

**ANALYSIS OF PRIMARY SCHOOL PUPILS' MOTIVATION TOWARDS  
SECONDARY LEVEL SCHOOLING: A CASE OF SELECTED PRIMARY AND  
SECONDARY SCHOOLS IN MPANDA DISTRICT COUNCIL, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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## CERTIFICATION

The undersigned certifies that has read this dissertation and hereby recommends for acceptance by the Open University of Tanzania, this dissertation titled: "*Analysis of Primary School Pupils' Motivation towards Secondary Level Schooling: A case of Selected Primary and Secondary Schools in Mpanda District Council, Tanzania*" in partial fulfillment of the requirements for the award of Masters of Education in Administration, Planning and Policy Studies, (M.Ed APPS) of the Open University of Tanzania.

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(Supervisor)

.....  
Date

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## **DECLARATION**

**I, Enerico John,** do hereby declare that, this dissertation is my own original work and that it has never been presented to any other University for a similar or any other degree award.

.....  
**Signature**

.....  
**Date**

**DEDICATION**

This dissertation is dedicated to my late parents: Regina and Anatoly and to my wife Eva and lovely Children Clarence, Cleave, Naomi and Magdalena.

## **ACKNOWLEDGEMENT**

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This dissertation work is not complete in itself, but a supplement to the body of knowledge, therefore any shortcomings to this study should be attributed to me. Last, but not least I am very much obligated and acknowledged the propitious role of my family that they played during the research period. Glory is to God.

## **ABSTRACT**

The prevalent of secondary schools as government's deliberate decision to make secondary education opportunities available has been hindered by declining trend of selected students failing to report to respective schools. The overall objective of the study at hand was to analyse primary school pupil's motivation towards secondary level schooling in Mpanda District Council. Study integrated both quantitative and qualitative approach. The survey design was employed to collect data from the study area. Participants of the study included primary pupils, secondary students, Ward Executive Officers, Ward Education Coordinators, School Board Chairpersons, Head of Schools, Education Officers at District and Region level, Head teachers, Village Executive Officers, and Parents and guardians. The study at hand revealed that; *First*, pupils are not well informed of secondary education. *Second*, the system of secondary school is not good enough to attract children/pupils to join secondary education. *Third*, it was revealed there are right sources which motivated pupils. However, there were wrong sources of information that demotivated pupils to join secondary education. *Fourth*, post-primary education was regarded valuable for social recognition, ladder to other studies and life opportunities, civic life and political activation. It was concluded from the findings that primary school pupils were not motivated toward secondary level schooling. The study recommends that parents, teachers, and community at large should underscore the importance of secondary education and share the same to pupils by disseminating more information and knowledge on the relevance of secondary education beyond employment or white collar jobs and that secondary education curriculum should be reviewed to suit contemporary demands in the labour market.

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## **LIST OF ABBREVIATIONS**

AAAS	American Academy of Arts and Sciences
AAI	The Africa-America Institute
ADEA	Association for the Development of Education in Africa
AIMS	Assessment, Information system, Monitoring, and Statistics
BEST	Basic Education Statistics in Tanzania
BREDA	Bureau Régional pour L'Éducation en Afrique [Regional Office for Education in Africa]
CEP	Centre on Education Policy
CGDR	Centre for Global Development Report
CIPP	Context Input Process Product
COBET	Complementary Basic Education and Training
CBOs	Community Based Organisations
CREA	Consortium for Research on Educational Access
CYP	Commonwealth Youth Programme
DC	District Council
DED	District Executive Director
DFID	Department for International Development
DPED	District Primary Education Officer
DSEO	District Secondary Education Officer
ESRT	Economic and Social Research Foundation (Tanzania), 2014)
EFA	Education for All
EPR	Education and Policy Reform
ERP	Economic Recovery Programme
ESAR	Eastern and Southern Africa Region

ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
ESSA	Education Sector Situation Analysis
ETP	Education and Training policy
FGDs	Focused Group Discussions
GEQAF	General Education Quality Analysis/Diagnostic Framework
GMR	Global Monitoring Report
GoT	Government of Tanzania
GPER	Global Partnership for Education Report
HDR	Human Development Report
HIV/AIDS	Human Immunodeficiency Virus/Acquire Immunodeficiency Syndrome
HoS	Head of Schools
IBRD	International Bank for Reconstruction and Development
ICT	Information and Communication Technology
IIEP	International Institute of Education Planning
ILFS	Integrated Labour Force Survey
ISCED	International Standards Classification of Education
KESW	Katavi Education Stakeholders Week
MDC	Mpanda District Council
MDGs	Millennium Development Goals
MENC	The National Association for Music Education
MoEVT	Ministry of Education and Vocation Training
MoF	Ministry of Finance
NABoS	National Bureau of Statistics
NASET	National Alliance for Secondary Education and Transition
NER	Net Enrolment Ratio

NGOs	Non-Governmental Organisations
NSGRP	National Strategy for Growth and Reduction of Poverty
OECD	Organisation for Economic Cooperation and Development
OOSC	Out of School Children
OUT	Open University of Tanzania
PEDP	Primary Education Development Programme
PRS	Poverty Reduction Strategy
PSLE	Primary School Leaving Examination
RAND	Research and Development
REO	Region Education Officer
SB	School Board
SEDP	Secondary Education Development Programme
SEIA	Secondary Education in Africa
SEMP	Secondary Education Master Plan
SSA	Sub-Saharan Africa
SWAP	Sector-Wide Approach
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TYDP	Tanzania Youth Development Policy
UK	United Kingdom
UN	United Nations
UNICEF	United Nations Inter
UNESCO	United Nations' Educational Scientific and Culture Organisation
UNPD	United Nations Development Programme
UPE	Universal Primary Education
URT	United Republic of Tanzania
VoC	Voice of Children

WB	World Bank
WEC	Ward Education Coordinator
WEF	World Education Forum
WEO	Ward Executive Officer
WWII	Second World War

## CHAPTER ONE

### 1.0 GENERAL INTRODUCTION

#### 1.1 Introduction

Motivation to learn is the crux in learning and teaching process. It is the impetus from a learner that underpins readiness to participate in learning process. This chapter covers introductory areas to the study. It encompasses the background information to the study, problem statement of the study, general and specific objectives for undertaking the study, research questions, significant of the study, the scope of the study, delimitation and limitation, also gives the definition of key terms used in this study and organisation of the dissertation. Generally, the chapter gives an overview of the problem expected to be examined in this study.

#### 1.2 Background Information of the Study

For sustainable development, Education plays a central role in development plans (URT & UNDP,2015).According to UNESCO (2009b;2010;2014),education for sustainable economic development should be relevant to equip learners with the sufficient knowledge, skills, and values that will help them address contemporary social, environmental and economic challenges. This form of education has to transform learners into innovative individuals, preparing children to be learner centred and agents of educational process from early childhood to old age and promote learning within and without their educational institutions. Accordingly, education for sustainable development should gear to the elimination of disparities, should enhance and promote equity, and responsibilities of learners in the society they live by helping learners becoming inquisitive and understanding the situation, the outlook, and needs of people who live in other parts beyond their boundaries (UNESCO, 2009a). The highly recognisable place of education

in the society globally has made education to be accepted as fundamental human right as such children are entitled to acquire education at least to attain basic level(UNESCO, 2014).This is global policy move as further reported that “in sub-Saharan Africa, universal basic education is an increasingly prominent policy goal” (UNESCO,2010:75) . The goal of human rights based approach to education as delineated in UNICEF and UNESCO (2007:1) is simply, *“to assure every child a quality education that respects and promotes her or his right to dignity and optimum development”*. To underscore this fundamental right, countries have for a long time stressed the need to provide education for their citizens (World Bank, 2005).This has been the case for developed as well as developing country especially after industrial revolution era, when the education agenda was highly regarded across international community (World Bank, 2005; UNESO, 2015) although ever since, achieving its goals have been diversely complicated albeit different international speeches and documents recognising education as a fundamental to attaining development and social transformation (UNICEF/UNESCO,2007).

Some of notable treatises and affirmation to provision of education for children who are the potential future citizens of every country includes; Education for All (EFA) summit in Jomtien Thailand in 1990 which among other resolutions, resolved that countries should be committed to achieving universal access to free quality and compulsory primary education by 2015 but also expand opportunities to secondary education entry with special emphasis to removal of gender disparity at secondary level and beyond (UNDP, UNESCO, UNICEF, & World Bank, 1990;UNESCO, 1994). Other notable treatises are Word Education Forum(WEF) in Dakar Senegal in 2000 (UNESCO/IIEP, 2000a) which re-affirmed the Jomtien commitment, Millennium Development Goals (MDGs) 2015, and In a Word Fit for Children(WFC) of the United Nation (UN) General Assembly special session for children in 2002 (UNICEF/UNESCO, 2007).

In line to what have been purported from the international human rights treaties and declarations concerning education(UNESCO/IIEP, 2000 b),Coombs also authenticated the role of education in revitalizing world economy after WWII when he showed how education sector in development planning was seen to be a par globally and therefore the need for human capital was crucial and that rapid and sustainable economic development could not be possible without investing in education (Coombs, 1970). Hanushek and Wößmann, (2007:1) adds that,

“Building on several decades of thought about human capital—and centuries of attention to education in the more advanced countries—it is natural to believe that a productive development strategy would be to raise the schooling levels of the population. Indeed, this is exactly the approach of the Education for All initiative and a central element of the Millennium Development Goals”.

The connection of development and education is tied to the idea of human capital, a concept that was developed by Schultz who attempted to relate investment in education as the same as investing in other economic projects (Psacharopoulos, 1995). Adding to the concept of human capital and education Ozturk (2008:1) elaborates that;

“Education improves the quality of people’s lives and leads to broad social benefits to individuals and society..... raises people’s productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution”.

Because of impracticability to provide higher education for all citizens, the target of education has ever since been each country to expand access to primary and lower secondary school as the basic education, the term that describes education that is essential and needful for an individual to acquire relevant basic skills such as reading, numeracy, and writing that will support them throughout their life (UNESCO, 2014 ; 2011b).

The context of basic education, however, has been perceived differently between countries developed and developing alike. In developed countries, for example, basic education is extended from primary to secondary education, whereas in developing countries basic education has been confined to primary education and to make it enforceable, laws have been enacted to make primary education a compulsory in many of developing countries and therefore sustain commitments to enhancing investment in basic education to ensure that children are equipped to lead meaningful and productive lives (URT and UNESCO, 2014; Stoll, Hulshof, Nusche & Shewbridge, 2011).

Due to recognised preponderance role of education, its supply has been a venture that need not only individual countries but joining hands together across international communities especially the need for developed countries to upsurge efforts and desires of the developing counterpart countries as the only way to help them stand on their feet and pursue their development goals. DFID (2013), explained the need for developed countries to stand together with poor countries to fight against poverty by providing and improving education to citizens. According to UK report, the zeal to improve education in some of the poorest countries in the world has been due to the understanding that,

“first education is human right, a global public good, and a necessary ingredient for economic development and poverty reduction, and second education helps people with it to live healthier and more productive lives, allowing them to fulfil their own potentials as well as to strengthen and contribute to open, inclusive and economically vibrant society”(DFID, 2013:3).

As indicated elsewhere from different literature, beginning from the 1960s, the roles, places and values of education in developing Countries especially the newly independent ones have been swerving in almost noted three phases, first was a recapitulating in the wave of industrial revolution impacts which took these countries back to 1960s planning

for manpower requirement. During this period education was regarded as the engine for economic growth. Many developing countries, Tanzania included joined their effort to the consolidation of the education sector as a requisite to National's economic growth. During this phase country's investment in education had the upper hand and tended to surge. The second phase was that of the 1980s toward 1990s in which education was remarkably affected like other sectors in the countries to cope with structural adjustment policies due to the then economic and financial crisis. During this phase education plans suffered greatly with a negative growth. The third phase was that of the mid-1990s dealt with Poverty Reduction strategies (PRS). The central issues during this period were poverty reduction and human capital development was government's agenda, where education got its prominence again in planning (URT,2001b ;2001a; Nord et al., 2011; TE/MET, 2010; URT & UNDP, 2015)

In Tanzania for example, these swerving periods marked what Nord et al., (2011:2), referred to as Tanzania chronology of transformation. These periods encompasses;

- Ujamaa and socialism between 1970 to 1985, which was marked by introducing drastic changes in the education system and curriculum to accrue skilled manpower for social and economic sectors of the post-dependent state focusing on Education for Self-Reliance(ESR). Strategies involved in achieving educational goals were deliberate effort aiming at attaining massive enrolment including decisions to abolish education user fees, the rapid expansion of schools, rationalisation schools and the abolition of racially based schools.
- Liberalisation of the economy under Economic Recovery Programme(ERP) between 1986 and 1995. At this juncture, Government allowed private ownership and registration of schools, and the government re-introduced user fees (mchango wa wazazi), which resulted in downfall of enrolment of students, and the third one was

- National Strategy for Growth and Reduction of Poverty (NSGRP) period that was from 1996 to 2006, where again education was regarded an integral component in the development of the country and poverty reduction and the period have been marked by a massive increase of enrolment especially at primary school level.

The under-pining importance of education in Tanzania as have in many countries have been recognized as it can be seen through different phases especially the last phase of economic chronology but as further elaborated by the Education Sector Situation Analysis (ESSA) report which adds that,

“investment in education has direct positive effect on an individual as well as the development of socio-cultural activities, also beyond an individual it plays a crucial and multifaceted roles in economic growth and poverty reduction” (Carr-Hill et al., 2005:1).

Furthermore, as established in the Tanzania Youth Development Policy (TYDP), “human capital development, particularly education and training is a critical ingredient for a countries’ socio-economic development and poverty reduction” (URT, 2007:4). Tanzania, therefore, regards education as a transformation agent to individuals and the refinery of human stock of capital necessary for economic growth and development and also as a tool that helps to face contemporary challenges in the society. As cited in ESDP, the Tanzania Development Vision (TDV) 2025 further delineates Tanzania’s education vision as:

“a well-educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels.” (URT, 2010c:2).

To ensure that the vision is realized, much of effort put by Government of Tanzania (GoT) long ago immediately after independence when manpower to sustain economy was immensely needed have been to expand access to primary education, introduce and

consolidate adult education and making primary education a compulsory level of education for all citizens and for those children who were out of school or outside the formal education system with the age 11-18 years the special programme was offered by the GoT to incorporate this group a programme which was known as Complementary Basic Education in Tanzania (COBET) whose cycle ranges from 2 to 3 years (URT/UNESCO, 2014; URT, 2001a; URT, 2000a ;Bhalalusesa, Sima, & Mlekwa, 2009)

Global Monitoring Report (UNESCO, 2015) has also shown the great concern of countries to provide education for all citizens as the way of fighting poverty by imparting fundamental life skills. This has been a justification for the expansion of education sector as a recognised commodity because of its prevalence need as a part and parcel of the development of human capital required to liberate and consolidate the economy. According to the working documents by Sumra & Katabaro, (2014), Jacob and Lehner, (2011) and TE/MET, (2010) the expansion of education sector has to be holistic in the sense that it has to consider all education sub-sectors. This expansion may be attributed in line with the assertion that;

Increasing participation in secondary education is part of the Dakar commitment. Progress in this area is vital. Expanded access to secondary school is needed to absorb the increase in numbers of children emerging from primary schools, to create incentives for primary school completion and to train teachers. Secondary and post-secondary education is also important for the development of skills needed in an increasingly knowledge-based global economy(UNESCO, 2008a ).

The ever increasing number of primary school leavers' has forced countries to face the ordeal of expanding secondary and tertiary level at the speed that does not match their economic capacities. Currently, there has been an increasing recognition among Developing countries and donor countries that post-primary education such as secondary education is crucial to skills development for economic growth, poverty reduction and

reaching the MDGs as may be compared to primary education level (UNESCO, 2008b; Smith, Nesbakken, Wirak, & Sonn, 2007 ;Wedgwood, 2007). In Tanzania,for example, underscored the importance of expanding education soon after independence, may be reflected from the founding father of the Nation, Mwl.Nyerere cited in Mushi (2009) who once said that the predicament circumscribed people and the poverty level they were living in was not to be attributed to God's decree but rather to denial of education by their colonial masters. The situation could only be overcome if only deliberate efforts were to be dedicated towards use of available meagre resources to expand education opportunities at basic level to cater for all children with age of going to school (TEN/MET, 2010; URT,2010b; UNESCO, 2010).

In Tanzania, the outstanding educational policy that had a long term articulated decisions for education ever since independence was Education and Training Policy formulated in 1995, which set the salient educational landscape including school entry age, education sub- sectors and structure through which education system could be furnished. As articulated in the ETP, the structure of formal education system in Tanzania is categorized into 2:7:4:2:3+, which implies that there is a two-year cycle tier in pre-primary education, seven years tier of primary education, four years in lower secondary school (ordinary level), two years in upper secondary education (advanced level), and three years and above for higher learning institutions. Likewise, the structure for formal education system as a whole falls into three cluster levels which comprise;

- (1) basic education encompassing pre-primary education, primary education, and non-formal adult education (2) Secondary education which comprises of the ordinary level (from form one to four) and advanced level (from form five to six), and (3) tertiary education sector comprising universities and colleges (URT, 1995). Prior to ETP, the approaches to education after independence were geared to expand and consolidate

primary education which according to TE/MET, (2010), Nyerere (1967) and Musoma Declaration (1974), was supposed to be complete in itself for every cycle of formal schooling. This level of education provided at the primary level was supposed to be compulsory and prepared students to live as responsible individuals in the society upon their graduation. Arguing for context and the type of education for Tanzanian after independence, Mwl.Nyerere (1967) strongly pinpointed that Tanzania education could have adhered to the following major aspects change; “the content of the curriculum, the organisation of schools, and the entry age into primary schools”(pp. 13-14). This approach and changes made to education sector created few opportunities for secondary education from that time till the dawn of ETP of 1995 which apart from factors within and without the country, shouldered education system and later in 2000s as a strategy for poverty alleviation, secondary school graduates were needed as an integral part to sustain economy in Tanzania (TEN/MET, 2010).Similar support for need of secondary graduates is reported from the Contention put forward that;

“optimistic number of enrolment to primary education was said to double or more over the next ten years, UPE dependence for ordinary level graduates to be prospect teachers, HIV/AIDS reduce labour force and hamper development, access to Secondary Education assures success in life, and competitive in high value added knowledge-based sector, example ICT, communication skills, abstract reasoning, language, and analysis are highly dependent on individual level of post-primary education” (Lewin, 2008:2-4).

Expansion of education sector in Tanzania has been approached in two ways; first the primary sub-sector and second the secondary education sector.Secondary school expansion in Tanzania has recently influenced by the results of Primary Education Development Programs (PEDP) I and II of 2002-2006 which was purposed to expand primary education by improving quality and access into primary education cycle.

Following the implementation of PEDP I and II, was the establishment of another sub-sector programs for secondary education which was referred to as Secondary Education Development Program (SEDP) in the 2000s which also was implemented in two phases, SEDP I and II (URT, 2001a; 2001b; 2010a; 2010c). All the PEDP and SEDP were subsequent programs to implementation of Education and Training Policy (ETP) of 1995 which had been in place as the first long-term and fundamental educational policy since independence. These sub-sectors were implemented under Sector Wide Approach (SWAP) of 1997 which aimed at achieving the long-term human development and poverty reduction targets (URT, 2010c).

In a nutshell, the background of education landscape in Tanzania, and particular of secondary education was contextualized auspiciously in line with the Tanzania vision 2025, National Strategy for Growth and Poverty Reduction (NSGPR), ETP of 1995, SWAP, Millennium Development Goals (MDGs), Education Sector Development Program (ESDP), and Secondary Education Master Plan (SEMP) (URT, 2000b ; 2001a; 2001b; 2008b; 2010a).

In Tanzania, Secondary education is regarded important because of its contribution to socio-economic development. According to SEDP II and ESDP, with regard to education, the vision was;

“to continue to have upgraded and coherently planned, managed and monitored education sector, secondary education sub-sector inclusive, that will develop human capital in order to boost economic growth and eliminate poverty” (URT, 2010c:1).

The strategic importance of Secondary Education as reflected in the policy documents and programs set to implement the education policy asserts the pivotal role secondary

education occupy in economies like the production of primary school teachers, feeder for tertiary education and higher education and training and the other externalities such as family planning, education of offspring, political participation, healthy, good quality life, and labour skills. Further according to ETP (1995), secondary education as the fundamental and initial stage for Tanzanian to enter the world of work, secondary education sector objectives are stipulated as;(a)To consolidation and broadening scope of ideas knowledge and skills and concepts already acquired at primary education level (b)To preparing students for further education (tertiary, higher, vocational, etc.,), and (c)To prepare students for the world of work (URT, 1995).

To implement those objectives, the government of Tanzania has invested massively in big educational projects such as construction of secondary schools in at least every ward including Mpanda district in Katavi region, training of teachers, and provision of learning and teaching facilities to assure that primary school pupil who pass in their final examination and selected to join secondary schools will have access to secondary schooling equitably. As noted in Basic Education Statistics in Tanzania(BEST), between 2003 and 2013 there had been a major increase in educational opportunities at all levels of education sectors. For instance, with regard to enrolment into secondary education, the report shows that:

“Lower secondary (Form 1-4) enrollment has increased in the past 10 years from 401,598 students in 2004 to 1,728,534 in 2013, an increase of 330.4 percent. This is the result of great efforts made by the Government to expand secondary education in the past 10 years with a view of enabling all primary school leavers who pass the primary school leaving examination (PSLE) attend secondary education” (URT & BEST, 2014:35).

Likewise, Education opportunities have in the same pace increased tremendously. Numbers of school have increased in primary and secondary level with secondary

reporting higher increase. BEST further authenticate that:

“Government Primary Schools increased by 15.1% (13533 to 15576) from 2004 to 2013..., Government Secondary schools increased by 326.1% (828 to 3528) during the same period ..... Government Secondary Schools have shown highest increase rate. This is due to Government effort to increase secondary schools so as to accommodate all primary school Leavers who pass the Primary School Leaving Examination which is the requirement to qualify for admission into secondary education” (URT & BEST, 2014:48).

However, increase is said to be, studies and findings reveal that the number of Out of School Children (OOSC) in primary and secondary school going age in the Eastern and Southern Africa Region (ESAR) and Sub-Saharan Countries is enormous. The findings from UNICEF and UNESCO, (2014), UNICEF and UNESCO, (2015), UNESCO, (2015) UNESCO, (2010) and URT, (2010) substantiate that, the biggest challenges that are facing developing countries education system are high dropout, low survival rates, low transition rate into lower secondary schools and truancy. Similarly in Tanzania, according to Education Sector Situation Analysis (ESSA) and SEDP II, reports maintain that there is still low transition rate from primary to secondary schools (Carr-Hill et al., 2005).

### **1.3 Statement of Problem**

The government of Tanzania has underscored the importance of education both to individuals and the society at large. From the dawn of Education sector development programs, the government of Tanzania through regional administration and local government have enhanced construction of community secondary schools throughout the country whereby in Mpanda district during the study at hand, there are eight community secondary schools. According to the studies conducted to evaluate the situation of the education sector, since the ETP and subsequent programs were put in place, there seems to exist some problems such as the dropout rate among children enrolled to join

secondary education and also the problem of low transition rate from primary to secondary schools, especially from community secondary schools. Studies and reports authenticate that among others; truancy, economic hardship, cultural influences and loss of parents are some of the reasons for low transition rate to secondary schools and dropout (URT, 2010b; 2001a; 2001b Carr-Hill et al., 2005).

The outlook of the prevalent of secondary schools as government's deliberate decision to expand secondary education opportunities is limited by those given opportunities and are not able to participate in secondary education, either by failing to report in schools they have been allocated or failure to undergoes schooling to the completion of an ordinary level circle. The Similar problems of failure to report or low transition rate to secondary schooling are experienced in Mpanda district in KATAVI region. According to educational statistics from the district education office, in 2010 total of 2449 students passed their primary national examination and all were selected to join secondary schools. It is only 374 pupils who reported to their respective schools and 2075, equivalent to 84.73% could not report. The similar stance was in the year 2011 in which 88.6% did not report in secondary schools. Furthermore, the statistics inform that between 2009 and 2013, the cumulative total of students passed standard seven national examinations and selected to join form one were 15,040 but only 2,016 equivalent to 13.4% cumulative total were reported to join from one (MDC-SED, 2014). Government's effort have been quite notable, this includes enforcement of laws that require parents to assure their children who have been selected to join secondary education report to their schools without failure, building secondary schools in proximities ,provide capitation grants for students and lower education costs. The situation is seen not to improve considerably implying that the government's effort would not attain educational objectives. The study intends to analyse motivation of primary pupils toward secondary level schooling

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The general objective of this study was to analyse primary school pupils' motivation towards secondary level schooling.

### **1.4.2 Specific Objectives**

The study was guided by the following specific objectives

1. To analyse motivation of primary pupils for secondary education
2. To assess sources of information available to primary pupils on the relevance for secondary education
3. To investigate the value of secondary schooling amongst education stakeholders
4. To explore trends and potentials for post-primary education including secondary schooling for individual socio-economic achievements.

## **1.5 Research Questions**

1. What motivates primary pupils to go for secondary education?
2. What are the sources of information for primary pupils on the relevance of secondary education?
3. How is secondary level schooling valued amongst education stakeholders?
4. What are the trends and potentials for post-primary education including secondary schooling for individual socio-economic achievements?

## **1.6 Significance of the Study**

Upon completion of this study, it will help to acquire the knowledge on the role of motivation in primary school pupils towards post-primary schooling which in turn will foster and raise transition and retention rate in secondary school. Further, the study will be useful to policy makers and implementers, information providers, studies, educators and

the Ministry of Education and Vocational Training (MoEVT) as well as the community at large on the influence of motivations on primary school pupils and their candid decision to further education beyond primary education level for economic development.

### **1.7 Scope of the Study**

This study was conducted among primary school students in standard three to seven and form two to form four from selected school in Mpanda district. The study focused only on primary school pupils' motivation towards secondary level schooling and the study only done in Mpanda District council in Katavi region.

### **1.8 Limitations of the Study**

Mpanda district council is one among four district councils in Katavi region. It could be possibly good to conduct a study to cover all districts' elements related to the study throughout the region which could require spending lot of finance resources and also a considerable long time to cover the whole area population. As a rule of thumb, this was practically beyond the ability of the researcher given money and time resources scarcity, thus the researcher decided to confine the study in Mpanda district due to the fact that the population under the study bears characteristics of respondents required in the study and therefore the selected area was a representative of the population in other areas that were not reached by the researcher.

