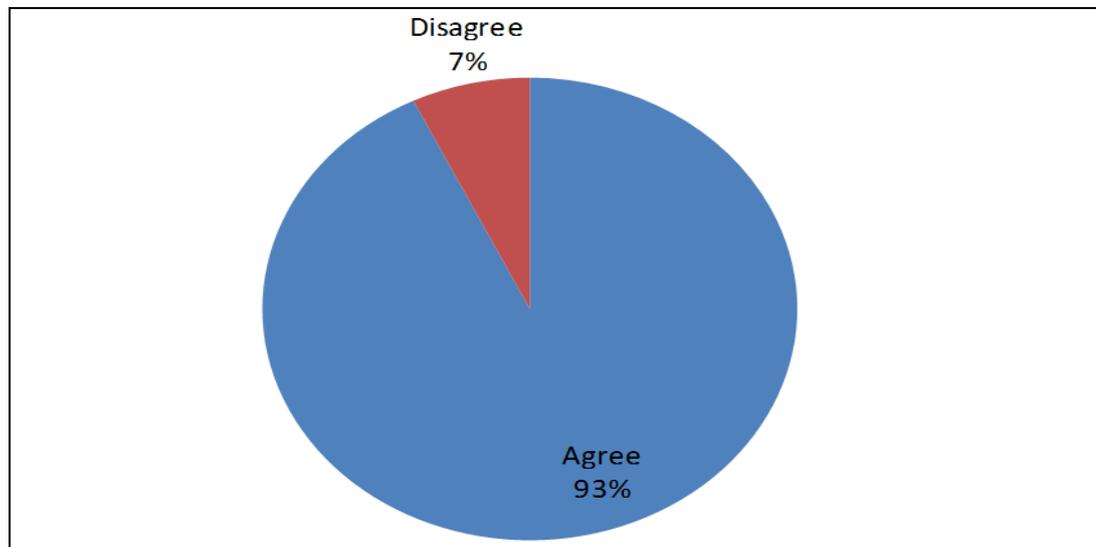
Figure 4. 11: Responses from Education Officers, Ward Education Coordinators and Head of Schools

Source: Field data: August, 2015

4.3.3 Influence of SEDP in ensuring access and completion of secondary education (Responses of Teachers, WEC and heads of schools)

The followings are three statements from Ward Education Coordinators. '*A student is discouraged with frequency dues of school fees and other contributions asked by school administration, therefore he decide to discontinue with studies as a simple solutions of such problems and carry out with other social activities.*'.(Field interview August, 2015)

The second statement of the WEC was as follows: '*When   students are provided with all academics basic needs he cannot think of withdraw from studies. Absences*

of all learning requirements are a great factor for the students drop outs.'(Field Interview August 2015)

The statement of one of the headmaster was as follows: '*Some of girls fail to join secondary education or proceed with studies up to completion of studies due to the problem of pregnancies and abortions .We don't have dormitories in our schools rather some girls live far from school or in the local hostels where life is very difficult. Other girls live studies and move to cities to look for jobs such as housemaids, barmaids, guesthouse maids or petty trade due to hardship conditions of their families'.*(Field Interview, August 2015)

Table 4.12 and Figure 4.11 support statements 1, 2 and 3, from Education Officers, Head of schools and Ward Education Coordinators who agreed with the statement that, SEDP has increased access and completion of secondary education and the economic stability of parents and the guardians played a great role in assuring access to secondary education. Availability of conducive environment for learning will accelerate the learning pace of all selected students to complete secondary education. The conducive environment should witness the provision of meals to students, construction of dormitories for students live far away from particular schools, libraries, laboratories, toilets, and provision of enough learning facilities including furniture. Parents, in collaboration with members of the community and the government should ensure that the learning environment is managed. To prevent girls from dropping out of school due to pregnancies, girls who get selected to join secondary schools should be educated on self awareness and to understand the

importance of education to girls. They should   say no to men   who want to destroy their carriers by destroying their dreams.