### **1.9 Organisation of the Dissertation**

This study was organised into five chapters. Chapter one deals extensively with the problem envisaged under the study and which deciphers the study limitation and context, thus providing the justification for the study. Chapter two presented review of related literature to the study under scrutiny, while chapter three dealt with the research

methodology, scientific procedures, and process of conducting a research. Chapter four involved data presentation, analysis, and discussions, while chapter five dealt with the summary, conclusions of the study, as well as the recommendation for future researchers. References and appendices cover the last part of the layout of the study.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a topical critical overview of literature related to motivation of students in schooling, especially as they transit to secondary level. The review was conducted on topical issues with a special look at the context of Tanzania and more specifically Mpanda district council. The chapter elucidates the motivational related variables that govern this study before establishing the knowledge gap that the study intended to fill. Specifically, the chapter focuses on concepts of dimension and types of motivation, state of secondary education in Tanzania after independence, challenges that face secondary education system in Developing Countries (DC) including Tanzania, transition rates from primary to secondary and the theoretical framework that guided the study. This section also comprises of the empirical studies which focused on research-based studies surrounding the topic of the study at hand.

#### **2.2 Background of Secondary Education**

As advancement is being attained, there is a growing desire to expand education opportunities beyond primary level and as the need for basic education surges, the distinction between what constitute secondary education and primary education is becoming too minimal. According to ISCED 2011, secondary education is that second and third levels of a formal education system that encompasses lower tier and upper tier secondary respectively (UNESCO, 2012). This level of education is crucial for laying a foundation for lifelong learning, human development and further educational opportunities (UNESCO, 2012). However, this level of education for a long time has been overlooked with much recognition and attention being directed to primary education and tertiary education ( Lewin & CREA, 2007; UNESCO & URT, 2011 ;World Bank, 2009).

Holsinger and Cowell, (2000) on the diversity of thoughts on the meaning of secondary education maintain that “there is no universal agreement as for where primary ends and tertiary begins” (p.21). The meaning of secondary education might remain the same globally but organisation and structure of secondary education bear different position and approaches from different countries more specifically when considering duration for completing secondary education and number of grades covered thereof, a situation which renders difficult for a common ground of what exactly is secondary education (Hughes, Lawton, Skilbeck, Joanna & others, 2006).

According to Merriam-webster (2013), Secondary education is that education offered to children between 11 to 16 or 18 years in an intermediate school between elementary school and college and usually offering general technical, vocational, or college-preparatory courses. From the above acknowledged definitions and perception of what should be the meaning of secondary education, as another level of education built on a superstructure of primary or elementary level of education, it can be said that secondary education is the kind of education that is needed by every person in order that they become better persons on earth, it builds on primary education precursors and completes an individual from acquiring necessary though not sufficient knowledge and skills to be a responsible person in the society. This level of education is the link of all education system and very crucial for every country’s development endeavours (Holsinger & Cowell, 2000; UNESCO, 2012 Lewin & CREA, 2007).

From the inception of secondary education, in many countries, it has been that level of education targeting the selected few. Holsinger and Cowell (2000) conceded that secondary education in developing countries has been a colonial model of formal education by which formal education beyond primary school target at educating only a few people from their colon at the basic level that could suit their colonial interest of

producing competent workers of the middle level secretarial and administrative personnel to sustain their colonial masterminds and strategies. Lucidly, UNESCO/BREDA (2001) expounds that secondary education subsector have the crucial position of all education reforms, therefore should be transformed from that of colonial type. The antecedent of secondary education dates back to 1599 from the Jesuits who are said to have established and implemented the first clear and complete specifications of the subjects content in secondary education (a curriculum known as *studiorum* to mean plans of studies) in response to forerun religious oriented reformation education which basically taught religious and philosophical based type of education with the contents of grammar, rhetoric, logic, arithmetic, music, geometry and astronomy, the same benefited the minority. From Jesuits to WWII, secondary education has undergone tremendous changes in form and content (Holsinger & Cowell, 2000).

Secondary education provision as a public good and enterprise did first appeared in USA in 1821, ever since governments have ventured in providing secondary education to the majority of secondary school age population and reducing gender parity (female inclusion) in education opportunities, emphasising the teaching of science and technology in secondary education which was triggered by the Sputnik incidence of 1957 and emerging globalization. Quite notably, these developmental stages or phases in secondary education are replicated in almost every country in the struggle to face life challenges and globalised economy (Holsinger & Cowell, 2000; Cohen, 2006; Clark, 2007; World Bank, 2008c; di Gropello, 2006; Eshiwani, 1990).

Considering USA secondary education antecedents, formal secondary education may be exemplified to have passed three stages of development: First, the colonial period, with its Latin grammar schools; secondly, the period extending from the Revolutionary War to the middle of the 19th century, with the “academy”; and, thirdly, the period down to the

present, chiefly characterized by the growth of public high schools (Herbst, 1996). These developmental stages in education reforms in the USA reflected what has happened in other countries across the world, especially the colonised ones.

In England for example, secondary education between 1870 and 1902 was provided by the public and private enterprise which also benefited few people, but later the enacting of Act of 1870 set the predominant place of the state to provide education as its responsibilities for the majority and not to privileged few and that the same should be diversified. The direction of providing Secondary education to the majority was seen a favourite route to solving economic and social problems and therefore integrated as the important and mandatory level of education and part of strategies to renew education system that could suite country's developmental goals. (Hughes et al., 2006, World Bank, 2008c;). Likewise, in European countries, the similar recognition of the role and place of secondary education to the state and individual wellbeing has been reported. For example, it is reported that Secondary education in Europe caters for children/students aged from 10/12 to 18/19 and covers levels 2 and 3 of the International standards Classification of education(ISCED) scale.The same is free for public sector for compulsory full-time education that is curtailed to 15 or 16 age (Hughes et al., 2006;UNESCO, 2012). Discussing trend of secondary education globally, Holsinger and Cowell (2000) pinpointed that:

“generally the trend in post-WWII period has been to divide students into streams, to make a single comprehensive secondary school serve a wider varieties of interests and abilities, to provide access to a wide range of higher education through alternative curricula and to broaden the secondary curriculum to include more subjects ”(p.17).

Expounding over the issue of what constitute secondary education, Holsinger and Cowell (2000), have posited three types of secondary schools that have existed ever since

education have had prominence alongside human development; The first type is *academic* secondary school which is oriented to giving students grounding in the scholastic disciplines or preparing them for possible future studies. The second is *vocational* secondary education aiming at transferring competencies and skills for specific objectives and occupation, and the third one is *diversified or comprehensive* secondary schools which cater to both types of students allowing some crossovers. They further found that these types may be explained at continuum with academic and vocational secondary types being at the opposite ends while the diversified type of secondary being at the mid-way from each other. This further implies that secondary education positioning differs from one country to another.

As postulated by Holsinger and Cowell (2000), Lewin and CREA, (2007),and World Bank,(2008c) in developing countries secondary education should cut across issues such as preparation of students for world of work, creating the sense of togetherness and how youth should relate to the society, quality of education being provided to enable students to manipulate their environments, and equitability. In most countries, secondary education is divided into two level; lower or junior secondary and upper or senior secondary schools. These subgroups that make a holistic secondary education are targeted to cater children at the age between 12 through 15 for lower secondary schools and between 16 and 19 for higher level secondary schools (Bregman & Bryner, 2003; UNESCO, 2012).

According to Bregman and Bryner (2003) developing countries, mostly SSA these subgroups or levels of the secondary equation are treated as separate levels, yet distinct from basic education. However, in developed countries lower secondary education has been an integral part of basic education that caters for children between 5 through 16 and covers a period of 9 to 10 years cycle. In Africa most countries had adopted the structures of education around; 6+3+3;6+5+2;6+4+3,which mean 6 years in primary education,

3 ,4,or 5 years in lower secondary education and 3 years in higher secondary schools. School entry age and duration of studies at primary and secondary levels differ considerably however in that age range between 5+ and 12+ or 12+ and 16+ for primary and secondary school respectively (UNESCO & BREDA, 1995; Bregman & Bryner, 2003; UNESCO, 2011a; UNESCO,2011b ; ADEA, 2009).

The school going age indicated is a typology of countries intended to absorb all teenage into secondary education, and that could be plausible governments may consider proving education from primary to secondary education level as basic education accessible and equitable that could liberate majority of their citizen and the assured way for creating sufficient manpower necessary for economic development. All things considered together, the paradigm shift of secondary education between developed and developing countries are quite different. In developed countries, age factor to the children participating in secondary education is very important, even to the point that age limit and not secondary level limit determine who is entitled to free education. Developing countries, on the other hand, age does not matter when comes to defining secondary education (Hughes et al.,2006).

The struggles to attain EFA goal number 2 have forced developing countries to expand primary education and promote Non-formal education sector and many had to incorporate the programs to complement Basic Education in tandem to include out of school children into formal schooling and secondary in particular. The move became prevalent in many African countries, a situation that offset the rationale of age as criteria to define secondary education due to the fact that some had to complete primary education cycle at the age considerably higher than it supposed to be a secondary normal age cohort (UNESCO & BREDA, 1995; Bhalalusesa, Sima & Mlekwa. (2009). The underscored effort of individual countries towards investing in secondary education, One must note that this is

now the new level of education that is needed as minimum requirement for income generation as further indicated in the findings from studies done in member countries of Organisation for Economic Cooperation and Development(OECD) that secondary education has now been recognised to have a significant role and place in growth and development of the economy (OECD, 2015 ;OECD, 2014).Stressing the need for secondary education in Africa, Lewin and CREA (2007) contended that, “the knowledge and skills that secondary schools can provide are central to closing gap between Sub-Saharan Africa (SSA) and the rest of the world in the capabilities of the labour force that can sustain growth”(p.vi).This has for a long time been the impetus for expanding secondary education sub-sector in the world and in particular African countries, as noted in UNICEF and UNESCO (2007:29) that “Governments are supposed to develop forms of secondary education that are available and accessible to everyone and introduce a measure that to provide free education and financial assistance in case of need”.

One of policy strategy to meet the high demand for secondary education has been involving community members to partake shared responsibility in education process by the introduction and intensifying community secondary schools on top of existed national secondary school. Literature indicates that community secondary school have existed even during colonial period such as, the écoles spontanées of Anglophone Africa in Chad, in Egypt, Mali, Malawi, Burkina Faso, Kenya, Zimbabwe, Ghana, Botswana, India, and Bangladesh are one of the best-known, and older, examples of schools partly or entirely created and financed by communities as an alternative to their children accessing education (Onsomu, Mungai, Oulai, Sankale, & Mujidi, 2004;Miller-Grandvau & Yoder, 2002; Hinzen & Hundsdörfer, 1982; UNESCO & BREDA, 1995). Community schools are no not well understood by many. As commented by Miller-Grandvau and Yoder, (2002), “A definition of community schools is difficult and not often attempted in

program literature” (p. v). In some areas, these are schools established by the communities, financed and administered by the communities themselves but to others, these are schools that are entrusted to some people identified from the community who provide management and supervision services. Some have outside sponsors such as churches and other NGOs, which participate in the financing and, at times, in the management of the schools, while some others rely only on the contribution of local communities (Stoll et al., 2011). Whichever the model might be, extent of government involvement and names of these schools might be, the fact remain community secondary school in contemporary provision of education especially secondary education in developing countries are underscored to have special place in education system due to the important role they hold in solving increased number of primary graduate and thus attaining EFA goals (Lwaitama & Galabawa, 2008; Figueredo & Anzalone, 2003; Miller-Grandvau & Yoder, 2002).

The growing impetus for community involvement in establishing and management of secondary schools concurred to what Bregman and Stallmeister, (2002) have explained that in Sub-Saharan Africa four critical reasons for investing in secondary education includes: *First*, secondary education is crucial for economic growth as a source of skills, knowledge and avenue for further learning and training into other professionals.; *Second*, secondary education helps to socialize young people and target at-risk youth by imparting information and knowledge on self-awareness that leads into changed behaviours to foster positive social and civic values; *Third*, secondary education instils into young people attitudes and skills that are needed in the labour market as well as requisites base for self-employment and *Finally*, high demand of secondary education as a result of increases in the number of qualified primary graduates

### **2.3 Challenges that Face Secondary Education**

Secondary education globally is facing several challenges, though the extent and nature of the challenges differ considerably between developed and developing countries. There is outcry of insufficient fund to sponsor secondary education effectively, there is debating of model of administration, some advocating centralized while others support local authority taking in charge of administrative responsibilities, also the issue of frequent educational leadership turnover and on-going interprofessional attrition, weak teachers deployment, top-down education policies reforms, stereotyped culture that maintain status-quo, access in education opportunities for hard to reach families and remote areas communities, just to mention some of the challenges. Globally aforementioned challenges are ubiquitous in every country and whenever the question of investing in education arises, they do conflict educational endeavours from one angle to another (Clark, 2007; UNESCO, 2011b; Benavot & UNESCO, 2015; Figueredo & Anzalone, 2003; Jacob & Lehner, 2011; World Bank, 2005; Glennerster, Kremer, Mbiti, & Takavarasha, 2011; World Bank, 2008c; Tynjälä, Stenström, & Saarnivaara, 2012).

Whenever there is a need for an evaluation of education policies and system at large, there is an invariable consideration of quality and access, efficiency, effectiveness and equity as the leading issues and factors to ascertain whether there is achievement, failures or challenges in education enterprise undertakings in any country (World Bank, 2009; Bishop, 1991; Verspoor & SEIA, 2008; World Bank, 2008b). With regard to secondary education subsector in developing countries, the World Bank has clustered and identified, Access, Quality and Relevance, Curriculum, Assessment, Teaching, Technology, Financing and Governance as an emerging key challenging issues of secondary education that should be delved thoroughly in order that secondary education become more efficient and effective to respond to students, parents and community needs (World Bank, 2008a; World Bank,

2008b; World Bank, 2008c; World Bank, 2005). Secondary education according to the report in Lewin (2006) must fulfil due roles; first, it has to provide skills, knowledge, technical training for youth planning to enter the world of work, and second it must prepare effectively others for continuing their studies in higher learning. Unfortunately due to trade off being made by many countries between expanding and improving the quality of a secondary education, none of those dual roles has been met more significantly (Lewin & Caillods, 2001; Bregman & Bryner, 2003; Lewin, 2008 ;URT, 2001a).Failure attributes have been on Budgetary constraints of many developing countries, an imbalance in allocating their resources which in most cases as history indicates, secondary education subsector has been receiving low apportionment. Studies have reported that albeit increase in external assistance to education sector between 1999-2004 up to 75% finance commitment, favour has been to primary and tertiary education sector leaving secondary education stagnated (Verspoor & Bregman, 2008).

Even within countries disposable income, most countries especially developing countries set their budget for secondary education between 10% to 18% on average which is low as compared to primary counterpart which get between 27.4% to 36.5% budget share, neglecting the fact that per unit cost of secondary education is more expensive as compared to primary education and quite astonishing, and also in many Countries education is not a priority in the national budgets (Jacob & Lehner, 2011; UNESCO, UNICEF, GPE &World Bank, 2014; World Bank, 2008b; World Bank, 2005; Lewin & CREA, 2007; UNESCO, 2015). Access to secondary education in developing countries has been facing tremendous difficulties due to structural factors such as unavailability of enough classrooms and schools, dilapidating educational infrastructures, from home to school walking distance, economic stability of countries in question which has the implication to individuals cost sharing in educational opportunities.Other impediments to

foster access are political ambivalences where in most cases secondary education is contravened by political self-interest rather than technicalities involved in secondary education delivery. As a political issue, Verspoor and Bregman (2008) have argued very strongly over the conflicting self-interest of politicians as an impediment to success of secondary education when they contended that,

“Secondary education policy reform is almost always controversial. It is not only a technical problem, it is almost always a political issue with potential winners and losers lobbying to protect their interest. Successful implementation requires political will and the readiness to take difficult decisions and sustain them over a long period of time. It typically will involve efforts to build national support through consultations on policy options, effective communication strategies, transparency in decision making and a willingness to consider evidence and lessons of experience even when that questions preconceived ideas and conventional wisdom. Success has more often been associated with pragmatism than with ideology or paying off political opponents” (p.16).

The situation of political and finance arena have in turn jeopardising the progress of secondary education because of deliberate denial to move from talking about to the action and implementation of secondary education subsector plans. Access to secondary education opportunities should be thought off not only by looking the number of growing enrolment and participation in secondary education but the issue of gender disparity, geographical, and socio-economic disparities have to be taken into consideration. Equity as yet another issue is concerned with resource allocation to secondary education subsector, where distribution should be proportional to include disadvantaged groups (Verspoor&Bregman,2007;Lewin,2008; UNESCO, 2011b; UNESCO, 2014). From Jomtien to Dakar FrameWork of action, Developing countries especially Africa is reported to have low and skewed secondary school age participation actually enrolled in

secondary school. On average 30% of secondary going age are reported to have been enrolled in secondary schooling. According to Lewin (2008), World Bank reports indicated that secondary school system excludes most of the children more specifically children from disadvantaged groups. It is reported that in SSA only 25 million of the region's 93 million children of secondary school age only 27% are enrolled in secondary schools, many of them being repeaters and quite alarming, 45% of those not enrolled into secondary schooling are found in four countries of Democratic Republic of Congo (DRC), Ethiopia, Nigeria, and Tanzania (Lewin, 2008).

Access to secondary education is still earmarked with high gender disparity and economic and geographical favouritism as indicated elsewhere, in most of developing countries opportunities to secondary schooling are favouring boys more than girls, bulk growth in secondary education still favour urban and middle-class students (World Bank, 2009; Verspoor&Bregman, 2008; World Bank, 2008c; Mingat, Ledoux, & Rakotomalala, 2010; UNESCO, 2014; ADEA, 2009; UNESCO, 2008b).

Next to access and equity is the issue of quality and relevance of education in particular secondary education. Quality and relevance are one among goals of EFA which have to determine the refinery capacity of human resources. However, an effort to increase access to secondary level schooling has in many cases compromised the quality of secondary education in developing countries. Quality education delivered at primary and secondary schools have been reported to have the effect of influencing the majority to participate in education endeavours as one and among the decision factors for transition and succession within the grade and between educational levels (World Bank, 2008b; World Bank, 2008d) There have been reports on the declining quality of secondary education at the expenses of increasing participation rate. According to GMR (2013/14), declaring world learning crisis, it has been authenticated that,

“Of the world’s 650 million primary school age children, at least 250 million are not learning the basics in reading and mathematics. Of these, almost 120 million have little or no experience of primary school, having not even reached grade 4. The remaining 130 million are in primary school but have not achieved the minimum benchmarks for learning. Often unable to understand a simple sentence, these children are ill-equipped to make the transition to secondary education” (UNESCO, 2014:19).

It is noted unprejudiced that quality of education is in shamble, which has been affecting the entire system of education because it is evident that there is interdependence between education sub-sectors where the potential one is primary school, as such haphazard preparation of pupils from primary school tend affects the whole system and destruct many from joining learning process (UNESCO & GEQAF, 2012; World Bank, 2008a) because poor quality of primary education results into poor quality of education of the subsequent education subcategories. According to Verspoor and Bregman (2008), quality of secondary and university in developing countries has fallen as a result of irrelevance and poor quality of primary education.

As a matter of fact, many countries have increased enrolment rates where millions of learners are in schools but are not effectively learning to that level they are expected to be learning and the problem is much worse in secondary schools. Secondary school students are reported to have been receiving poor quality of education, a situation which has precipitated dropout ,truancy, and neglect of schooling opportunities,(Matthew, 2013; Sifuna & Sawamura, 2009; Nicolai,Prizzon, & Hine, 2014). Moreover, concerning the quality and relevance of education in SSA, it is further noted that,

“As we approach 2015, education in sub-Saharan Africa is characterised by a rise in enrolment across nearly all countries, paired with a pan-African crisis in learning. Both the second group of out-of-school children (children who had

enrolled but dropped out of school before completion), as well as the third (dropouts and children who are likely to enter school in the near future) are directly affected by the usefulness of what is being taught in classrooms and how it is being taught. African children now have more opportunity to attend school; however, there continue to be large gaps in learning outcomes, including essential life skills such as reading, writing, and mathematics" (Iyengar et al., 2014:6).

It is evident that quality secondary education should be sought in relation to education product and output whether they prepare the graduates to the desired level efficiently and effectively. Quality education is an aftermath of effective and efficient education system for every country. Effective education system measure to what extent education delivery and available educational structure achieve educational set goals whereas efficiency is the measure of how much there is return to investment in education given resources at hand or how the education undertaking are worthwhile in terms of resources cost minimization amid scarcity to achieve goals when inputs are compared to output (Hanushek & Lockheed, 1994; Hanushek & Wößmann, 2007).

In relation aforementioned challenges, Bregman and Stallmeister (2002:1) expounds that, Secondary Education in Africa (SEIA) is faced with three common problems: "*(a) inadequate infrastructures, (b) improper equipment, and (c) limited laboratories and qualified staff*". Those three common problems when considered deeply reflect in one way or another issue of quality, access, equity, effectiveness, or efficiency. For instance, according to General Education Quality Analysis/Diagnosis Framework (GEQAF) quality education system is conceptualized as, "one that is effective for purpose, has enduring/sustained development relevance or responsiveness, is equitable, is resource efficient and translates into substantive rather than symbolic access" (UNESCO & GEQAF, 2012:6). This should be the desired goals of any education system especially

developing ones where it is now accepted that countries will never be at competitive advantages unless her citizens have acquired the desired level of education above primary education. It is noted that “The ultimate goal of education is to equip children with the knowledge, skills, and opportunities they need to realise their potential and to participate in social and political life ”(UNESCO, 2008 :11).

The three problems addressed in Bregman and Stallmeister (2002) can only be worked out or minimised depending on the mechanism through which available meagre resources are set aside and allocated according to countries planning priority, the way they are managed and used throughout the different levels of the education system. The elixir for those posited three common problems of the education system in developing countries and the myriad challenges that robust as a result of deliberation effort to expand secondary education subsector to meet EFA goals calls for deliberate measures and resource commitment in education provision and delivery. Centre for Global Development Report (CGMR) has highlighted that,

“Until school systems can guarantee that students will learn while sitting in class, it may even be counterproductive to encourage longer periods of universal education. In fact, expanded enrollments can actually harm overall learning outcomes if quality cannot be broadly maintained” (Pritchett, Banerji, & Kenny, 2013:8).

It is noted further that at the global level, access to schooling has been achieved at the expenses of compromising the quality of education, as noted that in India between 2006 and 20011 just five years period the enrollment in G8 rose 82% to 87% the increment of 5% but in the opposite proportional of children in G8 who could do basic division in mathematics fall from 70% to 57% a sharp drop of 13% (Pritchett et al., 2013). Similar findings elsewhere from education literature pauses the question of quality education at

the expense of improved access especially secondary education which has gained popularity among many parents in developing countries as a tool that puts their future bright. Global Partnership for Education (GPE), *inter alia*, reports that,

“..., education systems face current and growing challenges on other fronts:... learning outcomes are generally below expected standards; training does not sufficiently match labour market demand or reflect the skills needed for economic growth; ”(UNESCO,UNICEF,GPE & World Bank,2014:27).

Therefore, it suffices to note that quality education is the key ingredient for actualizing social and economic development strategies (Uwezo,2012,2014;UNESCO & GEQAF, 2012). Curriculum and assessment are yet other challenges that should be viewed kaleidoscopically as twin challenges. Curriculum and assessment should reflect the need of the students, parents, community and national at large. Knowledge and skills are highly needed in this globalised economy and curriculum should respond to these needs due to an upsurge of demand for knowledge that cultivates abstract thinking and investigative capabilities that can enhance competition in the knowledge-based economy. Primary education is no longer enough to transform life better to respond environment and to globalisation challenges. Teaching and technology should be integrated and incorporated into the curriculum and also financing and governance of secondary education should match curriculum requisite so as to achieve educational goals and outcome that can effectively bridge the gap between country’s economy and the external world (UNESCO, 2014; Cohen, Malin, & AAAS, 2010; Lewin, 2008; World Bank, 2008b; World Bank, 2005).

## **2.4 Secondary Education in Tanzania**

Tanzania education system like other colonised countries has the tradition education heritage from their colonial masters. Secondary education in Tanzania has been for

decades characterised by the colonial features of preparing fewer elites (Mushi,2009; Galabawa, 1990).Bregman and Bryner, (2003), contends that,

“Profiles of junior and senior secondary education cycles have not been redefined in most countries over the past 30 or so years, and secondary education’s main function in most SSA countries is still to serve as a “sieve” for university entry. This is not only a tragedy for the individual African students and their parents, but also for the SSA countries’ economic and social prospects. It creates enormous inefficiencies and puts most secondary education teachers on the “wrong pedagogic footing” (p.6).

According to ETP secondary education in the context of Tanzania, “referred to post-primary formal education offered to a person who will have successfully completed seven years of primary education and has met the requisite entry requirements” (URT, 1995). Furthermore, SEDP 2004-2009 articulates that, “secondary education is crucial for Tanzania to achieve a higher level of economic growth and productivity” (URT, 2004:3). As one among developing countries, history of secondary education goes back to colonial era when skilled manpower was immensely needed, the colonialists needed middle-class workers to facilitate production and administrative works (Holsinger and Cowell,2000;Osaki, 2004).

Formal schooling in Tanzania dates back to the era of Arabs and the incidence of the Berlin conference in 1885 when German took over Tanganyika as their colony and more significant during the British rulership from 1919 to 1960.The German and English colonialists education was propagated by Missionaries in the 1990s and was limited to few individuals, earmarked to serve their interest. Prior to this period, Tanzanian had their own informal education which was instituted by respected elders, leaders, and parents on community norms, rites, and patriotism.This type of education was conducted according to the structure of the society, tribal based, emphasised good citizenship, life skills, and

acquisition of norms and values of local customs. There were no national education systems, no classrooms, and no national examinations (Osaki, 2004; Galabawa, 1990) Nwanosike & Onyijyije, 2011; URT, 1995; Mosweunyane, 2013).

As part of formal education, secondary education, in particular, was evident during the time of British colonialism, wherein 1947 and 1957 there were only 1,529 and 9,883 students respectively enrolled in secondary schools and school that were extended to provision of secondary education were only two, Minaki and Tabora government secondary schools (Galabawa, 1990; Hinzen & Hundsdörfer, 1982).

#### **2.4.1 Post-independence Secondary Education in Tanzania**

Among East African Countries, Secondary education sector in Tanzania was one of the least developed. Soon after independence, Tanzania as a nation apart from a deliberate effort to make public education a national priority did focus on strengthening secondary education to prepare workers to join the newly independent and democratic country. At the time of Tanganyika independence , Galabawa, (1990:3), reported that,

“Of the three East African British colonies (Kenya, Uganda, and Tanzania), Tanzania was the least well off at the time of independence in 1961. At that time, only 16,691 students were enrolled in secondary schools, and all general educational at higher levels was provided outside the country”.

After independence, Tanzania had to make drastic changes and the immediate plan that was introduced in the development planning of a country was the First Three Years Development Plan(FTYDP) for Tanganyika between 1961-1964 followed by First Five Year Plan(FFYP) of 1964-1969 and then the Second Five Year Plan(SFYP) of 1969-1974 both put education at the centre of planning where emphasis was in the expansion of secondary education and higher education (Galabawa, 1990; Hinzen & Hundsdörfer,

1982) . As indicated in Nyerere (1967), Tanzania education policies were purpose driven aiming at integration of education system to revamp colonial education predicaments, triggered to curb three enemies of the country at that time which according to him, these were abject poverty, diseases, and ignorance. Moreover, as indicated in Galabawa, (1990), secondary education as shown in Table 2.1 below, was favourable for few individuals whereas by 1974 only 6% of primary school leavers were able to obtain places in form one, and until 1982 transition rate between primary and secondary school to join form one was approximately equal 4%.

**Table 2.1: Primary and Secondary Enrolments in Tanzania Public Schools 1961 –**

<b>1982</b>							
<b>Level</b>	<b>1961</b>	<b>1964</b>	<b>1969</b>	<b>1974</b>	<b>1976</b>	<b>1981</b>	<b>1982</b>
Primary							
Std. 1	121,386	140,340	171,500	208,300	542,977	576,347	499,516
Primary							
Std. 7	11,733	20,349	60,546	119,351	156,115	212,447	356,906
Secondary							
Form I	4,196	5,302	7,149	8,165	8,620	8,907	9,116
<b>Residual</b>	<b>7,536</b>	<b>15,046</b>	<b>53,396</b>	<b>111,185</b>	<b>147,494</b>	<b>203,539</b>	
<b>%Unplaced</b>	<b>64%</b>	<b>74%</b>	<b>88%</b>	<b>93%</b>	<b>94%</b>	<b>96%</b>	

Adapted from Galabawa(1990:15)

The Table 2.1 above gives a synopsis of education soon after independence. It is clear from the table that secondary education in Tanzania even after dependence had a pyramidal colonial feature of massive primary students as compared to secondary sub-sector, but very few could secure their way to secondary schooling. This alerting situation of secondary education enrolment level had to be solved in order that required target of manpower of secondary level education could be obtained, that called for

immediate overhauling of education sector in curriculum form and content (URT, 1995; URT, 2001a). Towards implementations of tremendous changes in education system inter alia secondary sub-sector the major policy interventions that Tanzania has undergone include:

1. Education for Self-Reliance introduced in 1967 to guide the planning and practice of education,
2. Universal Primary Education (UPE) and the Musoma Resolution in 1974, Vocational Education and Training Act (1994),
3. Education and Training Policy (1995),
4. The National Higher Education Policy -1995
5. The National Science and Technology Policy-1995 (Reviewed 1996),
6. The National Technical Education and Training Policy -1996, and
7. The Education Sector Development Programme(1997),
8. Tanzania Vision to be focused on Vision 2025 aspirations(1998),
9. Adopt International Quality Standard (ISO 9000) Capacity building,(URT, 2001b)

The fundamental education policy that has shaped the implementation of basic education and created a milieu for realisation EFA goals in Tanzania is Education and Training Policy (ETP).The formulation and implementation of ETP (URT,1995) which took into account reviews, reports, and recommendations from within and without the country on the eccentricities in education system did pave the way to private involvement in education provision and also assured equity and access in educational opportunities. ETP (URT, 1995) delineates the multifaceted objectives of the policy as;

- Decentralisation of education and training by empowering regions, districts, communities and educational institutions to manage and administer education and training,

- Improve the quality of education and training,
- Expand provision of education and training through liberating provision of education and training by strengthening formal and non-formal, distance and out of school education programme,
- Promote science and technology through intensifying of vocational education and training,
- Promote access and equity through making access to basic education available to all citizens as basic right, and
- Broaden the base for the financing of education and training through cost sharing measures involving individuals, communities, NGOs, parents and end-users.

Access and equity as the central theme to realising basic education for all have been an enterprise of both the government and private sectors. Secondary education in Tanzania is provided by the government and private sector. In most developing countries, school is classified as private or public depending on the ownership, admiration, and management of education schools. Those owned by the government are further classified as national schools or community schools, whereas private sectors also have charitable and privately owned schools. Private sector owners of secondary schools include religions, NGOs, CBOs, businessmen and women and sole proprietors (Jimenez & Lockheed, 1995; Sumra & Rajani, 2006; Patrinos, Wodon, & Barrera-Osorio, 2009; Lewin & Caillods, 2001).

It can, therefore, be concluded at a quick jump to increasing access to secondary education unlike years from independence to the early 1990s may be attributed to implementation of ETP (1995) which gave birth to sector-wide educational programmes especially the notable SEDP I and II from 2004 which have enhanced building of secondary schools to the ward level throughout the country to so as to make opportunities to secondary schooling available to all citizens (URT, 2001b; URT, 2010). Report by

Sumra and Katabaro (2014) authenticates that, out of every ten secondary schools in Tanzania around eight are community secondary schools. This shows the milestone journey the country has travelled ever since it got her independence in provision and delivery of secondary education as part and parcel of implementing EFA goals 2 on access and goal 5 on gender disparity (URT, 2010).

#### **2.4.2 Challenges Facing Secondary Education in Tanzanian**

At a quick glance, all the challenges facing secondary education in developing countries are replicated in Tanzania education system. Secondary education challenges in Tanzania includes; low transition rate of secondary education, a high number of out of school children, underfunding of secondary education subsector, poor quality secondary education, gender parity, the existence of dichotomous education avenues, globalisation effects in teaching and the learning process, uncondusive teaching and learning milieu. Tanzania has underscored a great achievement to the implementation of objectives of the SEDPs from its inception, quite notably in the areas of improved access with equity, quality, management and delivery of secondary education as compared to the state of secondary education during independence and after independence up to 1990s.

However, the SEDP II has articulated number of challenges yet to be addressed in implementing SEDP I. They include the following:

1. Poor performance in secondary education examinations, with most students getting marginal pass of Division IV or failing completely.
2. Acute shortages of teachers, especially in the sciences and mathematics, with many students not able to do these subjects at all.
3. Asymmetrical deployment of teachers of required, whereby urban areas have an advantage in recruiting more and better teachers compared to rural community

secondary schools, most of which have acute shortages of teachers.

4. Inequalities in learning environments among different schools resulting in inequalities of learning outcomes, with girls doing poorly in both participation rates and pass rates, especially in science and mathematics subjects, and community secondary schools doing consistently poorly.
5. Insufficient infrastructure, including many construction projects that started under SEDP I, but were not completed.
6. Lack of, or non-use of, laboratories in most schools resulting in students doing the science theoretically, and most of them doing poorly.
7. This poor performance in science subjects has, in turn, resulted in an avoidance syndrome, with most students choosing to enrol in social science/arts subjects, rather than natural sciences.
8. Poor teaching approaches in the classroom, as it is teacher-centred, with students relying heavily on the teacher and old notes, and classroom time often not being used efficiently and effectively for mental engagement of the students.
9. Low transition rates (hardly 30%) from Ordinary to Advanced Level secondary education due to limited availability of Form 5 places.
10. Limited school management skills of some Heads of Schools affecting daily running, academic performance and financial management of schools.
11. Increasing the number of students from poor households in relation to available resource for the provision of scholarship grants.
12. Limited access to secondary education for nomads, marginalised groups and disabled learners (URT, 2010:vi-vii)

The GoT have been struggling to solve these challenges through SEDPs I, II, and III, with the special consideration that unless secondary education is made available to majority

more equitably not only the target to achieve EFA and MDGs goals, but also the workforce and competitive capacity of the country will be challenged as noted that countries are pooling their resources together through economic and regional integrations as measures to consolidate their economies (URT, 1998; URT, 2004; URT, 2010; TEN/MET, 2010; URT, 2005). Secondary education in Tanzania like many other developing countries is still exclusive as many children of secondary school age are not in secondary school, however, the government underscored the importance of this level of education as reported concerning need for equitable access to education opportunities that,

“No country can be expected to develop into a modern and open economy without a certain proportion of its workforce having completed secondary education. In most countries, this requires an expansion of the secondary system” (UNESCO, 2000:16).

The International Bank for Reconstruction and Development / The World Bank (IBRD/WB) report further elaborates that,

“Educational inequity is devastating for those youth and families that fall victim to it. But inequity also hurts countries as a whole. Greater educational inequity contributes to greater internal inefficiency, which is a source of much-wasted investment, and educational inequity brings the overall quality of learning down, hurting countries’ ability to respond to economic demands and to grow to their full potential. Countries face unique challenges in regard to educational equity. Educational inequities centre on certain axes, frequently these include urbanicity, wealth, race or ethnicity, disability, gender, and region (di Gropello, 2006:49).

While many countries are struggling to incorporate lower secondary education as a basic and compulsory level of education (Rahman, Hamzah, Meerah, & Rahman, 2010), in Tanzania it is reported low transition rate from primary to secondary as reported that in 2011only 36% primary students make a transit to secondary school in Tanzania as

compared to 51% in Uganda and 95% in South Africa (UNESCO, 2011a) ,also high level of dropout and low survival rates are reported, existence of gender parity where girls are lagging behind in secondary school participation, existing dichotomous secondary education where urban school are more facilitated than rural counterpart and more succinctly, secondary graduates with inappropriate knowledge and skills to just manipulate their environment (Sifuna,2007; URT & BEST, 2014; URT, 2010; World Bank, 2008a; World Bank, 2008b; UNESCO, 2011b; Okkolin, Lehtomäki, & Bhalalusesa, 2010; Sifuna & Sawamura, 2009; Sumra & Rajani, 2006; UNESCO, 2015). Report on the Tanzania Human development Report (HDR), further indicates the ever growing population in Tanzania can possibly be a blessing if only the country will have educated population for competitive advantages. The report has addressed among economic interventions for promoting human capital and skills development that,

“Given the current demographic development, Tanzania has the potential of reaping a “demographic dividend” in the next thirty to forty years. That is, its number of effective producers will surpass a number of effective consumers. To reap this dividend, however, the government has to make sure that these effective producers can in fact produce, that is, find employment. This will only be possible if education provides the labour force with adequate skills geared towards integrating it into local and international competitive markets, and innovatively engages Tanzanians in entrepreneurship and self-employment activities” (URT & UNDP, 2015:14).

The government has to marshal resources to solve those education challenges failure to have strategic and drastic measures to address and solve those problem will in the long-run accumulate poverty to individuals and the national at large due to low return from education investments. Both phases of Poverty Reduction Strategies I and II regards education and particularly secondary education as direct weapon to fight poverty at family and national level, if only relevant knowledge and skills are provided in secondary

schools (URT, 2010 ; URT, 2005; Wedgwood,2007).

In a snapshot, challenges relating to quality and relevance, curriculum, access and equity, poor learning environment and management are still far to be reached despite the fact that they affect effectiveness and efficiency of the education system and planning. Overall quality of education in Tanzania is perplexing. HakiElimu, (2013a) reported that, the education situation in Tanzania is not promising and that despite all efforts the quality of education is still poor as depicted from several types of research by HakiElimu and others as well as in various exam results.

The education system has suffered by these challenges, from primary throughout the higher learning institutions. There have been reports on poor performance in summative examination, where the shocking incidence recorded ever was that of 2012 Primary school leaving examination. Accordingly, students who passed Primary School Leaving Examination(PSLE) according to prior established cut-off point of 100 as a minimum to be selected to join Form one, only 30.7 percent of the 865,534 pupils were qualified and almost 70% failed to reach that point and definitely were not supposed to join Secondary education. Unfortunately, the government maneuvered to lower the pass mark up to 70,an incidence that bell-curved the number of form one in 2013,where about 294833 equivalent to 53% students not qualified in the first place were now qualifiers to fill form one rooms (HakiElimu, 2013a; URT & BEST, 2014; Sumra & Katabaro, 2014).

#### **2.4.3 Challenges facing Secondary Education in Mpanda District Council**

According to SEDP II, secondary education is a necessary though not sufficient condition for poverty reduction (URT, 2010c).The challenges facing education system at the national level is much more reflected in regions although there is a difference in the level of these challenges from one region to another. A good example is the issue of access and

equity, where some regions are reported to have improved more in enrolment both GER and NER, whereas other regions are still lagging behind. Reports of basic Education Statistics in Tanzania (BEST) has given a glimpse of what is taking place in the education sector at district, region and nation levels (URT & BEST, 2013). However, the difference might be, the issue of quality and relevance are haunting issues throughout the country. Critically, secondary education in Mpanda is not better off as compared to other regions. Being old district in the young region, it faces structural, social and economic challenges (MDC, 2014). Major challenges facing secondary education subsector in Mpanda District include the following;

1. High dropout rate, Low survival rate, Low GER and NER,
2. Shortage of classroom and teachers houses,
3. Shortage of chairs and tables(desks);
4. Shortage of toilets pits
5. Shortage of teachers, more seriously science subject teachers,
6. Low transition rate from primary to secondary,
7. Laboratory buildings and facilities,
8. Low parental involvement in education of their children(some parents do not like to take their children to school)
9. Poor performance in Form two and Form Four National Examinations (MDC, 2014; BEST, 2013).

These challenges call for integrative and interactive effort and congenial heart from students in primary schools and secondary, parents, community and all education stakeholders within and without the district.

#### **2.4.4 Dimension and Types of Motivation**

Dimensions of learning motivation refer to the scope or measure of motivation. In one side motivation is said to be rational or natural but also on the other side, it can be viewed as content or process. When motivation is implied as natural it means its antecedence is nature but expressed motivation is said to be rational. On the other hand, the quest of what motivates mark the content paradigm whereas the quest of how to motivate clearly expresses the process motivation paradigm (Mullins, 2010; Usher, Kober, Jennings and Rentner ,2012; Usher, 2012a). In learning milieu for example, as explained in Centre on Education policy(CEP) in general though not exhaustive, competence, autonomy, value, and relatedness are four common dimensions of motivation (Usher, 2012b). This is the scope to which motivation may be inferred, explained and estimated in the learning process.

Motivation may be defined as the reasons that underlie behaviour that is characterised by willingness and volition (Lai, 2011). This succinct definition of motivation indicated how important focus to individuals is very important to get best from learners of all types in all education practices (Maehr & Meyer1, 1997). Since learning process is a behavioural act and process which result into relative permanent changes in behaviour potential of learners acquired through experiences, and that all behaviours are said to be learned or influenced by learning, motivation should be imperative for achieving the best from learning (Wilson & Peterson, 2006).

Learning as lifelong practices of children has to be connected stringently with the motivation of children because it is motivation or rather the readiness of a child that will determine how the student engages in academic journey. According to USA general education secretary, the rationality of motivation as the heart of learning process is reflected in his position that, “there are three things to remember in about education ,the

first is motivation, the second is motivation and third is motivation" ( Bell,1985.).It is, therefore, a crucial ingredient in the learning process that underpins educational achievement of students. Motivation may be a natural innate and impetus that is thought on its own or it may be the externally propelled impetus that underlay and direct individual's behaviour to act otherwise. Motivation coming from within an individual is referred to as intrinsic motivation and that which is coming from outside an individual, which is influenced by operant attachments is referred to as extrinsic motivation. The two continuum motivations are better elaborated by Lai (2011:2) when he said, "Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies". In addition, Brophy (1987) discussing motivation posited that,

"Motivation to learn is a competence acquired "through general experience but stimulated most directly through modelling, communication of expectations, and direct instruction or socialisation by significant others (especially parents and teachers)"(pp 40-48).

Furthermore, according to Karlöf and Lövingsson (2005),it is the motivation that compels an individual to act and behave in uniqueness which is a combination of intellectual, physiological, and psychological process that determines vigorously the direction of individuals' energy and actions in a given situation. Huitt (2011) have noted that "Most motivation theorists have assumed that motivation is involved in the performance of all learned responses; that is, a learned behaviour will not occur unless it is energised" (p.1). Accordingly, there are several theories that attempt to expound the meaning, nature, and role motivation ought to play in human life practices trying to paint out how values, goals, and needs of individuals are related. Mullins (2010) and Miner (2005) have exemplified motivational theories as applied in an organisation which can as well be the guidance in the learning organisations, a place of formalised learning avenues. According

to Mullins (2010), motivation theories are categorised into two major groups, the *content* group which stresses on what motivates individuals. The proponents that fall under this wing include;

1. Maslow, the hierarchy of needs model involving physiological, safety, love, self-esteem and self-actualization in pyramidal shape starting with the physiological as the basis of all the rest needs.
2. Alderfer, a modified need model, condensing Maslow's five level into existence, relatedness, and growth needs
3. Herzberg two factor theory which subdivides needs into maintenance and motivators factors and shows their connectedness
4. MacClelland achievement motivation theory, which identifies only four motives; achievement, power, affiliative and avoidance motives.

These theories attempt to explain those specific things or needs that motivate individuals in the pursuit of their values, needs, and life goals. The *second* group of motivation theories are that of motivation as a process which emphasis on the actual process motion. While the former seek for what of motivation, the later seek for how of motivation. The second group encompasses proponents of theories such as;

1. Vroom, and Porter and Lawler; Expectancy theory
2. Adams; Equity theory
3. Locke ;Goal theory
4. Heider and Kelley; Attribution theory

Unlike content theories, process theories attempt to identify variables influence motivation of individuals and how behaviours are initiated directed and sustained in the process of motivation. Volet and Järvelä (2001) underscored the intricate nature of

learning and did insist the need for motivated learner when they explained that, “human learning is a complex phenomenon and motivation is an essential part of it”(p.2).Accordingly,Mullins (2010) elaborates that there is no single definite theory that may out-stand others to explain motivation aspects of human beings as such motivation is multi-facets in nature and application. Availability of many theories attempting to explain nature, features and dimensions of motivation in organisations, education organisation being among serves to provide a framework within which attention may be directed when it comes to motivating the individuals throughout their lifelong learning process (Wilson & Peterson, 2006; Mullins, 2010; Karlöf & Lövingsson, 2005; Volet & Järvelä, 2001).

For better understanding of motivation as relates to learning process, it should be conceptualized in the context of psychological and social issues such as learning institutions, learners perceptions or beliefs about learning, families, peer groups, communities, ethnics, culture and historical backgrounds of an individual (Volet & Järvelä, 2001; Park, 2003;Deci, Vallerand, Pelletier, & Ryan, 1991). According to McCombs, (1991) Research has shown that for students to be optimally motivated to learn, they must:

*“First ,see schooling and education as personally relevant to their interests and goals, Second, believe that they possess the skills and competencies to successfully accomplish these learning goals, Third, see themselves as responsible agents in the definition and accomplishment of personal goals, Fourth, understand the higher level thinking and self-regulation skills that lead to goal attainment, Fifth, call into play processes for effectively and efficiently encoding, processing, and recalling information, Sixth, control emotions and moods that can facilitate or interfere with learning and motivation, Seventh, produce the performance outcomes that signal successful goal attainment”(p.124).*

The seven findings as posited by McCombs lay a foundation stone of motivation as an

imperative aspect of the learning process, which calls for educators to invest much of their time trying to understand the concept of motivation, and learning how best to motivate their learners. Motivation can affect learners approach to schooling, time they spent in school, how they relate and rate teachers, effort they desire to devote in learning amid available alternative activities, how they seek support when they confront impediment in learning process, and the value they will attribute to whatever they are learning (Usher, *et al.*, 2012). In the learning context, the motivation of learners should surpass all activities a teacher or educators have to venture. Highlighting the importance of motivation above good policy and strategies, (Usher, 2012b) explicitly have stated that,

“Education reform advocates have dedicated huge amounts of time and energy to improving public schools and raising student achievement. But with attention currently focused on factors like improving teacher quality, overhauling curriculum and standards, and developing new assessments, one major factor is being overshadowed: the motivation of the students themselves. Even with the best administrators, faculty, curriculum, and materials in place, if students are not motivated to learn and excel, achievement gains will be difficult if not impossible” (p.2).

For effective and efficient learning organisations, which put learners at the centre and object of education practices, it is utterly important to move from the mere cognizance of the concept but to implement motivational theories to meet learners’ potentials. Unless motivational dimensions are identified and satisfied, students will participate in learning process unmotivated or with very low motivation, and underachieve learning goals (Ames, 1990; Ames , 1992; Deci et al., 1991; Wilson & Peterson, 2006).

## **2. 5 Empirical Studies**

Many studies have been conducted to understand how the education system is performing to meet economic, political, social and cultural demands. Central to it has been the studies

concerning efficiency and efficiency of education system, learners being the target as object and subject of educational institutions (Hanushek & Lockheed, 1994; Park, 2003). Studies conducted in Malaysia by Education Policy and Reform (EPR) unit, in collaboration with the Assessment, Information Systems, Monitoring and Statistics (AIMS) unit under UNESCO revealed that secondary education in Malaysia has improved significantly. According to progression indicators 2008, the transition had risen to 87%, partly the study indicated that transition was made able to rise because of introducing transition class which catered for language proficiency before primary graduate and form one prospect could actually join secondary education.

The study further indicates that primary students use local Mandarin or Tamil languages as medium of instruction but in secondary, they are required to use Malaysian language as official language of instruction in secondary school. Transition class, therefore, seek to harmonise language deficiencies by enabling students to master that Malay language so as to make them adequately and competent to follow secondary education, prepare primary students communicate effectively in Malay language and nurture them in citizenship and values of Malaysian society (UNESCO, 2011a).

Studies also indicate that, in developing countries, there is a growing number of out of school children and low transition rate due to age factor issue. According to UNESCO, (2014) and UNESCO-UIS, (2012), Many children are likely to enter primary school late and combining with high repetition due education system inefficiencies has in turn caused over age children in school system a situation which indirectly cause dropout ,truancy, low survival rate and low transition between primary and secondary schools. Findings further indicate that in some countries especially from Eastern and Southern Africa Region (ESAR), over half the children in primary schools are two or more year over the

appropriate age of their grade. In other words, these countries have very low NER(UNICEF & UNESCO, 2014). Reports also show that providing schools and classrooms that are close to communities which are in good condition is a fundamental to increasing school access for OOSC (Chimombo, Meke, Zeitlyn, & Lewin, 2014; UNESCO, 2014; UNICEF & UNESCO, 2014).

Studies conducted global wise indicate that secondary education is imperative for country's economic growth strategies. The OECD (2015) report and Verspoor and Bregman (2008) indicate that education relates positively to income of an individual and economic growth of a country. Further, it is reported that proportion of adults who have to say in Government, volunteer and enjoy good to excellent health grow with each addition level of education. Research conducted in Nigeria, indicates that in Africa although there is a recognized importance of secondary education subsector, the sector is facing several challenges including inadequate funds, inadequate and decaying infrastructures, facilities inadequate, low quality teachers, negative attitude of teachers, indiscipline of students, examination malpractices, low quality student intake from primary schools, poor academic performance and inappropriate curriculum (Matthew, 2013).

Capitalising on the need for quality education to motivate learners, further, Bryce, Frigo, McKenzie, & Withers (2000) did find that lack of basic skills obstruct student motivation to learn which later in life have effect in learning that ought to occur in adulthood. Similar challenges are found elsewhere in developing countries including SSA, Latin America and East Asia, Rural China and India, just to mention few (World Bank, 2008c; King, 2013; Lewin, 2006). The study conducted by Werunga, Musera, & Sindabi, (2011) in Taita Kenya, the district of Taveta reckoned low transition rate and among the factor for such transition was found to be fees and other educational related levies, early marriage,

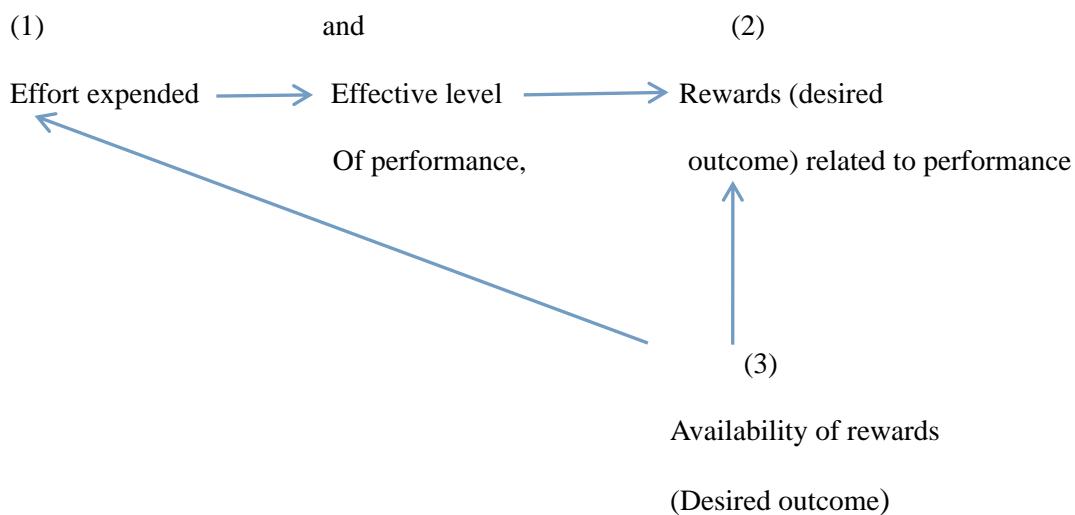
walking distance to and from the schools, and lack of interest in schooling. Bailey & Phillips, (2016) conducted a research on the influence of motivation and academic performance, with the intention to explore relationships between motivation, university adaptation, and indicators of mental health and well-being and academic performance. The findings reveal that intrinsic motivation was associated with greater subjective well-being, meaning in life and academic performance. Extrinsic motivations showed few relationships to outcome variables, while a motivation was consistently associated with poor outcome.

Similarly, Boekaerts (2002) in researching of motivation and belief authenticated that students are not motivated to learn in the face of failure. The implication of the findings is that intrinsic motivation plays a great role in learners academic attainment. Moreover, the study conducted by Maehr1 and Meyer1 (1997) and Ames (1990) on pursuit to understand motivation and schooling indicated that task goals or mastery goals tend to be positive and influential to motivation in the long run whereas performance goals which tend to quantify learning through outcome have reported having negative influence on motivation in the long run (Wentzel & Wigfield, 2009). Researchers also have established the fact that motivation plays a role in retention and progression into education system because motivated student always desire to seek new challenges, explore foster learners perception of schooling, and learn (Phillips & Bailey, 2015; Ames, 1990; Bailey & Phillips, 2016; Ishak, Yunus, Rahman, & Mahmud, 2010; Skinner & Belmont, 1993).