4.3.3 Ways to Improve Access and Completion of Secondary Education Among Secondary Students

The respondents said that in order to ensure that every selected secondary student access and complete secondary education, the following should be attempted. SEDP should continue to ensure that there is much more improvement of teaching and learning environment in all secondary schools. This is very important measures of making every student feel comfortable when in schools. There should be enough desks, and classrooms of 40 to 45 students. There should be sufficient toilets for boys and girls as well as sufficient furnished laboratories for science practical.

Secondly, the respondents suggested that government and non-governmental organizations should support schools by providing food for ward secondary schools as well as the government secondary schools so that students from poor families - who fail to contribute for meals can access education   while having meals at school with other students.

Construction of hostels and dormitories for girls in each ward secondary school will prevent early pregnancies hence facilitating attainment of their goals of acquiring education and be able to change their community.

Improvement of teachers' welfare like provision of housing, good salaries and other fringe benefit will enable teachers to play their role clearly and successfully hence enable students access and complete their secondary education.

4.4   Chapter Summary

The chapter mainly dealt with presentation, analysis and discussion of findings which are based on the assessment of   the contribution of SEDP in ensuring access and completion of secondary education. Findings of this study were presented, analyzed and discussed in relation to research objectives and reviewed literature of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

The study aimed at assessing the contribution of SEDP in ensuring access and completion of secondary education in Moshi Municipality. This chapter covers the summary of the study, conclusion of the study as well as the recommendations which are grounded on the research findings.

5.2   Summary of the Study

The study was conducted in Moshi Municipality in Kilimanjaro Region, with the purpose of assessing the contribution of SEDP in assuring access and completion of secondary education. In order to achieve this purpose, the study was guided by three research objectives. The first objective was to find out the extent to which students enrolled in form one manage to reach form four and complete their secondary education, to examine factors for the drop outs among secondary school students and lastly identify challenges facing the achievement of SEDP in ensuring access and completion of secondary education in Moshi Municipality.

Different relevant literatures were reviewed so as to provide the study with adequate background information regarding the problem concerned and to establish the gap which needed to be covered by the study. On the whole, reviewed literature covered, theoretical framework, different themes related to the study, empirical studies, knowledge gap and conceptual framework. The study drew cross sectional survey

research design to meet its purpose. Both quantitative and qualitative research approaches were employed. In the study, 84 students and 28 professional teachers being normal teachers, Heads of schools, Ward education Coordinators and Education Officers drawn to make up a sample size of 112 respondents. Data were collected by using questionnaires and interviews. Quantitative data were analyzed by using computer SPSS program version 16 and the results were presented by using tables and figures while qualitative statistics were analyzed through content and thematic analysis where results were presented as emerged themes. Finally emerged findings were presented in relation to objectives of the study.

The first objective in this study was to find out the extent to which students enrolled in form one manage to reach form four and complete their secondary education. In this objective, it was revealed that, not all selected students who had the opportunity of joining secondary schools had ability to access and to complete the four years circle of secondary education. Few students failed to complete secondary education some reasons. The study showed that, some students dropped from school due to hard economic conditions of their parents, poor ethics or values caused by peer pressures among students themselves which resulted in suspensions or expulsions by school boards. There were also few girls who dropped out due to pregnancies or abortions although the problem was not common.

The second objective examined factors for the drop outs among secondary school students. The respondents tried to mention different factors for the drop outs. Among these factors, poor economic conditions made some students to miss some important

educational basic needs such as school fees and other education contributions hence they were discouraged by frequent debts. As a result some students drop school and engage in different out of school activities such as petty trades and house maid activities. Other factors were ignorance and poor ethics among students.

The third objective was to identify challenges facing the achievement of SEDP in assuring access and completion of secondary education. The respondents mentioned some challenges that faced SEDP such as lack of science and mathematics teachers in secondary schools caused by poor performance of science subjects in comparison with arts subjects, where students tend to perform better in arts subject than science subjects. These results cause shortage of science teachers in many secondary schools. Not only that, many science best performers students also prefer studding different fields than Education .Moreover many university students do not prefer the teaching professions due to poor salaries and poor incentives given to teachers. Instead they study other well paying fields with good incentives like medicine, engineering, geology, and minerals. This has resulted in shortages of science and mathematics teachers in Tanzania.

Another challenge facing SEDP is shortage of laboratories in ward secondary schools. Insufficient learning facilities like classrooms, teacher staff quarters, toilets, desks, libraries and dormitories is a challenge which faces SEDP in its objective of ensuring access of quality education to students. Poor support from parents and guardians in cost sharing is also a challenge faced by SEDP in its objective of realizing its goal of ensuring access and completion of education among secondary

school students. Many parents have the notion that it is the role of government to provide free education to its citizens which is not true. It should be noted that cost sharing policy in education should be applied to all citizens as regards provision of education due to the limited resources compared to the number of people who need education at all levels starting from primary schools, secondary, to higher learning institutions.

5.3   Conclusion.

To conclude, SEDP program has increased access to secondary education in Moshi Municipality compared to the period before the program was launched. Children from different families have accessed secondary education in recent years compared to the time before SEDP program. There are now enough teachers of arts subjects compared to the past. Classrooms and toilets have been constructed and the process of constructing science laboratories is proceeding on well although this still remains the challenge as it was discussed above.

The total completion of secondary   education to selected students has been achieved by 98%. There are different factors for 2% of students who fail to complete secondary education. One of the reasons is that the poor family economy of the parents. Other reasons are due to truancy, pregnancies and abortions among girl students. Unethical behavior among peer groups is also an issue which results in expulsion of such students from school. It can be concluded that SEDP has achieve its goal of ensuring access and completion of secondary education in Moshi Municipality despite the challenges facing the program. Most of the respondents

appreciated the role of SEDP helping many students to acquire secondary education now than ever.

5.3.1 Recommendations of theSstudy to the Education Stakeholders

The findings of the study established that, SEDP has contributed much to the access of secondary education than before the program initiated, where few students had ability to join in few government secondary schools. For instance Moshi Municipality had three government secondary schools which were Moshi secondary, Moshi Technical and Mawenzi secondary schools. The two schools which are Moshi secondary and Moshi Technical schools receive students from all over the country being special schools. Before the initiation of Ward secondary schools influenced by SEDP, the students from the 21 wards were enrolled to study in that particular school. At the moment there are secondary schools in each ward where large numbers of students have been enrolled closer to their homes.

In order for the SEDP to reach its goals of assuring access of quality education, the follow measures below must be considered by the government. It is recommended that the government should asset aside sufficient funds to the education sector so as to ensure all students in secondary schools acquire quality education with sufficient infrastructures and enough teachers particularly for both science and arts subjects. This will make education provided to be of high quality and the students will use gained knowledge for their future life.

It has been found that students drop from school due to poverty among their parents/guardians. In order to overcome this challenge, parents should be empowered to manage the challenge of poverty by enabling them to sustain their economy rather than giving them money and food as it is being done by the government through different organizations.

Cost sharing policy must be adhered to every parent so as to ensure that every student has enough time to study and not to be sent home to bring school fees all over the academic year. This is because some of the students who dropped from schools said that they were discouraged with the frequent actions of being sent home to bring back their school fees during school hours, as their parents would not be ready to pay such fees. As a result, the students felt insulted and decide to drop out from their studies. By providing education to our children we can overcome the challenges of poverty, disease, and ignorance in our community.