## **2.6 Theoretical Framework**

The study was guided by expectancy theory. According to Mullins (2010), this theory cannot be attributed to a single person. The proponents of expectancy theory include Vroom, Porter, and Lawler. However, the first to have used the expectancy theory is

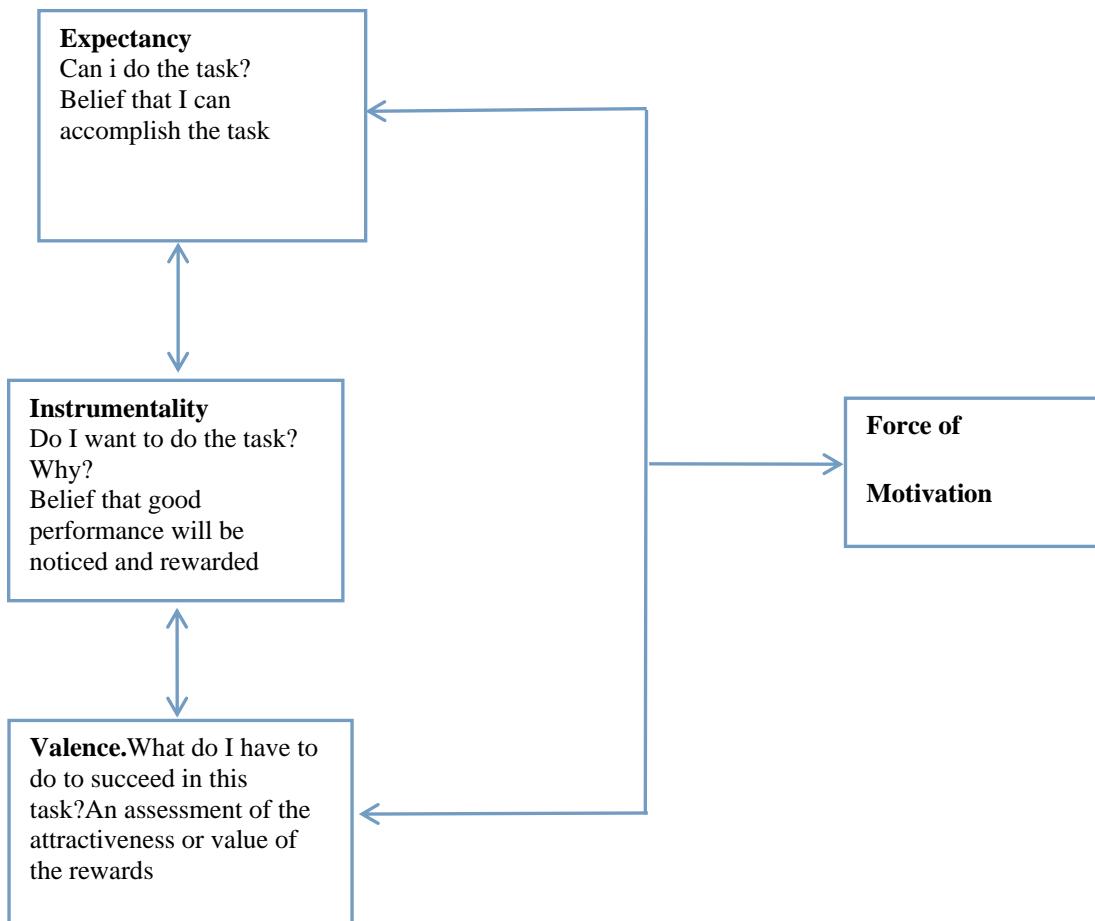
Vroom, therefore in most cases, it is referred to as Vroom's expectancy theory for that sense. The rationale underlying this theory is that people are influenced by the expected results of their actions, as such motivation is said to be a function of relationship between;(a)effort expended and perceived level of performance,(b)the expectation that rewards or desired outcomes will be related to performance, and (c)the expectation that rewards or expected outcomes are available (Mullins, 2010:269-271).The analogous presentation of the relationship of three parts that make the general expectancy theory is shown in Figure 2.1 below:



**Figure 2.1: Expectancy Theory and Motivation Link**

Source: Mullins (2010:269)

The three parts of the model and intermediate component between 1 and 2 implies four dimensions of motivation in the learning process. More specifically, in learning process learners perception includes thoughts, beliefs, and feelings about person's situation and events surrounding the immediate learning environment. The interdependence of the three motivation links in figure 2.1 above determines the strength of motivation as shown in figure 2.2 below.



**Figure 2.2: Vroom's Expectancy Theory**

Source: Hoy, (2011)

Although the theory was intended to explain motivation at work in an organisation, it may as well be analogous to learning organisation such as schools. According to expectancy theory, work motivation is strongly influenced by the interaction of three factors: expectancy, instrumentality, and valence =  $f(E \times I \times V)$  implying there must exist to a considerable degree any of the three factors of motivation. Expectancy will affect and become affected by individual's effort and performance, instrumentality refers to organisation reward or work outcome as a result of effort and performance and finally

valence relates to personal goals (Mullins, 2010; Lai, 2011; Deci et al., 1991). As posited in Usher,*et al.*, (2012) and Deci & Ryan (1985), human beings are psychological beings and need to be motivated whether intrinsic or extrinsic for them to achieve organisational as well as personal goals and objectives. Perceptions of likely consequences of behaviour are central to expectancy theory because individuals will aim at knowing or predicting the likely consequences of their actions in whatever they do or intend to do whether in the organisation or learning process outside an organisation (Mullins, 2010; Lai, 2011; Brophy, 2004). In the learning process, Valence, instrumentality, and expectancy may play a great role to motivate the learner to pursue their lifelong academic dreams.

According to Usher, *et al.*, 2012 and Lai (2011), throughout the lifelong learning process motivation plays a central part of a student's academic and educational experiences from preschool onward. Skinner and Belmont, (1993) have noted that once children start schooling, they begin forming beliefs about their school-related success and failure. The extent to which their belief is attached to either success or failure will, in turn, determine how they can approach and copy with learning situations. No wonder, decision to proceed into secondary level after successful pass standard seven national examinations is also affected by the perception of individual students.

Relating decision to progression in learning institution and between school levels, the underlying assumption of expectancy theory may be applicable such that, the student or learner will choose to further studies beyond primary level if only; first, the expectation about their needs, motivation and past experiences are perceived positive, second their behaviours to progress is the result of conscious choice, third the learning organisations are perceived as delivering different things concurrent to learning and not a stereotypical kind of learning organisation, and fourth there must be alternative learning opportunities

(Usher, *et al.*, 2012; Lai, 2011; Deci, *et al.*, 1991; Mullins, 2010; Skinner & Belmont, 1993)

Accordingly, expectancy related attitude underpinning learners choice to progression into lifelong learning are perceived probabilities attached to success in the learning process or training. This further is accorded to learner's experiences and competence and self-efficacy. Instrumentality attitudes towards choice to proceed and stay longer in schools, learn more and feel better about the school depend on the perceived connection between success and rewards (Brophy, 2010; Brophy, 2004). It is the question of how much it pays to have a certain added level of education. How much the competence pays as a result of undergoing a certain added level of education?

Finally, attitude relates to valence is the value of achieving or obtaining the goal. Who the learner will become after achieving a set goal is the issue at the centre of valence. Valence attitude of motivation concern with the feeling about the specific goal, the attractiveness of the goals, preference to particular individual's satisfaction .For lifelong learning process and motivation thereof, it suffices to note that the three factors of expectancy theory must be present to an individual in the amount relatively high to make motivation available and sustaining (Mullins, 2010; Lai, 2011; Huitt, 2011; Brophy & Merrick, 1987; Ghazi, Ali, Shahzad, & Hukamdad, 2010; Ames, 1992; Grolnick, 2015; Miner, 2005; Ames, 1990).

## **2.7 Research Gap**

Literature review indicates that several studies has been done with regard to drop out rate,motivation in schooling, transition into secondary schools, factors inhibiting transition into secondary schools, challenges facing secondary school in developing countries, significant role of secondary education to individual and country's economy, and need for transition class as a preparation to enter secondary education. However, little

has been done on the motivation underlying primary school pupils toward secondary schools, more specifically in Mpanda district. The study at hand has been conducted to fill this knowledge gap and add to the body of knowledge the role of motivation as one that transcends from primary through secondary school.

## **2.8 Conclusion**

Review of relevant literature was done concerning key issues surrounding the topic. Issues relating to emerging secondary education, policy consideration of secondary education globally and in specific in developing countries, the participation rate in secondary education noting the gender parity issues, and trend of secondary education. Furthermore, challenges facing secondary education subsector at the global level, SSA countries included and with special outlook at the quality of secondary education was reviewed critically noting the state of secondary education in combating global challenges emanating from globalisation. The desultory state of secondary education in developing countries, Tanzania among as compared from one country to another was noted.

Moreover, place and the role of motivation in learning process were noted to the extent that learning without considering motivation aspect of learners is worth nothing if not unattained (Usher, et al.2012).Finally, reviews included empirical studies and theoretical framework that guide the whole process of data generation, analysis and interpretation which in turn helped the study to identify knowledge gap.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the science of conducting a research or a detailed explanation of methods, procedures, and materials which were used to collect, analyse and present data on primary school pupils' motivation toward secondary level schooling in Mpanda district council of Katavi region. More specifically the chapter focused to describe the geographical setting of the study area, defined and relates population to the study, delineated the research design used for the study, defined and presented the sample size, sampling techniques and data collection methods employed. The chapter also mentioned how the issues related to validity and reliability from data collection to the findings were observed and adhered to ( Singh, 2006; Kothari, 2004; Mouton & Marais, 1988; Junker & Pennine, 2009; Kumar, 2011).

#### **3.2 Research Approach**

This study was guided by mixed methodology approach whereby both qualitative and quantitative research approaches were used concurrently. However, the qualitative approach was more dominant that helped a study to get in-depth information concerning the phenomenon from the people in their natural settings. The approach was also selected because of its flexibility in the interaction between the study and respondents and its richness in extracting factual information from key and knowledgeable respondents. For instance Kothari (2004) recommends the use of qualitative approach because it is very useful and especially important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour. Interviews Focus Groups Discussions and document search were as well used in collecting qualitative data.

Consequently, the Quantitative approach was also used for the purpose of supplementing the qualitative data. In collecting quantitative data, questionnaires were used too. There are several justifications suggested by different scholars for merging quantitative and qualitative approaches. For instance, Enon (1995) recommended triangulation for the purpose of generation of multiple perspectives on a phenomenon by using a variety of integrative research tools or research methods with the purpose of corroborating an overall interpretation. In the study at hand, the qualitative research and quantitative research approaches were combined for the purposes of complementing each other, so that the quality and reliability of data collected were maximised. Mixed method research provides strength that counterbalances the weaknesses of both quantitative and qualitative research (Mouton & Marais, 1988).

### **3.3 Research Design**

This is a blueprint of a conceptual structure of how work was executed in the field. It comprises an overall orientation and structure of an investigation, which provide a framework within which data were collected and analysed (Kothari, 2004; Bryan, 1989; Rug & Petrel, 2007), and more succinctly for “fulfilling research objectives and answering research questions” (Adams, Khan, Reside, & White, 2007:81). As a process, Mouton and Marais, (1988) and Novice and Novice, (2013), explains that research design lead to a choice of research techniques and delineates plans of how to execute the formulated research problems. In this study at hand, research design was a master plan or a blueprint which guided a researcher to fulfil research objectives and answer appropriately the research questions, as such saved to minimize expenditures, money, time, and effort in collecting maximum information needed (Kothari, 2004; Kumar, 2011; Kelly, Lash & Beak, 2008). Mouton and Marais (1988) on the classification of research design, they argue that purpose and mean of obtaining and analysing data dictates the categories and

type of research. This study, therefore, adopted Survey design because of the flexibility in data collection techniques such as personal interviews, by mailing of questionnaires, and through schedules in line with the nature of investigation, objective and scope of the study, financial resources, available time and the desired degree of accuracy (Kothari, 2004; Creswell, 2014).

### **3.4 The Study Area**

The study was conducted in Mpanda district in the KATAVI region. Historically, from the joint report by Mpanda District Council (MDC) in collaboration with Ministry of Finance (MoF) and the National Bureau of Statistics (NBoS), shows that Mpanda district is among the two districts established in Katavi region in 2012 from the former Mpanda district which was in Rukwa region. The other district is Mlele. Later on, four councils emerged, i.e. Mpanda Town Council, Mpanda District Council, Mlele District Council and Nsimbo District Council. Mpanda District council shares borders with Uvinza District (Kigoma region) in the North, Mlele DC to the East, Nkasi DC (Rukwa region) on the South, and Democratic Republic of Congo (DRC) to the west through Lake Tanganyika. The headquarters is located in Mpanda Township along the Sumbawanga-Kigoma road (MDC economic profile, 2014). The administrative boundaries of the study area are presented on the Map of MDC in appendix V.

The study area was chosen due to the number of reasons; first was the general one that the areas have primary schools and community secondary schools which were the crux in collecting data. Second, the area is dominant with the problem of poor transition from primary to secondary schools. According to fact find of MDC social economic profile and the report of social services, transition to secondary school from primary is reported very low where out of cumulative 15,040 pupils passed STD VII examinations between 2009

and 2013, only 13.4 percent (18.5% boys and 6.5% girls) were joined Form I (Table 3.1).

**Table 3.1 Number of Pupils who joined Form I in Public Secondary Schools by Sex, Mpanda District; 2009 - 2013**

Year	Pupils Passed			Pupils Joined			Percent Joined		
	STD VII Exams			Form I.			Form I.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2009	1,622	860	2,481	242	33	275	14.9	3.8	11.1
2010	1,639	806	2,449	260	114	374	15.9	14.1	15.3
2011	1,912	1,420	3,330	285	88	373	14.9	6.2	11.2
2012	3,015	2,954	5,969	392	110	502	13.0	3.7	8.4
2013	515	295	811	424	68	492	82.3	23.1	60.7
<b>Cumulative Total</b>	<b>8,703</b>	<b>6,335</b>	<b>15,040</b>	<b>1,603</b>	<b>413</b>	<b>2,016</b>	<b>18.4</b>	<b>6.5</b>	<b>13.4</b>

Source: District Executive Director's Office (Education Department), Mpanda District, (2014)

The third reason to choose this study area was that the area is dominant with heterogeneous communities. There are pastoralist communities, sedentary farmers, and medium farmers engaging in both food production and commercial production in Paddy and Tobacco commercial farming and mining. This means that the social economic status of the communities is medium one to afford basic needs including providing social needs such as education to the family members. The fourth reason for choosing the area was the fact that the region and particular the district is young one. According to the facts from the District Executive Director (DED), the district was formed in 2012, therefore, it has administrative and infrastructures challenges in social services including education sector (MDC economic profile, 2014).

The fifth reason is the fact that the researcher live and work in Mpanda outskirt, which makes the researcher at economic advantages by conducting a research at minimised cost and also save time and finance resources required to conduct the research.

### **3.5 Data Type and Sources**

Types of data to be collected are the second step after the researcher has decided data collection method. In the study at hand, both primary and secondary data were collected and analysed. The significance of both primary and secondary data is explained apparently that,

“While deciding about the method of data collection to be used for the study, the researcher should keep in mind two types of data viz., primary and secondary. The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. Secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process” (Kothari, 2004:95).

Based on this contention and in the context of this study, Primary data were sought to be collected direct from the participants based on their experience on the phenomenon under inquiry. Information was collected directly from the field and respondents in the study area by using aforementioned research tools. More likely, secondary data were also collected secondary sources such as Tanzania Basic Education Statistics (BEST), SEDP documents, other research studies, DC education reports statistics and figures, and URT documents and publications on education. The researcher underscored the importance of secondary data in concurrency to primary data in the process of research was in line to what has been established that,

“the availability of relatively large-scale secondary data sets means that a greater preliminary understanding of the problem can be ascertained before the research

hypothesis or problem is finalized” ( Middleton, Gorard, Taylor,& Bannan-Ritland, 2008:27).

Primary data were concurrent in supported with secondary data to help a researcher understand the problem under scrutiny.

### **3.6 Target Population and Sample**

#### **3.6.1 Target Population of the Study**

A population is a group of individual persons, objects, or items that fit certain specifications and from which samples are taken for measurement. Further, from the population, a researcher identifies target population which becomes a researcher’s sampling frame (Enno, 1995).Further, it is contended that “the questions of sampling arise directly out of the issue of defining the population on which the research will focus” (Cohen, Manion, & Morrison, 2000:109).In selecting the population under the study, the issue of appropriateness, accessibility, and applicability was considered in order that the objectives of the study could be achieved. From the study area chosen by a researcher, the target population of the study included parents and guardians, students in primary, students in secondary schools from form two up to form four, primary school head teachers, community secondary head of schools, ward education coordinators, Village executive officers, community secondary School board Chairpersons, Ward Executive Officers, District Educational officers from MDC, and Regional Education officer for Katavi region.

The inclusion of the participants considered the fact that they were in one way or another part and parcel of motivating children and primary school on matters relating to educational attainment in particular education level beyond primary schools. For example students both at primary and secondary schools were included in the study as the centre of

the study due to the fact that the study intended to analyse their motivation as they move or have moved from primary cycle to secondary level. Moreover, Ward and village executive officers were included due to the fact that they are a crucial component in local government administration that have a role in the oversight of management and part ownership of community secondary schools at ward and village level respectively. Furthermore, education officers from ward to regional level are concerned with administration and superintendence of education system and motoring of implement of education policies at the areas of their jurisdiction. Their inclusion, therefore, saved to cater for policy and motivational related issue as they work with school heads and interact with parents and students.

Heads of schools on the another hand were considered important to be included due to the fact that they are one at liaison level to the implementation of education policies and also guardians to students in their entire schooling years. The researcher, therefore, believed that they could contribute much depending on their experience on the issues that motivates students to participate in schooling at different levels. More likely, school board chairpersons were included in the research as they are leaders of the organ mandated by the government to manage and advise schools on behalf of the commissioner for education, as such entrusted the power to deal with indiscipline issues of students and teachers at their respective schools (URT, 1978).The researcher, therefore, believed that their experience in advising school heads and representative the community in the supervision of the schools they were informed on issues related to motivation of primary students towards secondary level schooling. Finally, were parents and guardians who their inclusion based on the fact that they were in parenting role and therefore believed to be informed on motivational issues of their children that may influence the children from participating in schooling especially as they transit to secondary schools.

### **3.6.2 Sampling Techniques and Sample Size**

The researcher took sampling decisions early in the overall planning of the research. Factors such as expense, time and accessibility were the crux and the guiding criteria to a study to assure that the study will not be frequently prevented from gaining information from the whole population (Cohen et al., 2000). The study assured sampling from the target group of the population was a representative of the population under study. As stated in Sapsford and Jupp, (2006),

“A sample is a set of elements selected in some way from a population. The aim of sampling is to save time and effort, but also to obtain consistent and unbiased estimates of the population status in terms of whatever is being researched” (p.26).

In this study, both the probability and non-probability sampling techniques were be used by a researcher. The distinguishing characteristic between probability and non-probability samples is that in probability the researcher can specify for each unit in the population the likelihood that it will be included in the sample and be able to estimate the number of sampling errors and thereby, determine the precision of the sample. Non-probability, on the other hand, is the sampling technique in which inclusion of an individual is determined by the researcher according to the purpose of a research and enables the researcher to pick those respondents who are capable of providing useful information for the study. Under this study, purposive sampling was used to select ward executive officers, Head of Schools (HoSs), and School Board Chairperson (SB) as key respondents and knowledgeable concerning the research problem.

Moreover, cluster sampling was used to select schools, villages, and wards and thereafter use simple random sampling to select participant within the school and village directories. A total of 140 questionnaires were distributed to participants in the villages. The

researcher chosen cluster sampling due to geographical locations of the schools and villages, travelling costs due to geographical disparities of schools, time constraints and inability to enumerate all the complete list of participants. As stated by Creswell (2012), cluster sampling technique enables the research to choose a sample in two or more stages because of either the study cannot easily identify the population or the population is extremely large and therefore difficult to enlist all members of the population.

Consequently, the sample size was established by the end of data collection process because of the fact the both qualitative and quantitative methods were deployed which render a difficult to prior establishment of a sample size of this study. However, according to Cohen, Manion, & Morrison, (2007) and Creswell (2012) a research sample should be considerable large enough to minimise sampling error, as such the minimum sample size of thirty, is held by many depending on the purpose of the study and nature of the population under scrutiny.

### **3.6.3 Description of Participants**

Guided by established sample random sampling tables in Cohen et al, (2000:94-95), the sample size for this study was 286 participants in the following mixture; four(4) Ward Executive Officers, four(4) Head of Schools, three (3) School Board Chairpersons, two(2) District Education Officers from MDC, four (4) Ward Education Coordinators, one(1)Regional Education Officer from Katavi,one hundred twenty eight (128) primary school students, forty-eight (48) secondary school students, fourteen (14) Head teachers, fourteen (14) Village Executive Officers, and sixty four (64) parents and guardians as summarized in Table 3.2 below

**Table 3.2: Sample Composition of Respondents by Category**

Instrument	Category of Respondent	Number of Respondents		Percentage of respondents reached
		Proposed	Reached	
Interview Guide	Ward Executive Officers (WEOS)	4	4	100
	Community secondary school heads	4	4	100
	community secondary school board chairpersons	4	3	75
Check list	District Education Officers (primary and secondary departments)	2	2	100
	Ward Education Coordinators	4	4	100
	Region Education Officer (REO)	1	1	100
	Primary school pupils (STD 4-7) in groups of 8 students	160	128	80
Focus Group Discussion (FGDs)	Community Secondary school Students (Form 2-4) in groups of 8 students	64	48	75
	Primary School head teachers	14	14	100
	Village executive officers	14	14	100
Self-administered Questionnaires	Parents/guardians	112	64	56.63
	<b>TOTAL</b>	<b>383</b>	<b>286</b>	<b>74.67</b>

Source: Field Data, (2015)

The study was able to meet 100% response from Community HoS, WECs, WEOS, and Primary Head Teachers because the nature of the responsibility made it possible for them to be available within their working premises. Moreover, the study was able to attain 100% response from DSEO, DPEO, and REO due to the fact that they were key respondents and the persons in the front line for implementation of education policies, as such provision of an alternative respondent acting in the office was not in the plan of the researcher. Patient from the researcher was, therefore, inevitable until the time appointment was made possible. For the case of students in primary and secondary school, the study could not reach 100% proposed FGDs because of interference of examination that was taking place to conclude the second term of the academic year. Another

unreached target was in the category of Board chairpersons. It was difficult as the fact that Board chairpersons do not necessarily come from the nearby area or live close to the school. Likewise, the category of parents and guardians seem to have very low turned up of questionnaires. This was attributed to problems of mailing questionnaires back to the researcher and failure of some respondents to fill questionnaires and return in the appropriate time because many of them were involved in agricultural activities and the time of collecting data was the rainy season, a period of peak farming activities.

### **3.7 Data Collection Methods and Instrumentation**

#### **3.7.1 Data Collection Methods**

For sake of correct and sufficient information from the field and other sources, the study employed a variety tools. Both primary and secondary data were collected to meet study objectives. Primary data were obtained directly from respondents in the study area. Secondary data were obtained from relevant sources both published and unpublished documents such as statistics and reports, censuses, newspapers, books, pamphlets, journals and other electronic sources.

#### **3.7.2 Instruments**

These were tools that were actually used to obtain or collect primary and secondary data from the field as appended in appendices section. Both Questionnaires, interviews, focus group discussion, checklists, documentary reviews, and discussion were used to collected primary data from the sample population. The activities involved in data collection were simultaneously taking place.

##### **3.7.2.1 Self-administered Questionnaire**

Both closed and open-ended questions were used in constructing questionnaires (see appendix I). Questionnaires were administered to one hundred and forty respondents in

proportional of one hundred and twelve parents and guardians, fourteen primary head of schools, and fourteen Village Executive Officers. Kothari (2004), Kumar (2011) and Bryman (1989) have pinpointed that questionnaires are more useful if respondents are scattered over the geographical area, but also gives a respondent freedom to answer question especially those with faking habit in the presence of an interviewer but also it gives a greater uniformity of responses and are easily processed, this technique opted due to the fact that it was not easy to access the respondents especially parents and guardians and also possibility of collecting a lot of information from large number of participants within a shortest possible period of time even though they were scattered over the study area chosen. Participants were therefore reached by sending questionnaires physically but also by mailing to them via village officers who were consulted prior to mailing and distribution process.

### **3.7.2.2 Focus Group Discussion**

Focus Group Discussions (FGDs), also referred to as technique of interviewing individuals indirectly in the group was used by the researcher on top of other techniques (see appendix II). This enabled the researcher to get more and profound information quickly by identifying and exploring the idea, thoughts, or opinions about the research topic from within group participants and intergroup and schools (Enon, 1995; Kothari 2004; Kumar, 2012; Rubin & Babbie, 2011). Focus group discussions were conducted in eight primary schools and four secondary schools involving eight students per group from among existing groups such as Ngoma clubs, scout, HIV/AIDS clubs, anti-corruption groups and subject clubs where two groups were selected from each sampled school.

### **3.7.2.3 Interview Guide**

In-depth interviews were also used to collect data from Ward executive officers, and

secondary head of schools (Appendix III). According to Cohen et al, (2007), structured and semi-structured interviews are best used to collect data from respondents who are knowledgeable and in key positions. The study has integrated both qualitative and quantitative methods, therefore, open-ended interviews were used to collect detailed views from participants to help explain the initial information more detailed. Further, the techniques were adopted because of its ability to extract more and in-depth information from respondents as it allows flexibility and opportunity to restructure the question but also help the researcher to record information in natural settings including behavioural related issues from the respondents (Creswell, 2014; Lodico, Spaulding, & Voegtle, 2006).

#### **3.7.2.4 Checklist**

This was another form of in-depth interview administered to key informants, which was more oriented over broader areas that related motivation of pupils to education policies. Further the study regarded this category of respondents as experienced and therefore was a kind of experience survey over the topic. Under this technique, it is explained that,

“...respondents so selected may then be interviewed by the investigator. The researcher must prepare an interview schedule for the systematic questioning of informants. But the interview must ensure flexibility in the sense that the respondents should be allowed to raise issues and questions which the investigator has not previously considered. Generally, the experience collecting interview is likely to be long and may last for few hours” (Kothari 2004:36).