All secondary schools girls should be educated to understand themselves and become aware of their future lives by studying hard so as to reach their goal of becoming educated girls and also to overcome temptations by learning how to say no to men and boys with bad intentions. Girls must stand firm for their future lives and understand the importance of education as a tool for their liberation from poverty. There is also a need for construction of hostels and dormitories to accommodate girls so as to help them avoid early pregnancies.

Government should disburse enough funds for constructions of educational infrastructures in time to enable implementation of learning activities to start earlier and be completed in time

5.3.2 Recommendations for Further Studies

The following are the recommendations for further research:

This study dealt with access and completion of secondary education. The researcher recommend the further study to deal with quality of education provided in Moshi Municipality so as to ensure each student get quality education in all subjects being sciences and arts so that knowledge, skills and values gained could help learners to use it for changing their environment.

The study was confined in Moshi Municipality, so its results are limited to an extent that it cannot be generalized to the whole country; it is recommended to conduct similar studies in other districts so as to get generalized information applicable to the whole country.

The study can be done in other levels of education including primary schools, advanced secondary level, teachers colleges and conventional universities. Also, since this study employed cross-sectional survey research design, other research design and approaches may be employed.

REFERENCES

Adam J, and Kamuzora F, (2008). *Research Methods for Business and Social Studies*, Mzumbe Books Publishers Morogoro TZ.

Bandura, A. (1977).*Social Learning Theory*, Engle wood Cliffs NJ, Prentice Hall.

Barineka, N. (2012). *An International Multidisciplinary Journals* vol. 6 ISSN 1994 −9057, Nigeria.

Bennell, P. (1994). *Jobs for the boys? The employment experiences of secondary school leavers in Zimbabwe,* Journal of Southern African Studies*,* Brock Utne

Birgit, G (2000). *Whose Education for All? The Decolonization of the African Mind.* New York: Falmer Press.

Bruner, J. (1966). *Toward a Theory of Instruction*. Cambridge MA Harvard University Press.

Cantoni, M. (2007). *What Role does the Language of instruction Play for Successful Education*? Unpublished Research Vaaxjo University, Namibia.

Dewey, J. (1938). *Experience & Education*. New York, Kappa Delta.

Emiry, C. and Cooper, D. (1991). *Bussiness Research Methods*, 4th edition, Irwin , Homewood.

Enno, C. (1998*), Educational Research, Statistical and Measurement,* New York.

Faraday, S. Overton, C and Cooper, S (2011). *Effective Teaching and Learning in Vocational Education*, LSN London, UK.

Fullan (1998) ,*New Meaning of Education Change*, Toronto University

Galabawa, W. C, (2000), *The Quality of Education in Tanzania Issues and Experiences*, Facult of Education, University of Dar es Salaam.

Galabawa, W. C ,(2004), *Development and Issues Regarding Universal Primary Education (UPE) in Tanzania*, University of Dar es Salaam.

Griffin, D. (2007). *The Competence and the Uncertainty of Assessment*: studies in Educational Evaluation: Unpublished research, University of Melbourne

Guloba, M. Wokodola, J. and Bategeka, P (2010). *Does Teaching Methods and Availability of Resources Influence Pupils' Performance*, (Unpublished Research) in Uganda.

Haas, M.S. (2002). *The Influence of Teaching Methods on Student Achievement*, Dissertation Submitted to the Faculty of the Virginia Polytechnic Institute and University.

Hannum, E. (2002). *Do Teachers Affect Learning in Developing Countries?* University of Michigan, (unpublished research). Issues, *International Journal of Educational Research and Technology Volume* 3 Issue 1 March 2012.

Huberman, M. (1989). *Proffessional Development of Teachers* Change, Vol 8 Issue 3,University of Montreal

Jacobson, D. and Kauchak, D. (2009). *Methods for Teaching-Promoting Student Learning in k-12 Classroom* 8th edition, Library of Congress USA.

Keskekci, S. (1995). *A Case Study of an Intermediate EFL Class Following a Self-Direction Program.* Unpublished Master's Thesis, Bilkent University, Ankara.