The checklist was therefore used to collect information from the Region and District education officers, Ward education coordinators and School Board Chairpersons (appendix IV). The researcher believed that these were more informed on the topic and therefore could contribute more deeply over the topic under the study.

### **3.7.2.5 Document Review**

The documentary review involved reviews from existing literature which provided key concepts currently in use in any area of interest but also review from researcher's transcriptions that were noted during interview sessions. This is another technique of data collection due to the fact that they were potential to add information that addressed the research objectives and questions. Information from documents was expected to supplement, cross check, and understand the primary data collected from other tools. Various materials such as books, magazines, Newspapers, the content of other verbal materials, journals, reports, statistics, and websites were consulted (Kothari, 2004).

## **3.8 Data Analysis**

The quantitative data obtained were computed using Microsoft's latest Statistical Package for the Social Sciences (SPSS) Software. Descriptive statistics such as percentages, frequencies, mean and cross tabulation were employed by the researcher in quantitative data analysis. Content analysis, document analysis, and discourse analysis were also used to analyse qualitative data. Qualitative responses obtained through interviews, focus group discussion, observations and open-ended questions were coded, forming categories and themes on the basis of the research questions and objectives (Kothari, 2004).

Quantitative data collected in this study and some qualitative data were coded and transformed into numerical form were presented in percentages in tables, charts, and figure. Similarly, categorical (nominal and ordinal) data were presented in themes as described, and where necessary were presented in the figure also involving quotation from the respondents to support the description of the phenomenon. For the purpose of this study, the following coding was adapted and used; 1.HoS, represent Head of Schools. The subscript indicated the number and the position of head of school participated in the interview, 2.WC represents Ward Education Coordinators. The subscript also indicates the

number and position to which respective Ward education coordinator participated, 3.WO stands for Ward Executive Officers and the subsequent subscript represent the number and position to which each executive officer participated. Consequently, EO and SB stand for Education Officers and School Board chairpersons respectively. The subscript associated to each represent the number and position they participated in the interview. Finally, FP and FS stands for Focus Group Discussion held in primary and secondary schools respectively. The subscripts associated to each represent the number and position of school and the number of a subgroup within each school. The first subscript represents the school and the second superscript represents a number of the group from the same school.

### **3.9 Ethical Issues and Consideration**

#### **3.9.1 Validity and Reliability of Data**

In order to ensure the validity and reliability of instruments in the current study, the following measures were taken into consideration. Different data collection techniques were used as mentioned in Section 3.6 above. On the one hand, research tools were piloted (pre-tested) to a purposive sample of small segment of respondents accessible to the researcher at Ifukutwa primary school and Mpandandogo secondary school where the research works. In piloting, 1 Head of School (HoS), 2 focus groups at secondary school and 2 other focus groups at Ifukutwa primary school, 1 Head Teacher (HT) and 2 parents were involved. According to (Sapsford & Jupp, 2006),

‘a pilot investigation is a small-scale trial before the main investigation, intended to assess the adequacy of the research design and of the instruments to be used for data collection; piloting the data-collection instruments is essential, whether interview schedules or questionnaires are used’(p.103).

In line with Sapsford and Jupp (2006) assertion, member checking of the research

instruments was also used to check on the usefulness of the instruments before their actual use in the field. The long served university academic staff, an experienced and reckoned researchers and my supervisor candidly checked all the interview guides and questionnaires for validity and appropriateness. All necessary amendments were made and appropriately integrated. Piloting the instruments that will be used in data collection are very important. According to Creswel (2014) and Wilson and Sapsford (2006), the intent of the pilot test is to ensure that materials can be administered without variability in data collection.

### **3.9.2 Informed Consent**

Respondents were protected by keeping the information obtained confidentially and their consent was sought before revealing any information. As a rule of thumb, permission to collect data were sought from relevant Government authorities (appendices VI-VIII). All the tools that were used adhered to research ethics including researcher's self-introduction, explanation of research objective to the study, explanation of the reasons they were chosen to the participant and their rights in participation. Issues relating to Anonymity, debriefing, voluntary participation and confidentiality were assured to participants. The information collected were used strictly for learning the purpose and in the context of the study at hand (Creswell, 2014; Kumar, 2011; Singh, 2006).

The purpose of considering ethical issues in the study is to protect human rights and participants' privacy from being bound in scientific experiments and safeguard research process and professionalism and the investigator himself (Creswell, 2012; Novikov & Novikov, 2013; Colwell & MENC, 2006). The study adhered to all ethical considerations prior to conducting the study, beginning of the study, from the stage of preparing data collection tools, piloting of instruments, during data collection stage where participants were informed the nature and purpose of the study and what was required of them in

participating from the study, during data analysis and also in report writing stage, sharing and storing of data (Creswell, 2014).

### **3.10 Conclusion**

The chapter has presented extensively the methodology adopted in this study. To encapsulate, the study employed qualitative and quantitative approach in collecting data from respondents in the study area, MDC. The tools that were used in data collection process included questionnaires, FGDs, interviews, Checklist, and documentary review and finally, data were analysed using SPSS Computer Software

## **CHAPTER FOUR**

### **4.0 DATA PRESENTATION, ANALYSIS, AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the findings, data analysis and discussion of the findings on primary school pupil's motivation toward secondary level schooling in Mpanda district. The data drawn were generated through a document search, interviews, questionnaires, checklist and Focus Group Discussions (FGD).A total of 140 questionnaires were distributed to respondents and only 92 equivalent 65.71% were returned. In this chapter, data are presented, analysed and discussed in line with the research themes as it is delineated in Chapter one on research objectives and questions. The discussion was made within the contexts of the theoretical and empirical perspective as presented in parts of chapter two of this study.

#### **4.2 Motivation of Primary School Pupils for Secondary Schooling**

Under the first theme, the study sought to explore students' motivation for secondary education.To achieve the objective, data were collected through questionnaires administered to respondents in fourteen villages, focus group discussion were conducted in primary and secondary school using existing groups and interview held with key informants such as education administrators and officers and knowledgeable education stakeholders. In specific, this objective intended to find out ; firstly whether there is a network enough to disseminate knowledge of secondary education at family, village, and community level concerning the motivation of primary school pupils to participate in secondary level cycle, second whether primary students are motivated enough to join secondary education and finally the possible reasons for their motivation. In order to arrive at this glance, several guiding questions were prepared to extract information from

the respondents and finally upon number crunching to come out with the knowledge about the motivation of primary school toward secondary level schooling.

#### **4.2.1 Prior Knowledge of Children/Pupils on Secondary Education**

In most cases, people will make choice of embarking in a certain activity base on how networked and knowledgeable they are concerning that particular activity (Blackler, 1995). The study wanted to find the level of awareness amongst respondents as to whether their children have knowledge of secondary education before they actually join that particular level of learning as set forth in Tanzania education system. Questionnaires respondents were asked to answer YES or NO to the question which asked whether children and students know anything concerning secondary education. The findings to this question as summarised in Table 4.1 revealed that; 79(85%) of the respondent indicated YES and 13(14.1%) respondents indicated NO to the question.

**Table 4.1: Do Pupils know anything about Secondary Education?**

<b>Summary of Responses</b>		<b>Frequency</b>	<b>Per cent</b>	<b>Valid Per cent</b>	<b>Cumulative Per cent</b>
Valid	NO	13	14.1	14.1	14.1
	YES	79	85.9	85.9	100.0
	<b>Total</b>	<b>92</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field Data, (2015)

The summarised information in the table above shows that majority of respondents indicated that children and students know something about secondary education. This implies that respondents were positively in favours that knowledge of secondary education is available to primary pupils. Analysis from the presentation establishes the fact that there is enough information amid the community concerning what entails secondary school education and the same is shared by their children and their students

who are already in primary schools. However, the findings from interviews reveal two paradigms of thoughts from interviewee those who were in line with the findings established from questionnaires respondents that children and pupils know something concerning secondary education and others who contended that children and pupils don't know anything concerning secondary education. One interviewee, in support of children knows anything concerning secondary education responded that;

“children of now days are very inquisitive on the things that surround them, I presume they know more about secondary education because they see and hear from their siblings, neighbours and even friends who are in secondary schools already and above all in the graduation ceremony every year the theme is pass and go for secondary education .” (Interview,WC<sub>1</sub>).

Concurring to what WC<sup>1</sup> claimed, one Education Officer professed that children and primary school pupils know something about secondary education, he declared that,

“These children and pupils in primary schools know what is in secondary school and how to go there through their regular neighbourhood examinations for classes which have an impending final national examination and from their teachers in primary” (interview, EO<sub>2</sub>).

The similar argument concerning the claim that primary pupils know something concerning secondary education was purported by another Education Officer who further said,

“There is the prevalence of information and they get information because these children are part and parcel of the community where the secondary school has been built by the government” (interview, EO<sub>1</sub>).

Furthermore, education officer cemented on what other education officers had said, according to him, children in primary school have knowledge of what constitute secondary education at least to their level. He pinpointed that,

“there is enough information to primary school pupils from their teacher who teach hard and exemplify of themselves and insist pupils to study hard and pass standard seven national examination, but also myself whenever I visit any school I do ask students that once they pass their final examination what is their destiny,

some of them know exactly that there is secondary school but others do not know." (Interview, EO<sub>3</sub>).

On the other hand, those interviewees that were against the claim that primary school pupil knows something concerning secondary education argued that there is no clear information and knowledge to primary pupils about secondary education and especially for those whose family background has no anyone with education level beyond the primary. One interviewee, Head of the School (HoS) gave a succinct claim to support her argument. He said,

"Children and pupils at primary school level do not have knowledge of what is secondary education, what they infer is that secondary education is a place to learn the English language that is!" (Interview, HoS<sub>1</sub>).

Another interviewee surprisingly responded in doubt that,

"what I can say is that they see secondary school in their areas because of now-days unlike the past, you cannot cross ten houses without meeting with a secondary school student, so I think they know about secondary education" (interview, HoS<sub>2</sub>).

Similarly, another HoS when interviewed also was not sure if they know about secondary education for he responded that,

"They might be knowledgeable about secondary education in the assumption that they see their brothers and sisters in secondary school, admire how they wear and the manner they talk to them especially the English language." (Interview, HoS<sub>4</sub>).

These mixed ideas and uncertainty arising from these key and knowledgeable respondents give another yet very important question. Does the presence of secondary schools in the community proximity serve knowledge of what is secondary school? It is clear that information available gives vicissitude outlook to primary pupils and children with regard to secondary education. It is taken for a grant that children and primary pupils by seeing secondary school nearby and seeing their sisters and brother in secondary school is enough for them to know what actually is a secondary school. Parental involvement is

vital for students' learning. Involvement in this context involves talking to children about education, and visiting their schools (UWEZO, 2012;UWEZO, 2014;Ghazi et al., 2010; Hornby, 2011). Likewise, the transpiration from the Focus Group Discussions (FGDs) further indicated that what was reported by parents and other education stakeholders in questionnaires response and interviews that involved those in authority and education system contradict to some extent. In all FGDs conducted both at primary and secondary level majority of students were not able to define secondary education beyond that it is the second level from primary school and the place to learn English. They could not expound to relate secondary education to knowledge expansion and excellent skills acquisition place. Students in FGDs were asked what secondary school is. The answer was common from one FGD to another ,what changed was the language but the content means the same, for example, one FGD at secondary school response to the question was that,

“secondary school is a school which a person who comes from primary school joins the second level and that is why in English it is secondary school” (FS<sub>11</sub>).

Another sample of response from different FGD was that “*secondary school is a type of school after primary school where you encounter another different language*” (FP<sub>21</sub>). Very few students in their group were able to define the secondary school and at least relate it to the expansion of knowledge and skills. For example one FGD member from scout group did respond that “*secondary school is a school where a person comes from primary school and join the second level of education and this is the foundation of life*” (FS<sub>41</sub>). The study, therefore, established the fact that Students at primary and secondary school level seem to be aware of the presence of secondary school when they are at the primary level and in blurred perception they can hardly explain what actually is secondary school or secondary education. One question that was posed to primary pupils focused group discussion require participants to speak out the things they would like talked about

and share with their friends concerning secondary education. Out of 16 FGDs in primary schools gave responses which were synonymous as can be quoted from one scout group that represented other FGDs ; *"I will tell my friend to study hard so that he will pass and join secondary school"*(FP<sub>32</sub>). The same question was twisted to their counterpart in secondary schools who were asked what they knew about secondary education. What they see today in secondary school now is similar to the thoughts they had regarding secondary schooling when they were in primary school? Why? The findings from six FGDs conducted from three secondary schools indicated that when they were in primary school they knew little about secondary schools including awareness that the English language was medium of instruction for all subjects at secondary school level and that the English language is spoken throughout when at secondary school by both teachers and students also type of wearing was different from that of primary school pupils because at secondary schools men do wear trousers. They also knew that in secondary school teaching and learning milieu was better and different from that of primary schools and science subject was incessantly divided into branches not like in primary level.

One FGD participants contended that,

*"...the wearing of school uniform, meaning wearing of trousers for boys and not shorts as in primary school that one I knew and was very much impressed"* (FS<sub>42</sub>).

Another FGD participant did inform that,

*"I knew that in secondary school all students do speak English and that when they commit mistakes they are not flogged as it is in primary schools".*(FS<sub>12</sub>).

In addition, another FGD participant reported that,

*"I knew that science in secondary schools is practically taught not theories, all subjects are taught in English except Kiswahili, the community of students in secondary school is self-aware, and that in secondary school every student has to use his or her own classic chair and table"*(FS<sub>22</sub>).

Moreover, they confessed that what they knew when in primary concerning secondary school was a distorted image compared to when they are now in secondary schools. They did affirm that in secondary school they are now, there are myriad problems than they thought before. They said they share chairs and tables, they sit down in classrooms, the English language is not spoken as they anticipated, students are maltreated and receive severe corporal punishment, and teachers are not friendly as their teachers were in primary school.

Notwithstanding what has been presented above by interviewees, the findings furthermore show that most of the students were aware of the presence of secondary school after primary level at the age of seven and above. From FGDs discussions, primary pupils even confessed that they knew how to get into secondary school cycle by studying hard. This gives two implications, first, primary students were knowledgeable about the presence of education subsystems, primary and then secondary some of them had such information even before they were enrolled in primary schools. Second, secondary education is so challenging in terms of language used as a medium of instruction as noted also in Qorro, (2006) and the treatment of students whose in most cases are in a teenage when at secondary schools.

However, they were not knowledgeable enough as to what constitute secondary school and secondary education in particular. Findings are in line with secondary education challenges explained in URT (2010), Sumra and Rajani (2006), Tshabangu, Msafiri, and others (2013) and Sumra et al., (2014) which among others, language and poor learning environment are reverberating from one school to another especially community rural secondary schools.

#### **4.2.2 Views over Children/Pupils Knowledge about Secondary Education**

In order that more information is extracted concerning belief on knowledge of secondary education among children and primary pupils, it was required from respondents to give reasons for their response Yes or No for the question that asked "*Do children and students know anything concerning secondary education?*" To achieve this, the study provided open-ended questions, where respondents were asked to ascertain why they opted for those responses.

Respondents who indicated YES, the following eight categories or groups of responses were found and are summarised in Table 4.2 below which reveals that 74 out of 79 respondents who responded YES for the contention did give the reasons. Out of 74, 16(22%) responded Yes because they considered that children and students heard from people with secondary education and above including their teachers,18(24%) responded yes because they considered it is Tanzanian education policy,10(14%) because they considered that they hear from their relatives who are in secondary schools,3(4%) believed they read written documents about secondary education,2(3%) believed get information from mass media,10(14%) believed they do hear from education stakeholders and parents,5(7%) believed they see secondary schools in proximity, and 10(14%) attributed to other reasons.

**Table 4.2: Categories of Questionnaires Responses for the Respondents who Agreed with the Assertion**

students/children know something concerning secondary education because;	Frequency	Percent
they hear from people with secondary education and above including teachers	16	22%
it is Tanzania education system	18	24%
Of hearing from relatives in secondary schools	10	14%
they read written documents concerning secondary education	3	4%
they see and hear from mass media	2	3%
they hear from education stakeholders including parents	10	14%
Of presence of secondary school in proximity	5	7%
others	10	14%
<b>Total</b>	<b>74</b>	<b>100%</b>

Source: Field data, (2015)

The rest 3 out of 79 who respondent YES could not give reasons for their choice. It is evident from the table 4.2 above that most ascriptions for the belief that children and students know something concerning secondary education were;

1. The Tanzania education policy which stipulates that formal education is blocked in several sub-systems and this sub-system are dependent on each other. After completing standard seven and successfully pass the final examination you definitely selected to join secondary education (URT, 1995). This attribution was indicated by 18(24%) respondents
2. Students and children do hear from people with secondary education and above including their teacher. This was supported by 16 (22%) of respondents; and
3. They believe that children do hear from education stakeholders, parents, and relatives in secondary schools, which was indicated by 20 (28 %).

In contrast, albeit preponderance and wide spread of mass media and written documents,

these sources were the least believed reasons (about 3%) from the questionnaire respondents to have an influence on knowledge of secondary education to children and primary students. There is no clear understanding of the field why these sources could not contribute to the knowledge of secondary education in these areas notwithstanding the fact that they are widespread and some are owned and accessible to by these community members. The findings with regard to mass media and written documents contradict with the established facts by human rights based approach to education in Tanzania as adopted by HakiElimu, an organisation which is solely for advocating for quality education delivery. According to HakiElimu,(2013b) one of its key responsibilities is to disseminate information concerning education in Tanzania through mass media and written documents.

As noted from HakiElimu report,

The organisation has the strong media technical capacity and a thoughtful media strategy that takes advantage of Tanzania's recently improved media freedoms; community radio and private television broadcasters now reach wide audiences, and journalistic capacity is improving (HakiElimu, 2013b:16).

In addition to mass media and written documents, another notable thing that was not capitalised by respondents was the presence of proximity secondary school as the influence to pupils and children on the knowledge of secondary education. As it is well noted in Chapter one, Government deliberate effort and strategies to decentralise education planning and delivery of secondary education was to build a secondary school in every ward, and these schools are evident in the area of study (URT, 2001). Moreover, the cross tabulation analysis in Table 4.3 below on categories of responses and respondents education level categories indicated that, 16 (21.6%) out of 92 of respondents who were only from secondary and primary school graduates education level categories, attributed to hearing from people with secondary education and above including teachers, and quite notably 15 out of 18 respondents who indicated that is Tanzania education

policy were also of primary and secondary graduate categories. The findings suggest that Tanzania education system is known to students, in other ways, primary and secondary students know the pathways of their academic journey and type of education they ought to be given (URT, 2008a).

**Table 4.3: Cross Tabulation Table of Categorised Responses**

		education level of respondent							Total
		not attended primary education at all	standard seven education	form four education	form six education	diploma education	university degrees	others	
children/pupils know anything about secondary education because..	they hear from people with secondary education and above including teachers	Count	0	5	11	0	0	0	16
		% within children/pupils know anything about secondary education		68.8%	0.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	0.0%	6.8%	14.9%	0.0%	0.0%	0.0%	21.6%
	it is Tanzania education system	Count	0	6	9	1	1	0	18
		% within children/pupils know anything about secondary education		50.0%	5.6%	5.6%	0.0%	5.6%	100.0%
		% of Total	0.0%	8.1%	12.2%	1.4%	1.4%	1.4%	24.3%
	Of hearing from relatives in secondary schools	Count	1	1	4	0	0	0	10
		% within children/pupils know anything about secondary education		40.0%	0.0%	0.0%	0.0%	40.0%	100.0%
		% of Total	1.4%	1.4%	5.4%	0.0%	0.0%	5.4%	13.5%
	they read written documents concerning secondary education	Count	0	1	2	0	0	0	3
		% within children/pupils know anything about secondary education		66.7%	0.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	0.0%	1.4%	2.7%	0.0%	0.0%	0.0%	4.1%
	they see and hear from mass media	Count	0	0	2	0	0	0	2
		% within children/pupils know anything about secondary education		100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	0.0%	0.0%	2.7%	0.0%	0.0%	0.0%	2.7%
	they hear from education stakeholders including parents	Count	1	2	3	1	2	1	10
		% within children/pupils know anything about secondary education		20.0%	30.0%	10.0%	20.0%	10.0%	100.0%
		% of Total	1.4%	2.7%	4.1%	1.4%	2.7%	1.4%	13.5%
	Of presence of secondary school in proximity	Count	0	0	3	0	1	1	5
		% within children/pupils know anything about secondary education		60.0%	0.0%	20.0%	20.0%	0.0%	100.0%
		% of Total	0.0%	0.0%	4.1%	0.0%	1.4%	1.4%	6.8%
	others	Count	0	2	7	0	1	0	10
		% within children/pupils know anything about secondary education		20.0%	70.0%	0.0%	10.0%	0.0%	100.0%
		% of Total	0.0%	2.7%	9.5%	0.0%	1.4%	0.0%	13.5%
Total		Count	2	17	41	2	5	2	74
		% within children/pupils know anything about secondary education		23.0%	55.4%	2.7%	6.8%	2.7%	100.0%
		% of Total	2.7%	23.0%	55.4%	2.7%	6.8%	2.7%	100.0%

Source: Field data, (2015)

As further observed from the Table 4.3 above, none of the respondents from education level category below primary, primary school and form six graduates were on the side that presence of a secondary school in proximity could not contribute significantly the knowledge to children and primary school pupils concerning secondary education. This

implies that respondents from these categories had negative attitudes towards community secondary schools. According to the findings from (UNESCO & URT, 2011) despite the notable changes in rising enrolment in secondary education as a result of implementing a policy of each ward to have a secondary school, still, access is limited. The findings further inform that little has been done to disseminate information to community, children, and students in secondary schools and secondary education to level that they can be able to participate fully in secondary education opportunities that have been brought close to them(URT,2010).

Moreover, respondents with the secondary education level group are prominent in all categories of responses, a finding which aligns to what has been noted in previous sections. Other findings quite interesting as presented in Table 4.3 above, though indicated with low percentages about 13.50% equivalent to 10 out of 92 questionnaire respondents was the fact that respondents with almost all levels of education did assert that educational stakeholders and parents contribute to children and primary pupils knowledge about secondary education. Parents in this context accords to what Hornby, (2011:1) explains that “the use of the term “parents” typically denotes any person who in parenting role with children, this includes mothers, fathers, grandparents, and other members of extended families as well as foster parents and others who are acting as guardians”.

Although parents and another education stakeholder were seen insignificant from questionnaire findings, it was much more capitalised by interview and FGDs respondents. From FGDs, students at the secondary school were asked how did they know about secondary education before actually joining to secondary education and those in primary were asked the similar question how do they know about secondary education. In their responses they attribute to having been told by their parents, they also said they saw their

sisters and brothers in secondary schools, they were told by their teachers. One secondary school respondent from FGD said,

“ I got to know about secondary education by seeing and hearing from my brother and uncle who were in secondary school but also my father had told me several times that if I pass my standard seven examinations he will take me to secondary school to learn English and get wide knowledge”(FS<sub>32</sub>).

The similar affirmation concerning parents and another education stakeholder was given by one HoS, who said that,

“primary school pupils get information about secondary education by hearing from their friends in secondary schools, from teachers in primary schools, from parents with awareness of education issues, community organisations such as religious institutions(churches and mosques) and also from political meetings”(interview, HoS<sub>1</sub>).

Also, one education officer said,

“primary school students get knowledge from their parents, their teachers, NGOs like SHIDEFA, JANEGOODALL, CARITAS, from education forum such as education week and national education day where politicians and other notable leaders give speeches on education issues but also during standard seven and secondary graduation celebrations and other meetings convened by politicians at ward level to encourage civilians to participate in development activities including social services” (interview, EO<sub>2</sub>).

The findings from the respondents reveal that parents and education stakeholders including politicians and NGOs disseminate information to primary school students and children as supported by Wiborg, (2009), what is not known is the nature of information that is being provided from these believed sources that can in one way or another influence motivation of these children on their endeavours to join secondary school level schooling.

#### **4.2.3 Views Children/Pupils about Secondary Education**

The findings as indicated from section 4.2.1, Table 4.1 above about 13(14.1%) of all questionnaire respondents were against the contention that children have enough

knowledge on secondary education. Of them, 1(8%) did not give any reason for the response and the remaining 12(92%) gave reasons. The reasons that were posited were unanimously categorised as one and were attributed to lack of community involvement in disseminating candid information of education beyond primary level. For example, one respondent did write that;

“No no one has ever explained to them and our community is very reluctant and putative no right person to do that” (SB<sub>2</sub>).

This view was also supported by another interviewee, who said,

*“children in primary schools are not knowledgeable enough about secondary education that is why even if they are forced to report, they drop immediately from school because they don't know what they are doing and where they are destined”* (interview, WO<sub>1</sub>).

The minority views from those who were negative to the contention are accordant to what has been established above, which further informs that their no enough knowledge to help children and primary school pupils of what is actually secondary school at least to their level to help and guide their decisions. This knowledge is very important for self-motivation of a child. According to Ishak et al., (2010) concerning learning process expounded in the introduction that,

“human beings when guided properly, they have the ability to motivate and aspire to be a better person and search for self-actualization. They are capable of solving their own problems and know what they want in life. Therefore, to move forward they just need a little encouragement and guidance to gain insight on their direction in life”.

Primary students and children at the school going age need information that will help them make their own decision when guided properly as they have their potentials to develop into active and productive individuals.