Keya, S. O. Makau, B.F, and Omari, I. M. (1989*), Guidelines for the Formulation of Research project proposals.* Nairobi: Oxford University Press.

Khan, S.M. (2004). *Educational Research*. New Delhi: Ashish Publishing House

Kimweri P. (2004). *Adult Teaching Learning.* The Open University of Tanzania, Dar es Salaam Tanzania.

Kiwia, S. F. N. (1990).*The Applicability of Freire's Method of Teaching Literacy in a Third World Context. Psychology and Developing Societies.* Dar es Salaam.

Kiwia, S. F. N. (1993). *A reflection on the context of Education Reforms in Tanzania,* Dar es Salaam

Knowles, M. S. (1975). *Self Directed Learning:* A Guide for Learners and Teachers. Englewood Cliffs, NJ, Prentice Hall Regents.

Komba, W. (2009). *Increasing education access through open and distance learning in Tanzania: A critical review of approaches and practices*. International Journal of Education and development using ICT. Vol. 5, No. 5 (2009).

Kombo D, and Tromp D, (2006). *Proposal and Thesis Writing*: *An Introduction*. Nairobi: Paulines Publications Africa.

Kothari, C.R. (2004), *Research Methodology and Teaching*, New age International Publications, New Delhi.

Kothari, C. R. (2008). *Research Methodology:* Methods and Techniques 2nd edition. New Age International Publications, New Delhi

Krishnaswami, O. R. (2002). *Methodology of Research in Social Sciences*. New Delhi:

Laddunur, M. (2012). *Status of School Education in Present Tanzania and Emerging*

Liesbet, W (2010), *What drives donor financing of basic education?* London: Overseas Development Institute.

Markbray, (1996): *Privatization of Secondary Education: Issues and Policy Implications* (Paris: UNESCO International Commission on Education for the Twenty-First Century).

Mieshil, D, (2004), *Participatory Teaching and Learning*, Malawi Institute of Education, Malawi.

Morakinyo, A. (2003). *Relative Efficiency of Systematic Desensitization, Self Statement Monitoring and Flooding on Subjects Tests Anxiety.* Unpublished PHD Thesis. University of Ibadan.

Moulin, M. (2007). *Performance Management Definition Linking Performance and organizational Excellence,* International Journal of Health Care Quality Assurance.

Mruma, J. (2013). *The Effect of Intrinsic and Extrinsic factors on Teachers Performance,* Unpublished Research, Dissertation Submitted to The Open University of Tanzania.

Mugenda, O.M and Mugenda, A. (2003), *Research methods: qualitative and quantitative approaches* ACTS, Nairobi.

Nyerere, J.K. (1968): *Education for Self Reliance,* Dar es Salaam, Ministry of Information and Tourism.

Stufflebeam, D. L. (2003). *The CIPP Model for Evaluation.* International Handbook of Educational Evaluation.

UNESCO, (2008) *Education For All, Monitoring Report* (2008), Net Enrollment rate in primary education.

URT, (1995) *Education and Training Policy*. The United Republic of Tanzania

URT, (2002) *Population and Housing Census* Volume IV District Profile Moshi Urban. The United Republic of Tanzania

URT, (2004) *Sheria ya Serikali za Mitaa,Mamlaka ya Miji Na 8 ya 1982.* The United Republic of Tanzania

URT, (2005) *National Strategy for Growth and Reduction of Poverty*, vice Presidents Office. The United Republic of Tanzania

URT, (2010). *Education Sector Development Program (SEDP II),* The United Republic of Tanzania

URT, (2010), *Basic Education Statistics (*BEST 2006-2010). The United Republic of Tanzania

URT, (2010) *Masuala ya Msingi na Ujuzi juu ya Uendeshaji wa Serikali za Mitaa.* The United Republic of Tanzania.