#### **4.2.4 Attitudes on Motivation of Primary Pupils for Secondary Schooling**

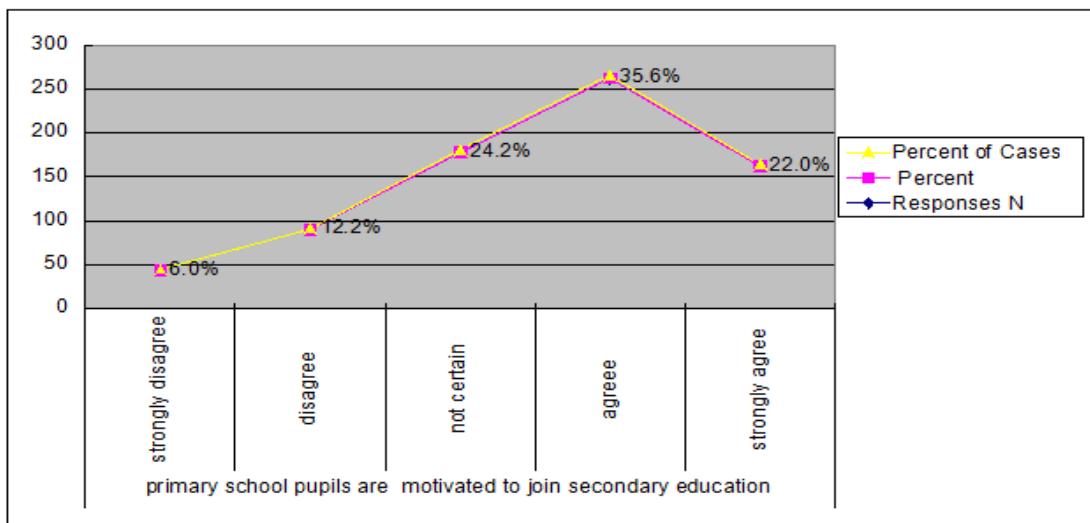
The study was intrigued about attitude and perception of respondents on the motivation of primary pupils toward secondary level schooling. To arrive at this knowledge, the study prepared Likert scale to measure attitude and perception of respondents on whether primary students are motivated enough to join secondary education. Questionnaire Respondents were asked to rate the Likert scale from strongly disagree, disagree, not certain, agree and strongly agree with each rating values form 1 to 5 respectively. The findings as presented in Table 4.4 below revealed that out of 736(100%) responses; 44(6.0%) strongly disagree, 90(12.2%)disagree, 178(24.2%) not certain, 262(35.6%) agree, and 162(22%) strongly agree.

**Table 4.4: Attitude on Pupils' Motivation to Join Secondary Education**

	<b>Responses</b>		<b>Percent of</b>
	<b>N</b>	<b>Percent</b>	<b>Cases</b>
Primary school pupils are motivated enough to join secondary education	Strongly disagree	44	6.0% 47.8%
	Disagree	90	12.2% 97.8%
	Not certain	178	24.2% 193.5%
	Agree	262	35.6% 284.8%
	Strongly agree	162	22.0% 176.1%
<b>Total</b>	<b>736</b>	<b>100.0%</b>	<b>800.0%</b>

Source: Field data, (2015)

Further, from the presentation in Figure 4.1, it can be analysed that 57.6% which is more than 50% of all responses indicated a positive attitude that primary school pupils are motivated enough to join secondary education. Only 18.2% of responses indicated disagree and 24.2% were not certain whether primary students are motivated enough to join secondary education.



**Figure 4.1: Responses on Motivation to Join Secondary Education**

Source: Field Data, (2015)

The findings in table 4.4 and figure 4.1 Concur with the posits from the FGDs. Students at primary school level were asked if they are interested in joining secondary school later after their current level of education. They postulated positively to the question. Those in primary schools desired to join the secondary school to qualify for future employment and learn English language and those who were at secondary school had also desired the same when they were in primary schools. One secondary school student responding to the question why they were interested to join secondary school said,

“myself when I was in primary school I was very much interested in joining the secondary school to learn English and prepare myself for employment” (FS<sub>42</sub>).

Another student from primary school responding to the same question said that,

“I want to go to secondary school to increase my education and learn English so that I get a work like my teachers” (FP<sub>22</sub>)

Generally, students' responses and the findings from questionnaire respondents show that primary students are motivated to join secondary education extrinsically. These views are supported by the report of Lewin, (2006) and World Bank, (2005) that young individuals

make an educational decision on the basis of their expected future gains in the labour market. However, the findings transpired above were discordant to the findings from other interview respondents. The interviews held together with school board chairpersons, WECs, HoSs, and other key informants revealed the opposite from the questionnaire findings and students discussions. From the interviewees, it was found that children of now days are not motivated to join secondary schools. They further declared that motivation to schooling has declined over time since the implementation of ETP of 1995 which among many objectives it indented to expand opportunities for access and equity for secondary schools (URT, 1995).

According to interviewees, former students of 1980s backward were motivated enough to secondary schooling, but students of now days are forced to study at secondary level, it has now become parents who desire more their children to have education at least to secondary level and this was the case for few parents with awareness especially those in urban settings. One school board chairperson when responding to the question how students today are motivated to join secondary education admitted that,

“Our children today are not like us during our school days. Nowadays you find children at home loathe and yet is the days he supposed to go to school,...if a parent is not tough on him or her, he or she will not even bother to think of a school one two, even a month”(interview,SB<sub>1</sub>).

In line to what the school chairperson admitted, another interviewee added that,

“motivation during our days was high and you find that students themselves were motivated, they liked schooling especially secondary education and that motivation was coming from inside, but it is opposite today, students are forced by their parents and guardians to go to schools and you find a pupils in primary school thinks that there is life outside secondary education such as opportunities to become motorcyclist (bodaboda), burning music on CDs, becoming a song (music) artist, and the like therefore regarding secondary cycle as wastage of time to them, after all, they may undergo secondary education cycle and complete without being employed as their friends in street” (interview, WC<sub>3</sub>).

To put more emphasises, concerning the decline of motivation to primary school students,

another interviewee cemented on the previously quoted arguments when he affirmed that,

“in the past motivation for secondary schooling was high, because of few secondary schools. Being selected to join secondary school was a ticket to get government employment and that itself was a motivation to a student, parents, and relatives and that is why they celebrated for the pass of their children to secondary schools. Now secondary schools have burgeoned every ward, there is increased the number of form four graduates but no employment opportunities to incorporate all the graduates. Therefore students, parents, and other community members who are not well versed to the importance of education beyond that of being employed seem to be discouraged (interview,WC<sub>1</sub>)

Also, the education officers in a different session of interviews gave different perceptions on the motivation trend of students.

For example, one education officer strongly argued that;

“the greatest motivation in the past was what you will get after secondary schooling? And with good fortune, there were plenty of employment opportunities. It is different now, few employment opportunities but increased number of form four graduates and again this itself is motivation. Worse enough when they see their friends who were in secondary school and successfully completed the studies but are in the street without employment they become discouraged and regard undergoing secondary cycle is wastage of time” (Interview,EO<sub>3</sub>).

From these findings from education experts, that differ from questionnaires and focused group discussion informs that there is a paradigm shift in education provision to students vis-as-viz, parents and community have a dual role to motivate and sustain education of their children. According to Crouter & Booth, (2008), children readiness to school is affected by both personalities and social structure that surrounds them. They asserts that;

“the interconnected between personality and social structure is such that; Social Structure Personality (SSP) paradigm is concerned with relationship between macro-social system or process and individual feelings, attitudes, behaviours, and well-beings; as such it is considered the world as a set of embedded circles with the individual at the core surrounded by progressively large and more complex social groupings including dyads, small groups, communities, organisations.....”.(p.49).

Examining roles of parents Gratz, (2006:9), found that “One of the biggest problems with children in today’s society is youth apathy” This is further supported by arguments put forward by other studies who found that family and parental factors can hinder, benefit or harm academic potentials of their children throughout their outshining and endurance in academic journey (Davis, 2000; Kearney, 2007; Sabates, Akyeampong, Westbrook, & Hunt, 2011). This further informs that the endlessly existing unemployment has in the long run reduced the motivation of primary students especially when they observe their colleagues who have just completed secondary education roaming in the street jobless.

#### **4.2.4.1 Rationale for Motivation to Join Secondary Education**

Further the study wanted to investigate respondents rationale for the belief that pupils are highly motivated by presuming the items that could be highly believed by respondents as the motivating factors for students from participating in secondary education or post-primary education. To arrive at this stage a Likert scale was prepared with presumed eight Likert items that could measure the attitude and perceptions from respondents. Statistical analysis was conducted on the Likert scale and the Table 4.5 below summarises the findings.

From questionnaire respondents for each Likert item median and mode scores were recorded that varied between 3 and 4. The variation indicated that respondents were divided into two major groups according to scored median. The first group is those who perceived that primary pupils are motivated enough to join secondary education by scoring median value of 4. The second group are those who were perceived to not be certain whether primary school pupils are motivated enough to join secondary education with a score median value 3. The division of respondents attitudes further corresponds to the findings already indicated in section 4.3.4 above. There were no median scores which

value strongly agree, strongly disagree or disagree.

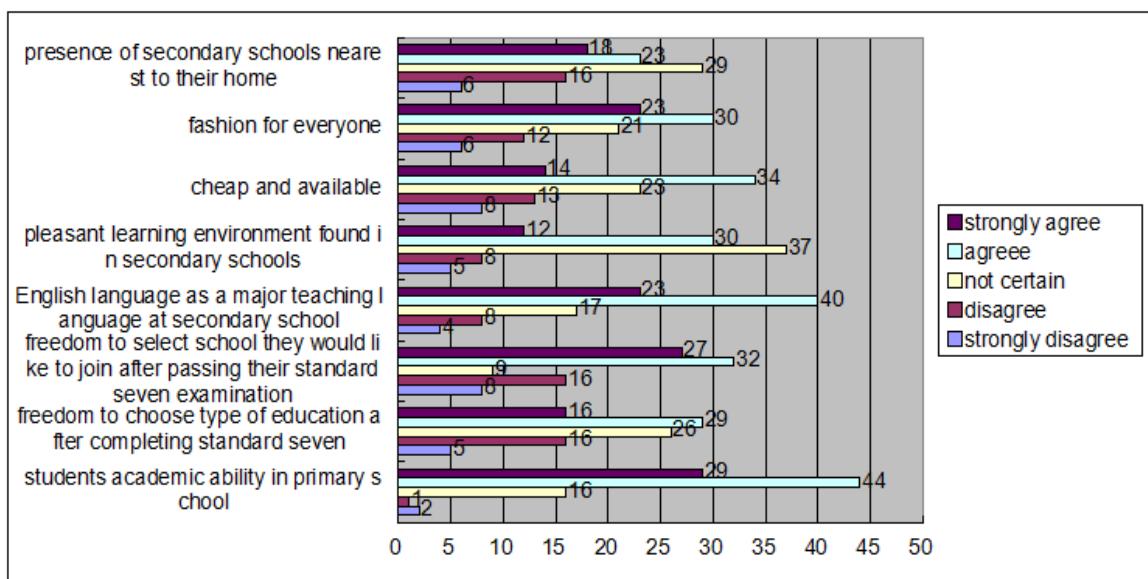
**Table 4.5: Motivation of Primary School to Join Secondary Level Education**

	Valid	Missing	Median	Mode	Std. Deviation	Sum
students academic ability in primary school	92	0	4	4	0.9	373
freedom to choose type of education after completing standard seven	92	0	3	4	1.1	311
freedom to select school they would like to join after passing their standard seven examination	92	0	4	4	1.3	330
English language as a major teaching language at secondary school	92	0	4	4	1.1	346
pleasant learning environment found in secondary schools	92	0	3	3	1	312
cheap and available	92	0	4	4	1.2	309
fashion for everyone	92	0	4	4	1.2	328
presence of secondary schools nearest to their home	92	0	3	3	1.2	307

Source: Statistics from field Data, (2015).

The findings from the Figure 4.2 below further reveal that the rating of the scale items had the median score below 50% (strongly agree) implying no Likert items was strongly believed, however respondents rated student academic ability at primary school as the highest motivating factor for primary school pupils to join secondary level schooling followed by desire for English language, and cheap and available opportunity of secondary education.

It can further be observed that respondents were not certain of the presence of secondary schools nearest their home and pleasant learning environment found at secondary school as the factors to motivate primary school students to join secondary education. Concerning secondary schools in proximity, the similar belief was seen from students FGDs and interview respondent. In all FGDs, none from students mentioned that presence of secondary school nearby has ever motivated them to join secondary school.



**Figure 4.2: Clustered Responses for Motivation to Join Secondary Education**

Source: Field Data, (2015)

From these findings, first by taking the highest response from each cluster of responses of a Likert item as presented in Figure 4.2 above, it is shown that 44 out of 92 respondents indicated that a primary school pupil with high academic ability will tend to like furthering his or her education hence motivated to join subsequent level of schooling, 40 out of 92 believed English language at secondary school is a motivation for primary school pupils to join secondary level education, 34 out of 92 did believe that low cost and availability of secondary school opportunities was a motivation for primary school pupils to join secondary level education and 32 out of 92 indicated that primary school pupils are given freedom to select the type of school they would like to join after passing their final examination could be a motivation for them to join secondary education.

Freedom of choice as attached to learning process is supported by Cordova and Lepper, (1996) who found that personal choice in learning process tends to inculcate motivation and persistence behaviours to remain in school. It is also evident from the Figure 4.2 above that 29 out of 92 respondents were not certain whether the presence of secondary

school near their home could be a motivation to primary school pupils to join secondary education in the same view, 37 out of 92 were also not certain whether environment in secondary school could be attractive and pleasant to motivate primary school pupils to join secondary education. Moreover, with regard to the findings from questionnaire respondents above concerning uncertainty of secondary schools nearby as a motivation to pupils, One WEC, for example, did say,

“presence of secondary school in great numbers and near the community has too many parents and children themselves led them to regard secondary education as nothing, simply a migrate from primary to near secondary school because majority of primary pupils are selected from the same class and join the same secondary school for secondary education cycle and only a few are left which is the opposite of the past where few were selected” (interview,WC<sub>4</sub>).

Another WEC concerning presence of secondary school nearby the community as relates to source of motivation confessed that,

“Problem is not secondary school nearby the community but what is being produced in these schools is the issue. In the past student were selected to join secondary schools far from their home and were in boarding schools. look here, now what he or she used to do in primary school remain the same but only a changed buildings some kilometres from home” (interview,WC<sub>1</sub>).

The fact that student academic ability at primary school determine his life in school was also noted in Hudley and Gottfried, (2008).Also preference of English language, cheap and availability of secondary opportunities and pupil’s freedom to choose a school he or she would like to join after passing final examination were capitalized as leading factors for motivation to join secondary education but this does not undervalue the presence of other factors that were also acknowledged though with low ratings. concerning the quality of education and learners ability, Sabates et al., (2011:13) reported that, “perceived the quality of education and the ability of children to make progress through the schooling system can affect the priority placed on schooling within the household” (p.13). The findings is staunchly in aligning with what one interviewee pinpointed when he was

responding to the question how pupils are motivated to join secondary education, he explained that,

“these children of our days most of them are not motivated to join secondary education because their ability to learn is very low and most of them have not passed examination but selected to join secondary education and they know that they are not capable. Even if they join secondary schools you find dropping in the very first days of joining form one.” (Interview, SB<sub>2</sub>).

Further, she explained that “*a child will be motivated to undergo schooling if that child has high performance in academics and knows that he made it pass*”. Further, from all FGDs conducted at primary school level, pupil attributed the English language as their motivation to join secondary education but also the assurance to be employed and improve living. One focus group discussion member commented that,

“I want to go to secondary after I pass my final examination so that I will learn the English language better and also get employment to help my parents”(FS<sub>32</sub>).

The similar findings were obtained in FGDs conducted at secondary schools, Students in their group confessed that when they were in primary schools they were motivated to join secondary education to learn English language and get employment. One member from the environmental FGD at secondary school did contend that,

“I was motivated to join secondary school because I was performing well in my class and I admired to learn the English language, realise my dream and get employment as my uncle and be able to help my parents”(FS<sub>31</sub>).

In contrast, most of the key informants could not attribute student academic ability to motivation, but rather to them increased opportunities and cheap or low cost of secondary school was thought as a motivation for the primary pupils to join secondary education. One education officer commented that,

“...for now the awareness of secondary education is prevalent but generally, students are motivated to go to secondary schools because of increased

opportunities and low cost" (interview, EO<sub>1</sub>).

With regard to freedom to choose the school a student would like to join after passing his or her final examination, students in FGDs were positively in favour of this. The issue of dichotomous in the provision of education in Tanzania was echoed in FGDs at primary and secondary schools. Most of the students were in favour of opting schools outside their areas and they went as far as to say that those who are selected to join community secondary school in proximity are not actually passed the examination but those who are selected to join reputed schools outside their region or districts are the ones that have passed the examinations. They had crony perception that ward or community secondary schools were far less in quality than national schools. One transpired discussion revealed that,

"...these community schools are still challenging and have a negative outlook from pupils and parents as the second schools for those who missed the first opportunity of the pass. My friend was selected to join this school and our close friend was selected to join a school outside a region. Because of that differences in school allocation my friend was so furious and did not even bother to report in form one and he is a street boy"(FS<sub>12</sub>).

On the similar stand in the interview on motivation of primary school pupils, one WEC for argued strongly that,

"....these children are abrogated of their freedom because of the system. Those who are selected to join ward or euphorically referred to as community secondary schools the name which is not good, also mocked as Yebo Yebo schools are regarded differently to those selected to join national schools. The latter unlike the former are regarded as being passed to the first level and that is why even parents with all their negative attitudes towards ward secondary schools, when their children are selected to join ward secondary school do exclaim oh! Anyway,at last, my child has been selected to join these schools which they call ours" (interview, WC).

Another argument from interviewee indicated that limited freedom to choose the school of their own affected motivation of primary school pupils. He said that,

"when results are out most children become motivated but soon after the display of names and the school they are supposed to report, most of them that are required to report inward or community secondary school tend to be

downhearted because they have that picture of second type secondary education as the name itself has a connotation and at the same time sees a friend going to the first secondary, national school. The concepts itself national versus community secondary school send a message of limitation to them" (interview, WC<sub>1</sub>).

However, from the literature reviews, it was found that the issue of low transition to secondary schools was attributed to poor quality of education among other factors that impede primary students' aspiration to further their education and not presence of many secondary schools in proximities (World Bank, 2008d; World Bank, 2008b; Sifuna & Sawamura, 2009; Sumra & Katabaro, 2014; Tynjälä et al., 2012; Crouter & Booth, 2008; Fabian & Dunlop, 2002). Further, it has been noted that language of instruction has also been a problem that hinders many students joining secondary education (Azavery&Galabawa,2008; Sumra & Rajani, 2006; Sumra & Katabaro, 2014; Osaki, 2004).

The study, therefore, found out that the motivation for primary school pupils towards secondary level schooling involves pupil's academic competence and quality of secondary education that the school offers. Pupils who were academically competent were more willing to join secondary education and further their studies, whereas those who demonstrated the low academic ability or competencies were less willing to join secondary education level. Quality education, on the other hand, implied the graduate passes in their final years (national examinations), the relevance of what is taught at a school which is reflected the community, schools that perform better in the summative examination, relation of education attainment and individual socio-economic success. Indifference in lifestyle that exists between secondary graduates and those ended primary seven demotivate primary pupils toward secondary level Schooling. Also, the study establishes the fact that pupils knew the difference between national and community secondary school and were favouring national school above community secondary

schools. Conducive learning and teaching environments at secondary schools motivate primary school pupils toward secondary level schooling. This includes proficiency in the medium of instructions, supportive infrastructures, and other social services that cultivate the sense of belonging and love to students.

#### **4.3 Information Available to Primary Pupils on the Relevance of Secondary Education**

Under this theme, the study intended to find out information prevailing among and around primary pupils on the relevance of secondary education nowadays. To achieve the objective, a study used questionnaires, but also conducted FGDs across students themselves and interviews with respondents across different ages, and education calibres. The study specifically wanted to know whether there are right sources of information to primary pupils on the relevance of secondary education and what exactly do students perceive the relevance of secondary education to themselves. Table 4.6 below summarise the findings from questionnaires respondents with regard to the contention.

**Table 4.6: Summarised Responses on the Right Sources of Information**

		Responses	Percent	Percent of Cases
		N		
there are right sources of information	strongly disagree	41	5.60%	44.60%
	dis agree	79	10.70%	85.90%
	not certain	200	27.20%	217.40%
	agreee	251	34.10%	272.80%
	strongly agree	165	22.40%	179.30%
<b>Total</b>		<b>736</b>	<b>100.00%</b>	<b>800.00%</b>

Source: Field Data, (2015)

Table 4.6 above reveal that 251(34.10%) of responses agreed, 200(27.20%) of responses were not certain, 165(22.40%) responses strongly agreed, 79(10.70%) agreed, and 41(5.60%) strongly disagreed. The summaries are displayed in Figure 4.3 below which indicates that majority of respondents, about 251(34.10%) did agree with the contention,

followed by 200(27.20%) those who were not certain and finally 165 (22.40%) those who strongly agree. Further, the analysis indicated that of all the questionnaire responses, about 416(56.50%) responses indicated agree to the contention and only 120(16.30%) of responses did not agree. The implication of the findings reveals that the majority of questionnaires respondents perceived positively that there are right sources of information to primary pupils on the relevance of secondary education. The findings were supported by interviews where respondents on the question that asked what are the sources of information and knowledge on available motivations among education stakeholders concerning secondary level schooling? Did affirm that information is available and from right sources.

#### **4.3.1 Sources of the Relevance of Secondary Schooling**

In order to understand respondents' perceptions on the right sources, the study incorporated Likert scale in questionnaires. Statistics from Likert items were summarized in Table 4.7 below which indicated that median score for responses of each Likert items ranged between 5, 4, and 3.

**Table 4.7: Response Statistics**

	statistics								
	Valid	Missing	Median	Std. Deviation	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis	Sum
parents	92	0	4	1.075	-0.8	0.251	0.09	0.498	341
teachers	92	0	5	0.903	-1.61	0.251	2.927	0.498	398
people with low education or no formal education at all	92	0	3	1.175	-0.31	0.251	-0.58	0.498	296
non-governmental organization and other community organization	92	0	4	0.98	-0.27	0.251	-0.29	0.498	334
local government authorities	92	0	4	0.953	-0.8	0.251	0.71	0.498	342
peers groups	92	0	3	1.125	-0.33	0.251	-0.43	0.498	295
people with secondary education or more than secondary education	92	0	4	1.088	-0.45	0.251	-0.52	0.498	333
media	92	0	3	1.144	-0.1	0.251	-0.68	0.498	289

Source: Field data, (2015)

Analysis from the findings revealed two major groups; those items that were agreed and

other items which respondents were not certain as the right sources to pupils with a median score of 5, 4 and 3 respectively. The responses as indicated in Table 4.7 above seem to be negatively skewed implying that more score of responses was above the mean, indicating the majority of Likert items were positively favoured from respondents which indicate and inform the presence of the right sources of information to students with regard to secondary education.

#### **4.3.2 Attitudes on Sources on the Relevance of Secondary Education**

In this subsection of the second research objective with regarding information available to primary pupils on the relevance of secondary education, the study intended to further explore how respondents perceived availability of right sources. To accomplish this, firstly through questionnaires respondents were asked to rate whether they agree or disagree on the Likert items on the set of presumed sources under the phrase “*right sources*”. Respondents were required to rate the level to which they agree with the Likert item from 1 to 5 where the values corresponded from strongly disagree to strongly agree respectively.

**Table 4.8: Responses of Right Sources on the Relevance of Secondary Education**

	strongly disagree	% of strongly disagree	disagree	% of disagree	not certain	% of not certain	agree	% of agree	strongly agree	% of strongly agree	Number of cases
parents	4	4%	10	11%	16	17%	41	45%	21	23%	92
teachers	2	2%	2	2%	9	10%	30	33%	49	53%	92
people with low education or no formal education at all	10	11%	12	13%	31	34%	26	28%	13	14%	92
non-governmental organization and other community organization	2	2%	7	8%	34	37%	29	32%	20	22%	92
local government authorities	3	3%	6	7%	22	24%	44	48%	17	18%	92
peers groups	9	10%	12	13%	33	36%	27	29%	11	12%	92
people with secondary education or more than secondary education	3	3%	12	13%	24	26%	31	34%	22	24%	92
media	8	9%	18	20%	31	34%	23	25%	12	13%	92
<b>Total respons</b>	<b>41</b>		<b>79</b>		<b>200</b>		<b>251</b>		<b>165</b>		<b>736</b>

Source: Field data, (2015)

From eight items that were presumed as sources, a number of questionnaire respondents as indicated in Table 4.8 above showed that, 41(45%) agreed that parents were the right source to pupils, 21(23%) strongly agreed that parents were the right source, 16(17%) were not certain whether parents was a right source to pupils, 10(11%) disagree that parents were the right source, and 4(4%) strongly disagree that parents were that right source. Consequentially, whether teachers were a right source to pupils, 2(2%) strongly disagree, 2(2%) disagree, 9(10%) were not certain, 30(33%) agreed, and 49(53%) strongly agree. Concerning people with low education or no formal education at all as a right source, respondents indicated that 10(11%) strongly disagree, 12(13%) disagree, 31(34%) were not certain, 26(28%) agreed, and 13(14%) strongly agree. A non-governmental organisation (NGOs) and other Community organisation (CBOs) as another right source,

findings indicated that 2(2%) strongly disagree, 7(8%) disagree, 34(37%) were not certain, 29(32%) agreed, and 20(22%) strongly agreed. Local government was yet another item that a study presumed as a right source. The findings on this items further reveal that 3(3%) strongly disagree, 6(7%) disagree, 22(24%) not certain, 44(48%) agreed, and 17(18%) strongly agreed. Peer groups were also considered, the findings reveal that 9(10%) strongly disagree, 12(13%) disagree, 33(36%) were not certain, 27(29%) agreed, and 11(12%) strongly agreed. Another area to consider was people with secondary education or more than secondary education as the right source of information to pupils. It was indicated by the respondents that, 3(3%) strongly disagree, 12(13%) disagree, 24(26%) were not certain, 31(34%) agreed, and 222(24%) strongly agreed. The last item to consider was the Media which 8(9%) strongly disagree, 18(20%) disagree, 31(34%) were not certain, 23(25%) agreed and 12(13%) strongly agreed.

The findings as summarised in Table 4.8 above, clearly presented and indicated that respondents had a different perception on the right sources. Respondents indicated that they were not certain with people with low education or no formal education at all, NGOs and COS, peer groups and Media as the right sources of information on the relevance of secondary education to pupils. Analysis from questionnaires findings further authenticates that teachers, local government authorities, and parents are the prominent and right source of information to primary school pupils on the relevance of secondary education. Out of 92 respondents who rated Likert item for teachers, about 49 individuals equivalent 53 percent strongly agreed that teachers were the right source of information to primary pupils on the relevance of secondary education, followed by local government authorities with 44(48%) respondents who agree, parents with 41(45%) agreed and finally the fourth one being people with secondary education or more that secondary education with 31(34%) agree on responses.

This is further supported by views from interviewees and students in FGDs who also asserted that teachers especially primary school teachers are right source of information on the value of secondary education. One example was given by one education officer, who explained that,

“teachers in particular primary school work very hard to make sure that their pupils pass standard seven national examinations and also they tell their students that if they pass they will join the secondary school and in future, they would be teachers like themselves or any employee in the government”(Interview,EO<sub>3</sub>).

The observation from EO is supported with the report on roles of teacher, in (UNESCO, 1998) which states that “Teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility” (p.16). Also from different occasions with interview respondents they mention parents, teachers, and local government authorities as the right sources of information on the relevance of secondary education. From the perspective of this study, when it is mentioned local government authorities implies persons in the chain of authority and government administration that curtail functions of local government including politicians.

During interview, one officer said that,

“some of the parents have been visiting my office to ask for advice which school is the best for the pupils between what school to choose if they pass the examination the private schools or government school?. This is the indication that they speak well of education to their children on the relevance of secondary education” (interview, EO<sub>2</sub>).

Another very important right source of information that was mentioned and discussed from students was the people who have an education from secondary level and above mostly those who are successful and employed. It was found from the discussion that secondary education and above was relevance for an individual’s well-being and

improved standard of living. One student from primary school, for example, confessed that,

“my uncle who is working in Dar es Salaam has been insisting me that if I don't study hard and pass my standard seven nation examination to join secondary education I will not live a good life and be of good looking as him”(FP<sub>12</sub>).

It crucial to note these sources as has been highlighted by respondents. As analysed and discussed, the fact that these categories were rated high was limited to the right sources. This implies that other categories which received low indication are also sources of information though not very much to that level and therefore should not be ignored. The items such as NGOs, CBOs, peer groups and Media are having important parts to play in our contemporary communities. The indication that respondents were not certain whether they contribute to the right sources may be of two implication, one either they are not accessible by the community or they are disseminating unreliable information about secondary education. For example, the item of peer groups, during interview with some education stakeholders, it was argued that peer groups especially those who attempted secondary education but could not go to the completion or those who participated and completed form four either with failure or low pass and are therefore not employed do give negative formation with regard to relevance of secondary education. One education officer explaining negative attitudes likely to emanate from peer groups said that,

“When I was the head teacher, I had a class of 30 pupils and in their final examination 29 passed standard seven examinations and were selected to join one community secondary school. Some reported about other did not, and those who did not join secondary school engaged in tobacco farming activities. After their friend who opted for secondary school have completed form four they fail their nation examination and come to join their friend in the village who did not go to secondary school. They were being mocked that they wasted their time because those who engaged in tobacco farming had already build iron corrugated houses and some already married” (interview, WC<sub>1</sub>).

Also in FGD, one secondary student explaining the influence of peer groups argued that,

“If you cannot stand firm you will not proceed with secondary education. When I passed my examination and selected to join this school (community school), my

friends who for bad luck were not selected were telling me that I will not make it because there is no one passes form four examination from these community school only very few students do, and this they kept telling me whenever I was with them" (FS<sub>21</sub>).

It is, therefore, notable that these items were also sourced information to the community, but the nature and influence of the information plays a very significant role in decision making of primary school pupils upon completion of primary level education cycle. As one respondent put it clear when responding to the question how the information from these sources influences pupils, he said,

"it depends on who tells them stories of secondary education and what opportunities they see around that are competitive to secondary education. If it is from those who are already beneficiaries of secondary education it encourages them but if it is from those failures, but also if those with no form four education are better off than the form four leavers then definitely it detracts them from joining secondary education. Think of children around mines and plantation, they tend to trade-off between education and available economic activities" (interview, SB<sub>3</sub>).

However, some pupils and students were against parents being the right source. They asserted that many parents in rural area still don't see secondary education as yet another opportunity. Some of them if you pass standard seven examinations it marks the beginning of hatred from some of the parents, fearing hassles from politicians for children who don't report to the schools they have been selected and some even said their parents have instructed them to haphazardly attempt their final standard seven examinations to exempt parents from problems.

Pupils from one FGD when discussing reasons why some of their friends have no interests to join secondary schools, among many things that were explained, one pupil admitted that,

"sometimes we don't want to go to secondary because parents tell us that if you pass your standard seven examinations we will flog you severely because you will bring problems in this family like being taken to police if you don't attend school well but also they say who will do farm work ?".(FP<sub>11</sub>).

The sources of information to primary pupils as revealed from the study includes; parents, teachers, peer groups, NGOs, siblings, media, local government authorities, people with no formal schooling, and people with secondary education. The study also revealed that only the small portion of the sources of information gives positive information about secondary education and the majority give negative information. As have been indicated from the findings, the sources that seem to encourage pupils to participate secondary education whether implicitly or explicitly were rated high but those which were implicitly or explicitly contributing to discouragement were not regarded as right sources. Further, this informs that even parents may play either side of right and wrong sources of information to primary pupils depending on the role they play in advocating secondary education to their children.

According to the findings, the extent to which items were decided right or not right source of information on the relevance of secondary education depended very much on the advocacy that item has on secondary education as were regarded by respondents. This is supported further when stipulated in (URT, 2008a) that family members and teachers are sources of information to children when their children learn and associate with them about matters of importance from their home and the world surrounding them. The findings are supported by other Literature which has indicated how importance is parental and community involvement for sustainable learning of children (Crouter & Booth, 2008; Hornby, 2011; UNICEF/UNESCO, 2007).

The study, therefore, has established the fact that there are right and wrong sources of information on the relevance of secondary education. The right sources include parents, teachers, local government authorities, NGOs, and success people with post-primary education level. Wrong sources were peer groups who failed to report to school or

reported and dropped out, secondary graduates who failed their final examination and those who are not yet employed. However, the most prominent right sources were teachers, parents and local government authorities.

#### **4.4 Investigating the Value of Secondary Schooling among Education Stakeholders**

The study also intended to investigate how the community perceives secondary education and their attitude thereof as to how importance secondary education is in today's world. To attain this theme, the study used questionnaires and also held interviews and focus group discussion on ascertaining the perception of respondents. In particular, the study intends to find out whether Secondary Education is valuable in our times and therefore the study in the questionnaires rated the contention that secondary education is of value today by the use of Likert scale where respondents were required to rate Likert items from strongly disagree to strongly agree. Also, the study posed the dichotomous question whether it is important to have people who have a post-primary education like secondary school amid our communities in which respondents were required to respond YES or NO and in each response they supposed to give a clip note of their choice why they responded that way.

##### **4.4.1 Understanding the Value of Secondary Education in Present Time**

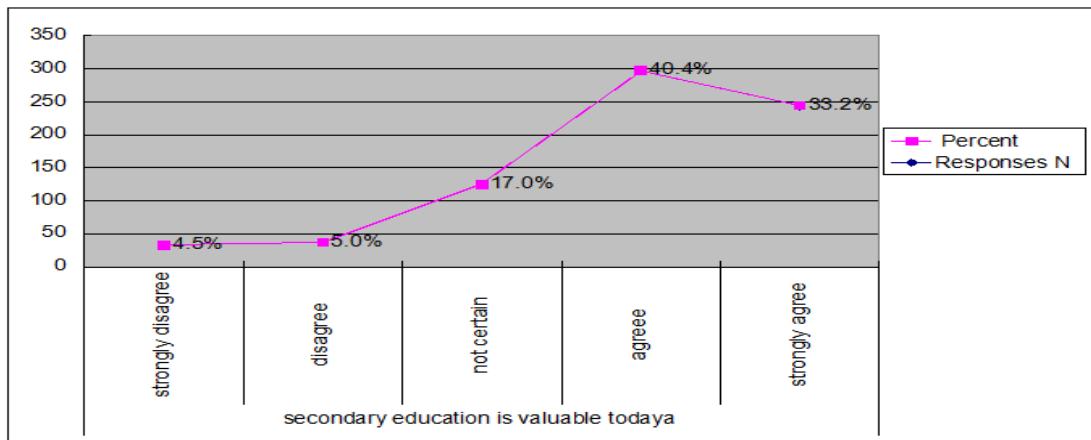
Questionnaire respondents from the Likert scale measuring the attitude whether secondary education is valuable today, the findings as summarized in Table 4.9 revealed that out of 736 responses, 33 (4.50%) did strongly disagree, 35 (5.00%) disagreed, 125 (17.00%) were not certain, 297(40.40%) agreed, and 244 (33.20%) strongly agreed.

**Table 4.9: Responses on the Importance of Secondary Education Today**

		Responses		Percent of
		N	Percent	
secondary education is valuable today	strongly disagree	33	4.50%	35.90%
	disagree	37	5.00%	40.20%
	not certain	125	17.00%	135.90%
	agree	297	40.40%	322.80%
	strongly agree	244	33.20%	265.20%
<b>Total</b>		<b>736</b>	<b>100.00%</b>	<b>800.00%</b>

Source: Field Data, (2015)

Figure 4.3,below clearly shows that majority of respondents agree and were positive to the statement by 73.60% responses.

**Figure 4.3: Trend of Responses on the Value of Secondary Education Today**

Source: Field Data, (2015)

The statistics analysis of item responses from Likert scale were recorded and summarised in Table 4.10 below.The mean score of all Likert items indicated to be between 3.5 to 4.11.The median score also indicated 3 and 4,where 4 dominated. The mode of responses is 4 and the standard deviation is below to 2 indicating that probably about 68% respondents' lies with one standard deviation.From this statistical summary, the implication is that majority of questionnaire respondents supported positively the assertion that secondary education is valuable in our days.

**Table 4.10: Statistics on the Value of Secondary Education Today**

	N		Mean	Median	Mode	Std. Deviation	Sum
	Valid	Missing					
It promote social recognition (QUESTION 7C)	92	0	3.92	4.00	4	1.030	361
It is a ladder into higher learning and Professionalism	92	0	4.05	4.00	4	1.083	373
It is important because it is needed to make life better	92	0	4.03	4.00	5	1.114	371
It promote critical thinking and confidence	92	0	4.11	4.00	4	.883	378
Good opportunities to make friends	92	0	3.98	4.00	4	.937	366
Help to increase participation and understanding to social activities	92	0	3.97	4.00	4	1.124	365
It provide necessary skills for self-employment	92	0	3.83	4.00	4	.956	352
It improve employment opportunities	92	0	3.52	3.00	3	1.162	324

Source: Field data, (2015)

#### **4.4.2 Respondents' Opinions on the Value of Secondary Education Today**

In the quest of the rationale behind respondents' attitude on the value of secondary education in our days, the following eight Likert items were set in questionnaires and administered to respondents. The findings as summarised in Table 4.11 below;

**Table 4.11 Summaries of Attitude on the Value of Secondary Education Today**

	strongly disagree	% of strong disagree	disagree	% of disagree	not certain	% of not certain	agree	% of agree	strongly agree	% of strongly agree	N of cases
It promote social recognition	4	4%	4	4%	16	17%	39	42%	29	32%	92
It is a ladder into higher learning and Professionalism	5	5%	5	5%	6	7%	40	43%	36	39%	92
It is important because it is needed to make life better	6	7%	3	3%	10	11%	36	39%	37	40%	92
It promote critical thinking and confidence	1	1%	3	3%	16	17%	37	40%	35	38%	92
Good opportunities to make friends	2	2%	4	4%	17	18%	40	43%	29	32%	92
Help to increase participation and understanding to social activities	7	8%	2	2%	11	12%	39	42%	33	36%	92
It provide necessary skills for self-employment	3	3%	5	5%	18	20%	45	49%	21	23%	92
It improve employment opportunities	5	5%	11	12%	31	34%	21	23%	24	26%	92

Source: Field Data, (2015)

From the table 4.11 above, it is revealed that;

1. secondary education promotes social recognition:4(4%) of respondents strongly disagree, 4(4%)disagree,16(17%) were not certain,39(42%) did agree, and 29(32%) strongly agree;
2. Secondary education is a ladder into higher learning and professionalism,5(5%) strongly disagree,5(5%) disagree,6(7%) were not certain,40(43%) agreed, and 36(39%) strongly agreed with the assertion;
3. Secondary education makes life better,6(7%) strongly disagree,3(3%) disagree,10(11%) were not certain,36(39%) did agree, and 37(40%) strongly agreed;
4. Secondary education promotes critical thinking and confidence,1(1%) strongly

disagree,3(3%) disagree,16(17%) were not certain,37(40%) did agree, and 35(38%) strongly agreed with the contention;

5. Secondary education provides good opportunities to make friends,2(2%) strongly disagree,4(4%) disagree,17(18%) were not certain,40(43%) agreed, and 29(32%) strongly agreed;
6. Secondary education increase participation and understanding of social activities,7(8%) strongly disagree,2(2%) disagree,11(12%) were not certain,39(42%) did agree, and 33(36%) strongly agreed;
7. Secondary education provides necessary skills for self-employment, 3(3%) strongly disagree, 5(5%) disagree, 18(20%) were not certain, 45(49%) did agree, and 21(23%) strongly agreed.
8. Secondary education improve employment opportunities, 5(5%) strongly disagree, 11(12%) disagree, 31(34%) were not certain, 21(23%) did agree, and 24(26%) strongly agreed with the contention.

From the Table 4.11, it is saliently indicated that majority of respondents, more than 50% had a positive attitude and did agree to almost all presumed items which were established as shown by statistics above that secondary education today is valuable. The findings are supported by education global monitoring report (UNESCO, 2015; GMR, 2015) which indicates that foundation skills that are obtained in secondary school are essential for career and advancement, active citizenship, and safe choice for personal health. As indicated by respondents, secondary education is of value today as a fact that it provides necessary skills for self-employment, it help to increase participation and understanding to social activities, it is a good opportunity to make friends, it promotes critical thinking and confidence, it is needed to make life better, and also it is a ladder into higher learning and professionalism. What is more,from the findings is 31 out of 92

respondents ,equivalent to 34% of respondents were not certain with the assertion that secondary education now days is important for improvement of employment opportunities. This may be attributed to the state of increasing unemployment which according to Integrated Labour Force Survey (ILFS) 2000/01, it has been revealed that unemployment for the whole country was 12.9%, the majority being from rural areas which constitute 8.7%.The result further has shed that the most vulnerable category of the population were youth below 35 years of age (URT, 2007).

The findings from questionnaire respondents are supported by interview findings from HOS and WECs. For example one WEC said,

*“Secondary education is very important because it is the education that prepares us to meet the world. People do not meet the world at the primary education”* (interview, WC<sub>1</sub>).

This statement was further supported by another respondent who added that,

*“Secondary education emancipates a person and enables him to support his or her life and also to become ingredient to social development and family well-being”* (interview, WC<sub>3</sub>),

Stressing on the importance of secondary education as others had already supported, another education officer stated that,

*“Secondary education is important because it helps an individual manipulate and control his or her environment, but very, unfortunately, today everyone who thinks of secondary education thinks education for government employment”*(interview,WC<sub>4</sub>),

The similar claim was noted from education administrators, where from interview with head of schools, one HOS gave a concrete statement that,

*“secondary education instils to a child wide areas of general knowledge, new vision, ability to live all kinds of life including self-employment, add language to communicate and also help in the employment market and above all it now the minimum requirement level of education for one to be employed”*(interview, HoS<sub>3</sub>).

Another statement from students in support of importance of secondary education was given by a student from scout group, who explained that,

“Secondary education today is important because it helps to consolidate a foundation of life and help actualize one's dream to get employment” (FS<sub>22</sub>).

The responses above, across all respondents, reveal that the community is aware of the value of secondary education especially its place to improve one's life by creating a minimum qualification to be employed. According to the Voice of Children (VoC), the survey conducted to children indicated that children's aspiration for future were for employment jobs in different fields of professionalism and specialisation (URT, 2008a). Further findings establish the fact that children's' perception of how education will influence their lifestyle and career possibilities in the labour market are said to be factors for the decision of withdrawing or sustain in education system subsectors (Sabates et al., 2011).

#### **4.4.3 Perspectives on the Importance of Post-Primary School Graduates in the Communities**

In connection to other areas which have just been presented and discussed, questionnaire respondents were required to respond YES or NO with the assertion whether it is important to have people who have a post-primary education like secondary school amid the communities. The findings in the table below give the outlook of respondents' value of secondary and post-secondary education in their locale. The findings were summarised in frequency Table 4.12 below.

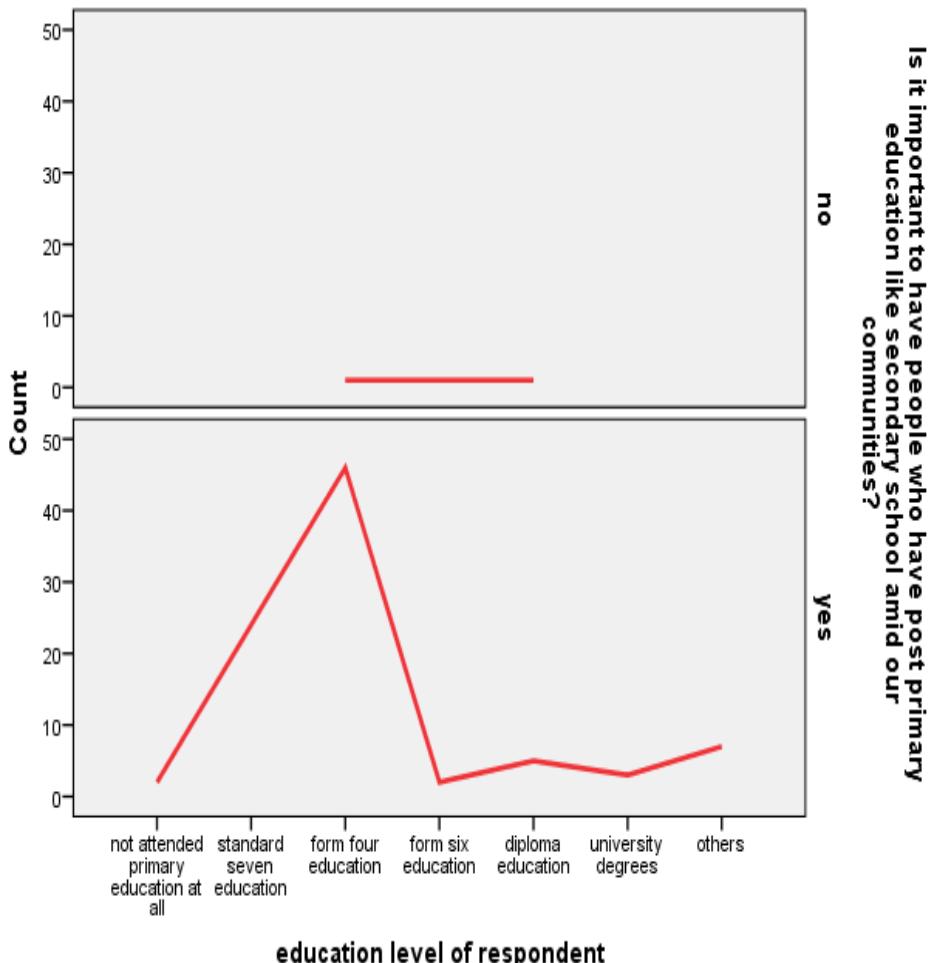
**Table 4.12: Respondents View on Post-primary Educated Persons in the Community**

Is it important to have people who have a post-primary education like secondary school amid our communities?				
	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	No	3	3.3	3.3
	Yes	89	96.7	100.0
<b>Total</b>		<b>100.0</b>	<b>100.0</b>	

Source: Field Data, (2015)

From the Table 4.12 above it was found that 89(96.70%) of all respondents did respond YES and 3(3.30%) responded NO. The findings showed that majority of respondents indicated that it important to have persons with post-primary education such as secondary education amid their communities.

In addition to what has been represented above, the study intended to find out what was the perception with regard to the importance of education between age and education categories. From Figure 4.4 below indicates that standard seven and form four graduates had the highest response for YES followed by respondents with other categories of education level. Very surprising, those few who rated “No” were those with education level between form four and diploma.



**Figure 4.4: Responses to Education Level on Importance of post-primary Education in the Community**

Source: Field Data. (2015)

#### **4.4.3.1. Respondent's Rationale for Yes answer**

To extract more information from respondents the open-ended question were given to establish why respondents could rate YES or NO for the question that demanded them to explain how important they perceive to have post-primary graduates such as secondary graduates in their communities. Responses were coded and categorised for Analysis. The following Nine categories for YES answer were established and presented as in Table 4.13 below;

**Table 4.13: Cross Tabulation Analysis for Response Categories and Education Levels**

			Crosstab							
			not attended primary education at all	standard seven education	form four education	form six education	diploma education	university degrees	others	
It is important to have people who have post primary education like secondary school amid our communities because..	It brings pleasure and personal gratification	Count	0	0	2	0	0	0	0	2
		% within it is important to have people who have post primary education like secondary school amid our communities because..	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%	0.0%	2.3%
		Count	0	6	11	1	2	0	4	24
		% within it is important to have people who have post primary education like secondary school amid our communities because..	0.0%	25.0%	45.8%	4.2%	8.3%	0.0%	16.7%	100.0%
		% of Total	0.0%	6.8%	12.5%	1.1%	2.3%	0.0%	4.5%	27.3%
	is a ladder to higher learning avenues	Count	0	3	2	0	1	0	0	6
		% within it is important to have people who have post primary education like secondary school amid our communities because..	0.0%	50.0%	33.3%	0.0%	16.7%	0.0%	0.0%	100.0%
	It increase opportunity to secure government employment	% of Total	0.0%	3.4%	2.3%	0.0%	1.1%	0.0%	0.0%	6.8%
		Count	0	4	10	0	3	1	3	21
		% within it is important to have people who have post primary education like secondary school amid our communities because..	0.0%	19.0%	47.6%	0.0%	14.3%	4.8%	14.3%	100.0%
		% of Total	0.0%	4.5%	11.4%	0.0%	3.4%	1.1%	3.4%	23.9%
		Count	1	1	9	1	0	2	0	14
	Is the source of logical and critical thinking to solve social problems	% within it is important to have people who have post primary education like secondary school amid our communities because..	7.1%	7.1%	64.3%	7.1%	0.0%	14.3%	0.0%	100.0%
		% of Total	1.1%	1.1%	10.2%	1.1%	0.0%	2.3%	0.0%	15.9%
		Count	0	4	5	0	0	0	0	9
		% within it is important to have people who have post primary education like secondary school amid our communities because..	0.0%	44.4%	55.6%	0.0%	0.0%	0.0%	0.0%	100.0%
	It is a prerequisite to globalisation and competitive market	% of Total	0.0%	4.5%	5.7%	0.0%	0.0%	0.0%	0.0%	10.2%
		Count	0	2	2	0	0	0	0	4
		% within it is important to have people who have post primary education like secondary school amid our communities because..	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	0.0%	2.3%	2.3%	0.0%	0.0%	0.0%	0.0%	4.5%
		Count	0	1	4	0	0	0	0	5
	It is a source of getting visionary leaders and politicians	% within it is important to have people who have post primary education like secondary school amid our communities because..	0.0%	20.0%	80.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% of Total	0.0%	1.1%	4.5%	0.0%	0.0%	0.0%	0.0%	5.7%
		Count	1	2	0	0	0	0	0	3
		% within it is important to have people who have post primary education like secondary school amid our communities because..	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	others	% of Total	1.1%	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	3.4%
		Count	2	23	45	2	6	3	7	88
		% within it is important to have people who have post primary education like secondary school amid our communities because..	2.3%	26.1%	51.1%	2.3%	6.8%	3.4%	8.0%	100.0%
Total			2.3%	26.1%	51.1%	2.3%	6.8%	3.4%	8.0%	100.0%

Source: Field data, (2015)

Cross tabulation analysis from Table 4.13 above was made on these open-ended question questionnaire response categories. Out of 89 respondents who responded YES to the question, 1(1.00%) respondent could not give reasons for the responses. The finding from Cross-Tabulation above indicated that, 2(2.3%) perceived secondary education as brings pleasure and personal gratification, 24(27.3%) gave the reason that secondary education

expands knowledge and skills,6(6.8%) did assert that secondary education in our communities is a ladder to higher avenues,21(23.9%) said it increases opportunities to secure government employments,14(15.9%) did say that secondary education is a source of logical and critical thinking to solve social problems,9(10.2%) responded that post-primary education especially secondary level is a prerequisite to facing globalization and competitive market,4(4.5%) responded that it is important because post-primary education is a government policy,5(5.7%) responded that is important source of visionary leaders and politicians, and 3(3.4%) responded by explaining other reasons.

Findings in Table 4.13 above indicates that three categories were prominent and that in every category form four education level respondents were the leading. These categories in the sequence of high rating are; expanding knowledge and skills, an increase of opportunities to secure government employment and source of logical and critical thinking to solve social problems. These findings from questionnaire respondents concur with the findings from interview and FGDs discussed in section 4.4.2 above which in every FGDs conducted participants were in favour of the contention with the strings attached to securing employment in the future.

However, there is a contradicting view with regard to the importance of people with post-primary education including secondary education. Students both at primary and secondary level attribute importance to the source of good and visionary leaders, and problem solvers in the communities. On the other hand, questionnaire respondents and other interviews from education officers, WECs, chairpersons and other non-student respondents indicated that people with secondary education are because of secondary education to an individual important not as an end in itself but means to an end because it helps the one who acquires but also the society around the individuals. A person with secondary education and above is likely to have the mind of self-reliance, self-awareness

about family matters and also to participate in the society as responsible citizens. One interview respondent conceded that,

“persons with secondary education are important today because apart from helping the recipient to control and afford his or her life, they also contribute positively to the society, leading not only the development of his or her immediate family but also acquire knowledge enough to do different things for development of the society at large” (interview, WC<sub>2</sub>).

Another respondent explained the importance of persons with education above primary by overemphasis that’

“it is very important to have education at least form four. our people are aware of that and this is the reason even is a small election be it at village level but more seriously at ward level people will inquire about the education level of one who is vying for an election post” (interview, WO<sub>2</sub>).

Anonymous to the majority questionnaire findings, one respondent who respondent NO had had a reason that people with secondary education and above are the source of the problem in the society. According to what was written from the questionnaire,

“...for that to happen, our government should turn to that type of education system that was offered in the past amid 1970s to 1980s so that there should also be integrity and ethics to those possessing post-primary education and that the ethics should emulate that of our country Tanzania, not as it is now, they are people who don't bring good image.....”(SB<sub>2</sub>).

In a nutshell, the importance ascribed to people with an education above primary school was to get leaders that can solve social problems. It indicates that respondents were aware of the role of education in leadership but also in problem-solving. As reported in URT & UNDP, (2015); Benavot and UNESCO, (2015); OECD (2015) and URT (2014), people who have attained secondary education are bestowed with more advantages than those with primary education level, because they are in a better position to have important attitudes and values that are helpful in political activation, social volunteer activities in their communities.

The comments put by respondents who were against the assertion should not be ignored because they give a message of the questionable product and output of education system at the secondary level and above as it may be compared to the past periods especially on issues of skills competency and ethics or role modelling of secondary Graduates. It is indicated from the study that secondary education today is more valuable because it promotes social recognition for those who have attained this level of education and above, it improves life, instils skills and knowledge that are useful for employment and entrepreneurship, it promotes critical thinking, confidence, a ladder to other education opportunities and offer good opportunities to make friends.