URT, (2012) *Population and Housing Census District Profile- Moshi Urban.* The United Republic of Tanzania

APPENDICES

Appendix 1:

Questionnaire for students

Dear student,

This questionnaire aims at collecting information on Assessment of Secondary Education Development Plan (SEDP) in access and completion of secondary education. Therefore, I kindly request you to respond freely and openly to the study since all information will be strictly confidential and will be used for academic purpose only.

A: Background information: Put a tick and fill in the blank spaces.

1. Sex:

   Male   [.........]   Female   [.........]

2. Class of study: O Level […...]   A Level   [………….]

3. Year of study: [Form………..….]

B: Questionnaire

Instructions: Below are statements that describe the role of Secondary Education Development Program (SEDP) in ensuring access and completion of secondary education. By assessing yourself on the statements that follow, rate each statement according to the scale below by putting a tick on the cell that lays your opinion and by all means be honest!

5 = Strongly Agree   4 = Agree 3 = Neutral 2 = Disagree   1 = Strongly disagree

Item No.	Items in the interpersonal scale	5	4	3	2	1
1.	Students' enrolled form 1 manages to complete four year circle in my school.					
2.	Number of people with secondary education in my ward has increased after the introduction of Secondary Education Development Program					
3.	I have enough teachers who have ability to teach and manage time well in every subject.					
4.	The distance from home to my ward secondary school enable good access and ensuring completion of my secondary education.					
5.	My school administration take responsibility to ensure moral values and ethics are well managed among students to enable access and completion of education					
6.	I enjoy learning with my colleagues in this school environment than other schools.					
7.	An economic activity such as agriculture and trade does not affect access and completion of education among secondary students.					
8.	My parent's economic status is not a challenge in my studies.					
9	Learning facilities like classrooms, laboratories, toilets, dormitories and staff quarters are not problem in my studies					
10.	I get support from parents, teachers and community in my studies.					

Thank you for your cooperation.

Appendix 2:

Questionnaire for Teachers

Dear teachers,

This questionnaire aims at collecting information on Assessment of Secondary Education Development Plan (SEDP) in access and completion of secondary education. Therefore, I kindly request you to respond freely and openly to the study since all information will be strictly confidential and will be used for academic purpose only.

A: Background information: Put a tick and fill in the blank spaces.

1.Name of school /Department………………………………….

2. Sex: Male   [.........]   Female   [.........]

3.Class of study: O Level […...]   A Level   [………….]

4.Year of study: [Form……..….…]

B: Questionnaire

Instructions: Below are statements that describe the role of Secondary Education Development Program (SEDP) in ensuring access and completion of secondary education. By assessing your students in your school, on the statements that follow, rate each statement according to the scale below by putting a tick on the cell that lays your opinion and by all means be honest!

5 = Strongly Agree   4 = Agree   3 = Neutral   2 =Disagree   1 =Strongly Disagree

Item No.	Items in the interpersonal scale	5	4	3	2	1
1.	All students' enrolled in form 1 manages to complete four year circle in my school.					
2.	Number of people with secondary education in my ward has increased after the introduction of Secondary Education Development Program					
3.	My school have enough teachers who have ability to teach and manage time well in every subject.					
4.	The distance from home where students come from to school enable good access and ensuring completion of my secondary education.					
5.	My school administration take responsibility to ensure moral values and ethics are well managed among students to enable access and completion of education					
6.	I enjoy teaching in this school environment than other schools.					
7.	An economic activity such as agriculture and trade does not affect access and completion of education among secondary students.					
8.	Parent's economic status is not a challenge in student's secondary education					
9	Learning facilities like classrooms, laboratories, toilets, dormitories and staff quarters are not problem in my job.					
10.	Teachers get support from school administration, parents, and community in my job					

Thank you for your cooperation.

Appendix 3:
Interview guide for Headmasters/headmistress/teachers

A: Background information

1. Sex:

   Male   [.........]   Female   [.........]

2. Level of education:

   Diploma   [.......]

   Degree   [.......]

   Master degree   [.......]

3. Age: [.............years.]

B: Instruction:

This interview aim in collecting information on assessment of the contribution of SEDP in improving access and completion of secondary education.

C: Question:

 1. By what extent, students selected to join form 1 have the ability to learn up to their completion of secondary education?

2.What are the factors for the students drop out from the year 2007 to 2011 in your school?

3. What are the challenges facing SEDP in the process of ensuring each selected student access and complete secondary education?

4. What measures should be taken by the government through SEDP to ensure that all selected secondary students learn up to their completion of secondary education?

Thank you for your cooperation!

Appendix 4
Interview guide for Education Officers/Ward Education Coordinators
A: Background information

1. Sex:

   Male   [.........]   Female   [.........]

2. Level of education

   Certificate   [.......]

   Diploma   [.......]

   Degree   [.......]

   Master degree [.......]

Age …………………….

B: Instruction:

This interview aim in collecting information on assessment of the contribution of SEDP in improving access and completion of secondary education.

C: Questions:

1. By what extent, students selected to join form 1 have the ability to learn up to their completion of secondary education?

2. What are the factors for the students drop out from the year 2007 to 2011 in your school?

3. What are the challenges facing SEDP in the process of ensuring each selected student access and complete secondary education?

4. What measures should be taken by the government through SEDP to ensure that all selected secondary students learn up to their completion of secondary education.

Thank you for your cooperation!

Appendix 5

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
Dar es Salaam,
Tanzania,
http://www.out.ac.tz

Tel: 255-22-2668752/2668445
Ext. 2101
Fax: 255-22-2668759.
E-mail:drps@out.ac.tz

13/08/2015

Municipal Director
Moshi Municipality
P.O. Box 318
Moshi

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms. Joyce Martin Urassa, Reg. Number HD/E/206/T.10** who is a Master student pursuing Master Education in Administartion,Planning and Policy Studies at The Open University of Tanzania. By this letter **Ms. Joyce Martin Urassa , Reg. Number HD/E/206/T.10** has been granted clearance to conduct research in the country. The title of her research is An assessment of the contribution of secondary education development programme(SEDP) in improving access to and completion of Secondary Education. The research will be conducted in Moshi Municipality. The period which this permission has been granted is from 17/08/2015 to 17/09/2015. In case you need any further information, please contact: The Deputy Vice Chancellor (Academic); The Open University of Tanzania: P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820.We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

Appendix 6

MOSHI MUNICIPAL COUNCIL

[All correspondence be addressed to the Municipal Director]

MUNICIPAL DIRECTOR: +255-027-2752344
ALL OFFICE: +255-027-2754371/4
FAX : +255-027- 2752906
E-MAIL: director.moshi@gmail.com
WEB SITE: www.moshimc.ec.tz
blog-manispaayamoshi.com

MUNICIPAL HALL,
P.O. BOX 318,
MOSHI.

Ref. No. MMC/ED/SEC/E.20/51/VOL.I/57

17/08/2015

Head of School,
Kiusa, Mawenzi, Rau,
Karanga, R/Mengi, Kiboriloni and
Anna Mkapa Secondary Schools.
MOSHI

REF: RESEARCH PERMIT FOR MS. JOYCE M. URASSA

Reference is made to the headline above

Permission is hereby granted to the above named student of the Open University of Tanzania to conduct a research study in your school. The Research study is titled *"An Assessment of the Contribution of Secondary Education Development Programme (SEDP) in Improving Access and Completion of Secondary Education"*.
The permission is given as of 18th AUGUST to 18th SEPT, 2015.

Please give her the necessary assistance.

Tullo G. Fundi
**Ag: MUNICIPAL EDUCATION OFFICER
MOSHI**

C.C. Ms. **JOYCE M. URASSA**,
P.O. Box 138,
MOSHI

Appendix 7