The study informs that secondary education today is needful as the requisite and basic level that is needed to further formal studies whether academic or vocational education and training. However, the value of secondary education was more associated to securing government employment opportunities, expansion of knowledge and skills and source of logical thinking. This implies unemployment existing among secondary graduates have negative feedback to primary school pupils on the relevance of secondary education today.

#### **4.5 Trends and Potentials for Post-primary Education for Individual**

##### **Socio-Economic Achievement**

To encapsulate the future education system looks like in the eyes of the community members, the study was also intrigued about whether the trend and potential for post-primary education were another thematic areas to integrate into analysing the motivation of primary pupils' toward secondary level schooling. The study used Likert scale to find out how respondents scrutinise trend and potential of post-primary education by rating Likert items from strongly disagree to strongly agree on the Likert scale provided, where rating valued 1 to 5 from strongly disagree to strongly agree

respectively. The Likert scales was such that it implied a positive trend for the highest score and a negative trend for the opposite. From the Likert scale specifically, the study intended to find out from the respondents how they perceive the trends and potentials of Secondary Education in our times as they compared from the past.

Apart from questionnaires, also data were extracted by using other tools such as focus group discussion and interview guides. The findings as presented in Table 4.14 below reveal that there are two major groups, those who agree with the contention as presented by Likert items and those who are not certain of the scored values of median equal to 4 and 3 respectively. It was indicated as from the Table 4.14 below that out of eight Likert items five rated median 4 and the rest 3 were of media 3, but surprisingly the mode was 4 which is the value for AGREE score. It can be established that generally respondents indicated that they agree there are a positive trend and potentials for post-primary education for individual socio-economic achievement.

**Table 4.14: Statistics for Trend and Potentials of Post-Primary Education**

	Statistics								
	$\Sigma$		Mean	Median	Mode	Std. Deviation	Range	Sum	
	Valid	Missing							
Secondary education today is cheaper than it was in past fifteen years (QUESTION 7D)	92	0	3.26	3.00	4	1.274	4	300	
Secondary education today is better in quality	92	0	3.12	3.00	4	1.300	4	287	
There is improved assess and equity to secondary education today than it was in the past	92	0	3.70	4.00	4	.946	4	340	
Performance in secondary education today is better than in the past	92	0	3.71	4.00	4	1.200	4	341	
There is a better possibility to advance and progress in providing secondary education for all	92	0	3.91	4.00	4	.957	4	360	
Expanded secondary education will cultivate participation in political activation	92	0	3.73	4.00	4	1.070	4	343	
Secondary education today is expanded definition of basic education	92	0	3.78	4.00	4	.993	4	348	
Expanded secondary education makes Tanzania culture homogeneous	92	0	3.26	3.00	4	1.137	4	300	

Source: Field Data, (2015)

Moreover, the generalised responses from questionnaire respondents as per Likert scale on the question that needed to measure attitudes of respondents on the trend and

potentials of secondary education reveals the findings as put forth in Table 4.15 below. It was found that, out of 736 response, 53(7.2%) indicated strongly disagree, 77(10.5%) disagreed, 168(22.8%) responses were not certain, 282(38.3%) rated agreed, and 156(21.2%) responses did rate strongly agree.

**Table 4.15: Frequency Table for Trend and Potentials of Post-Primary Education**

\$tr_end Frequencies				
		Responses		Percent of Cases
		N	Percent	
trend and potential for secondary <sup>a</sup>	strongly disagree	53	7.2%	57.6%
	disagree	77	10.5%	83.7%
	not certain	168	22.8%	182.6%
	agreee	282	38.3%	306.5%
	strongly agree	156	21.2%	169.6%
<b>Total</b>		736	100.0%	800.0%

Source: Field Data, (2015)

The findings in the table 4.15 above concur with the results on the statistics of the median score in statistical table 4.15 above. Analysis from these two tables shows that majority, about 438(59.50%) of responses contended with a positive view and indicated to agree with the assertion.

#### **4.5.1 Trending Issues and Potentials for Post-Primary Education**

The study intended to find out the sentiment from respondents regarding the potential and trend of education specifically post-primary education. To arrive at this juncture, Likert scale was prepared to measure attitude and perception on the set of presumed sentences.

The following eight sentences were prepared as a yardstick and the findings were summarised as shown in Table 4.16 below. It was indicated that for;

1. Secondary education today is cheaper than it was in past years; 10(11.00%) strongly disagree, 17(18.00%) disagree, 22(24.00%) were not certain, 25(27.00%) agreed, and 18(20.00%) strongly agreed to the statement item

2. Secondary education today is better in quality; 13(14.00%) strongly disagree, 20(22.00%) disagreed, 15(16.00%) were not certain, 31(34.00%) agreed, and 13(14.00%) strongly agreed
3. There is improved access and equity to secondary education than it was in the past; 3(3.00%) strongly disagree, 6(7.00%) disagreed, 23(25.00%) were not certain, 44(48.00%) agreed, and 16(17.00%) strongly agreed
4. Performance in secondary education today is better than in the past; 9(10.00%) strongly disagree, 49(4.00%) disagreed, 17(18.00%) were not certain, 37(40.00%) agreed, and 25(27.00%) strongly agreed,
5. There is a better possibility to advance and progress in providing secondary education for all; 2(2.00%) strongly disagree, 4(4.00%) disagreed, 22(24.00%) were not certain, 36(39.00%) agreed, and 28(30.00%) strongly agreed,
6. Expanded secondary education will cultivate participation in political activation; 6(7.00%) strongly disagree, 4(4.00%) disagreed, 20(22.00%) were not certain, 41(45.00%) agreed, and 21(23.00%) strongly agreed,
7. Secondary education today is the expanded definition of basic education; 3(3.00%) strongly disagree, 5(5.00%) disagreed, 24(26.00%) were not certain, 37(40.00%) agreed, and 23(25.00%) strongly agreed, and
8. Expanded secondary education makes Tanzania culture homogeneous; 7(8.00%) strongly disagree, 17(18.00%) disagreed, 25(27.00%) were not certain, 31(34.00%) agreed, and 12(13.00%) strongly agreed to the statement.

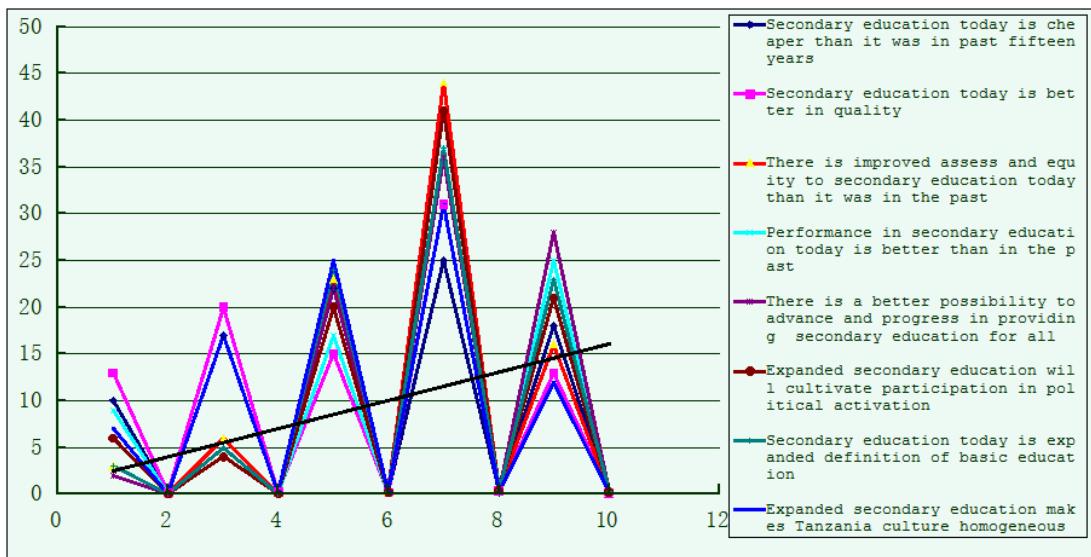
The findings authenticate that in almost all the Likert items rated, the majority of respondents did agree with the statement for more than 50% of the responses. This implied that there are positive trend and potentials for post-primary education including secondary education.

**Table 4.16: Attitude for Trend and Potentials for Post-primary Education**

	strongly disagree	%of strongly disagree	disagree	%of disagree	not certain	%of not certain	agree	%of agree	strongly agree	%of strongly agree	N of cases
Secondary education today is cheaper than it was in past fifteen years	10 11%		17 18%		22 24%		25 27%		18 20%		92
Secondary education today is better in quality	13 14%		20 22%		15 16%		31 34%		13 14%		92
There is improved access and equity to secondary education today than it was in the past	3 3%		6 7%		23 25%		44 48%		16 17%		92
Performance in secondary education today is better than in the past	9 10%		4 4%		17 18%		37 40%		25 27%		92
There is a better possibility to advance and progress in providing secondary education for all	2 2%		4 4%		22 24%		36 39%		28 30%		92
Expanded secondary education will cultivate participation in political activation	6 7%		4 4%		20 22%		41 45%		21 23%		92
Secondary education today is expanded definition of basic education	3 3%		5 5%		24 26%		37 40%		23 25%		92
Expanded secondary education makes Tanzania culture homogeneous	7 8%		17 18%		25 27%		31 34%		12 13%		92

Source: Field data, (2015)

Moreover, analysis as from the Figure 4.5 below indicated that, first the item of improved access and equity to secondary education today was the leading in which about 60 of respondents out of 92 equivalent to (65%) who rated over that item were positive to it, second item was expanded secondary education will cultivate participation in political activation for which 62(68%) out of 92 respondents rated it. Secondary education today as the expanded definition of basic education was the third one in which 60(65%) out of 92 had positive indication to the item and the fourth was Performance in secondary education today is better than in the past which also scored 62(68%) out of 92 respondents that rated over the item. Surprising enough is the fact that all items were indicated positively which imply that these items in varying degrees are the ones that mark a positive trend and potential for post-primary education.



**Figure 4.5: Scatter Plot for Trend and Potential of Secondary Education**

Source: Field Data, (2015)

Figure 4.5 above gives a summarised presentation of table 4.15 on the attitude of respondents over the trend and potentials of secondary education. In line with the findings above from questionnaire respondents, the interview findings moreover showed different perceptions with regard to trend and potentials. Some support the view that there are positive trend and potentials and others did not support this view.

First and foremost, post-primary education is potential according to the views of almost all respondents that were involved in this study except one respondent as quoted in 4.4.3.1 above. The potentiality to which post-secondary education is held is also divided as it is presented in Figure 4.13, section 4.4.3.1 above. Second and contradictory are trending issues of post-primary education. From sixteen FGDs conducted at primary schools, there seems to be a difference in provision of a secondary school, where in the past there were few opportunities and the same was segregated in nature, where boys were more considered than girls but today there are wide chances for many to participate in secondary education. One member in an FGD noted saying,

“education in the past was offered in segregation with boys being more given chances than girls but today there is equal opportunity for whoever pass the examination,...in the past majority were ending at primary level but today many form four leavers and many others are joining university level”(FP<sub>22</sub>).

However, primary school FGDs participants differed in the quality of education offered in the past as compared to the present. In one continuum 6 FGDs equivalent to 38%, contended that secondary education in the past was focused and better in quality as compared to the present. One respondent from FGDs acknowledged;

“in the past education was offered to few people but this education was better and people of that time were focused on what they were doing at secondary school not like today, many of us we go to secondary without being actually meaning to be at school”(FS<sub>42</sub>).

Others, about 10 FGDs equivalent to 62% debated that secondary education in the past was not better in quality than today because today teachers are educated, there is varied use in a number of technologies integrated into teaching and learning process and laboratories are sophisticated. In one FGD pupils explained;

“nowadays education is better, our teachers are better and enough and do teach at high level, there is widespread of knowledge like the use of computers in learning” (FP<sub>52</sub>).

The findings in eight FGDs from secondary counterpart were not far from what was revealed from primary pupils. In addition, those in secondary apart from acknowledging increased opportunities in secondary school, 3(38%) FGDs of those who did contend that education in the past was better were myopically referring to quality in language, confidence and the ability of self-expressing. From one group students said,

“secondary education in the past was better because even today if you take one person who ended in standard four of that era and you tell him or her to contest with a form six student in terms of English the form six will be ashamed and also the one who studied in the past is competent in doing work because they were trained in more practical way than us today and also those in the past joined secondary education by passing examination with high pass mark than us today” (FS<sub>21</sub>).

Another student said,

“My relatives told me than in the past secondary education was better, it was very difficult to pass because the pass mark was high and for those who passed to join secondary education it was a joyous moment and we celebrated. They were also educated and that is why they were employed even those with secondary education. But today you cannot be employed with you form four education” (FS<sub>41</sub>).

On the other hand 5(62%) secondary FGDs were those who argued for education today is better than it was in the past who also were myopic on the issues of quality of teachers, varied and an increased number of textbooks and use of technology in learning process. In their discussion students said,

“education in the past was very difficult because of lack of sophisticated means of learning and teaching, few teachers, also many teachers were not educated like today”(FS<sub>42</sub>).

Interview with board chairpersons reveal the negative attitudes on the trend and potential for secondary education. According to one school board interviewed,

“Post-primary education is not better at all; we end up getting hooligan children after they complete their education especially those who are attending our community schools. They cannot even comprehend themselves” (Interview, SB<sub>3</sub>).

The findings from an interview with HoSs revealed that all HoS, 4(100%) had negative attitude son the trend of education and secondary education in particular. They claimed that in the past education was competitive and there was a high standard of pass mark then of today. They also content that in the past politics was far from education but toady secondary school especially community secondary school are part and parcel of political manifestation, to the point that head of school are confiscated of their powers to make some decision which may be of benefit to education endeavours .

One head of school said,

“the trend of education in our country seems to be better in the past. In the past secondary schools were few and complete. If you hear secondary school

everything that was needed to be an integral part of school you could find it; laboratories, libraries, shops, dispensaries, let alone facilities for sports and games. In those days if you say a secondary school is reflected a secondary school quiet and far from primary schools. Students learned in a practical way, and you could find them fitting in employment basket more appropriately. Secondary education today my friend is full of politics, even the status of being head of the school is of no value toady because every decision which you must make you have to ask yourself what will the politician in this area say. If the government must add secondary school it should not burgeon in this way. Nyerere built national schools, they could at least built more addition secondary school at district level not in every ward, look here students are not self-aware of the value of being at secondary school because they are taking everyone to secondary school even those who are low achievers". (Interview, HOS<sub>2</sub>).

The arguments from the head of school were further supported with views from WECs. Four WEC were interviewed and the majority about 3(75%) said that the future of education is in shamble unless there comes another policy. All three WECs had a negative attitude on the trend of Tanzania education system especially secondary education. One WEC confessed that,

"..In the past education was better than today, and I think is because they in the past secondary school were few, those who were selected were the cream, were taken for a high pass mark. Today it is the opposite, chances are many, and therefore pass mark has been lowered, 100 for example, enable a child to join secondary school. To me the trend is not good; we are heading somewhere to devalue our education. Everything is different with our education today, English language proficiency from students and teachers it is better in the past than today. Our education future is bad, I tell you we offered an advertisement to recruit manpower for 2015 election process, application letters wrote by graduates were poor addressed as compared to those who completed their form four and standard seven in the 1980s back-ward. I think we are concentrating much how our children should answer examination and not giving them right skills for life"(interview,WC<sub>3</sub>).

Only 1(25%) WEC was against the majority by supporting that trend of our education is positive and that it prepares students for life-long skills and self-employment. According to the views from this WEC,

"the direction which education system is assuming will liberate the country in future and also the coming generation will be liberated because education is everything and the only direction in this word where science and technology in on upper hand in everything and we are heading to economic and social

integration like East African Community (EAC),.....our current education is preparing us to be employed and not to self-employment, but the policy now in place is elixir to what is happening and is directing to deliver education that will facilitate the graduate to self-employment. To me the past was better, the present is bad but future will be better" (Interview, WC<sub>3</sub>).

The claims that were put in place by this WEC was further supported by Education officers who apart from admitting that education in the past was better than it is now in middle years especially from the dawn of community secondary schools, they conceded that the future of our education could be ameliorated if some of the challenges we are experiencing now will be addressed in the coming education and training policy and the laws thereafter to enforce implementation of the policy, but if that will not be considered then it is plausible the future of our education will not be promising one. One education officer said,

"Indicators shows that trend is good because there is increase in enrolment both at primary and secondary school cycles although challenges are there especially in secondary school where apart from high enrolment, dropout is also high" (interview, EO<sub>3</sub>).

Another Education officer in support of what was said with the former did maintain that,

"I doubt the future of our education. Even this coming policy we will evaluate it by comparing strength and weakness, the current curriculum is awkward and does not match the need of the contemporary community. we are teaching, skills of work, ICT at primary school level but no computers lab and other related resources in most of our schools, many if not all rural areas school are more deprived of this opportunities. The system is not prepared well; there is a contradiction between goals and implementation. The situation we are now is dangerous to the nation and if not checked immediately will bear to a Nation a disease of not mastering what you have learned and therefore, we cannot compete with external world" (Interview, EO<sub>2</sub>).

In the same line of arguments for eccentric nature of post-primary education, another education officer cemented by declaring that,

"the future of our education can be good if it will compact primary and secondary education as compulsory education level to all individuals and be included the element of vocation education in primary and secondary. It is possible also the future to be negative if the Nation does not offer education that

is in line with MDGs and Technology and also the gap between those getting education in private school and public school be reduced if not to eliminate, example ICT (TEHAMA) should be offered practically as some of the private schools are doing” (Interview, EO<sub>1</sub>).

From the findings and discussion above, in general, it was indicated that education trend is seen to be promising. In the 1970s only approximately 6% of primary graduates were selected to join form ones. Today more than 60 % ( BEST, 2013, URT, 2014) of primary school leavers are able to get chances to join secondary education. There have been tremendous changes in form and content of education, more specifically secondary education where access and equity are seen to have improved as compared to the past. But on the other hand, it is not positive in terms of quality of the output and product. Other notable trending issues include the decreasing of the direct cost of schooling, Reachable and availability of schools nearby, secondary education is now common for everyone a situation which makes it basic level desired by many as contrasted to the past when only a few students were reaching this level of education.

Further, according to URT (2010), it is evident, however, that trending has also reduced the problem of gender parity in education opportunities in terms of access as there is a considerable increase in a number of girls in enrolments. Education trending issues also involve half cooked graduates because increased access to this level of education has compromised quality education. What is questionable is the quality of education which according to majority responses and literature quality of education in Tanzania is said to be below community expectations (Sumra & Katabaro, 2014). Children know that the schools are not the mere presence of buildings, but the total teaching and learning milieu including well trained and qualified teachers, and the presence of plenty books for all subjects(URT, 2008a).It was also revealed from the study that potential issues of secondary education today includes the availability of teachers and secondary education

in more remote areas than in the past. Also with time, community secondary schools are gaining recognition and acceptance. Apart from increased access there is deliberate effort by the Government to make secondary education basic and compulsory up to lower secondary and the same should be a quality education that is intended to meet millennium goals and country's vision 2025 (URT, 2014)

## **CHAPTER FIVE**

### **5.0 SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary from the findings, conclusion, and recommendations on a study conducted to examine primary school pupils' motivation toward secondary level schooling. This chapter consists of two parts; the first part presents findings from the study and summarises the discussion from chapter four, the second part presents conclusion from the discussion of the findings recommendations for further research and studies.

#### **5.2 Summary of Findings**

Upon successful completion of the study, corresponding to themes that were guided by research objectives the following were the major findings;

##### **5.2.1 Motivation of Primary Pupils for Secondary Education**

The study revealed that there was mixed views from respondents concerning motivation of primary school pupils to join secondary education after passing in their PSLE. Some contended that students are motivated because they see secondary schools nearby; they see their sisters and brothers coming from secondary schools and do hear from teachers and other people about secondary education and those who are demonstrating academic competence at primary school tend to be motivated.

However, another group is for those who contend that primary students are not motivated but parents are the one that forces them to join secondary schools because schools are found near their areas. They further contend that the English language has been the motivation for primary school students towards secondary education, but to those in

secondary school it has been a demotivation factor that gives negative feedback to young brothers and sisters in primary schools. It is also revealed that teaching and learning environment in secondary school have negative motivation to students in primary schools. On the similar stance, it was revealed that children with old age than the normal as compared to the level of classes they ought to be less motivated to schooling due to the fact that opportunity cost tends to be higher with age especially to the families with low-income earnings.

### **5.2.2 Information Available to Primary Pupils on the Relevance for Secondary Education**

The study disclosed that there are two types of sources, right and wrong source of information. The study substantiated that right sources are those sources that have a positive stimulus for primary pupils to extend their studies beyond primary schools whereas those wrong sources tend to distract primary pupils from furthering their studies. Further, it has been revealed that right sources to the motivation of primary pupils on the relevance of secondary education included teachers, parents, people with education beyond primary education but with success, local government authorities including villages and ward education officers and politicians in their advocacy of development projects in their areas. The wrong source of information included people with secondary education and above who did not succeed and peer groups that did not excel to secondary or dropped from studies.

### **5.2.3 Value of Secondary Schooling amongst Education Stakeholders**

The findings from the study have also shown that secondary education and beyond is valuable to individual and the communities. It has revealed more openly that education stakeholders have profound understanding of the value of secondary education that among others are ;(a)promotion of one's social recognition,(b) a ladder to higher learning

and professionalism,(c) provident of life to people possessing that level of education as it may be compared to primary education holders,(d)increase in participation and activation in political and social activities,(e)instils skills necessary for self-employment and employable opportunities, and (f)source of visionary leaders and promotion of critical thinking and confidence to manipulate environments. However, the findings have also revealed that some respondents have negative regards of secondary education as the source of youth delinquency.

#### **5.2.4 Trends and Potentials for Post-Primary Education Including Secondary Schooling for Individual Socio-Economic Achievements**

The study findings have also disclosed the fact that in trending issues there is improvement in terms of access and equity as many are selected to join secondary education with a special note to increased access for girls, a possibility that put secondary education to a position of becoming that level of education that will include all children of secondary school going age in the long run but also an expanded definition of basic education for that course .It is also revealed that the direct cost for community members on schooling have declined as compared to the past due to reachability of secondary schools in proximity. On the other hand, the potential of secondary education in Tanzania includes the availability of secondary opportunities to vicinities of the country where even those who are not economically well-off are able to afford and access secondary education. The findings also have disclosed that quality of secondary education has been deteriorating over time ever since the implementation of the policy of expansion of access and equity. Secondary education graduates are half cooked which cast doubt of Education product and output as not that potential to meet individuals' expectations and demand for the competitive labour market and self-employment.

### 5.3 Conclusion

As highlighted from major findings, primary school pupils are not motivated toward secondary level schooling. The extent to which a primary pupil is motivated from one angle to another will determine extent and nature of engagement in the learning process. The motivation of students that have been indicated in the study is instrumental in nature. This type of motivation will always be affected by what a student or pupil hear or see within and surrounding his or her immediate environment. In the light of expectancy theory, expectations that children have attached to undergoing education and training will determine the course of action to take given schooling opportunities.

A student perceiving negative to education outcomes will choose another alternative as opposed to undergoing schooling. Information available to primary pupils plays a crucial role in their candid decision of behaviour and actions that relate to learning potentials as individual and active members of the society. The motivation of primary pupils is very much influenced by the information they invariably receive from parents, guardians, and community members on the relevance and benefit of undergoing secondary education. As prospect adult, extrinsic motivation is fostered by their family members and those adults that scaffold their growth.

The study has authenticated how information available to education stakeholders and the community have both positive and negative to children endeavours of their education journey depending on which source they are susceptible aligned. At a quick glance, primary school pupils have no clear understanding and knowledge of what is secondary education and the advantage of acquiring that kind of education apart from mere employment in the government posts. Parental involvement is important to enhance motivated learners activeness that they may sustain in education system regardless of the

difficulties that may arise during schooling. Appropriate knowledge of secondary education that is disseminated to children may activate children curiosity to learning, as such both intrinsic and extrinsic motivation may be manifested from the children. Children or primary school pupils who get appropriate information from the right source concerning the relevance of secondary education is likely to be motivated and sustain in education practices. It is also likely to favour students to participate secondary education if educational outcomes tend to improve lives of beneficiaries but it is the opposite if the information is from wrong source and the victim of educational outcomes in one way or another.

#### **5.4 Recommendations**

From the summary, major findings and conclusion, the study gives the recommendation that will help to improve motivational dimensions of primary school pupils toward secondary level schooling in Mpanda district and other places elsewhere. First, it should be noted that students learn best and zealous when they are motivated to participate in the learning process. The study recommends that parents, teachers, and every community members have to underscore the role of motivation to learners and everyone have to play a role to motivate students at home and all levels of education system.

To fulfil this multifaceted role, it is recommended that community should be given enough information and knowledge of the value of secondary education apart from securing employment opportunities from the government and its agencies. Upper classes from primary school may also be offered opportunities to visit secondary school nearby to share stories with those in secondary schools as a way of acquainting them to the secondary environment and motivating them to join later in their life. Second, the secondary curriculum should incorporate ethical subjects, patriotism and life skills more practical.

Third, that GoT should improve the quality of education so that those who undergo secondary cycle should be a role model to their younger ones in primary school. This include provision of good learning and teaching environment, allocating competent teachers, emphasising mastery of the language of instruction by both teachers and students, creating a friendly atmosphere between teachers and students as it may be acknowledged, students at secondary school regard themselves as a young adult.

### **5.5 Areas for Further Studies**

This study was conducted in one district from Katavi Region. Because of being confined to the study areas, for the sake of generalisation, it suggested that similar studies should be conducted in other regions using large samples so as to draw conclusions that are more representative and sampling free errors. It is acknowledged that the current study did not delve into all matters related to motivation of primary school pupils towards secondary level schooling as there are issues that have emanated from this study that require further investigation. The studies are needed to be conducted, to examine the impact of parenting in motivation to schooling, impact of motivation in the transition from primary to secondary level schooling and other motivational related studies that link a shift from primary to secondary level schooling. Finally, meta-analytical studies are needed to assess global trends on motivation of primary students in the process of lifelong learning, especially in developing countries

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## APPENDICES

### **Appendix I: Questionnaire for Parents/Guardians, Village Leaders and Primary School Headteachers**

Greetings dear respondent!

I am Enerico Sumbizi John, a student at the Open University of Tanzania at Katavi Centre.

I am pursuing Masters' Degree in Education Administration Planning and Policy studies (MED-APPS).I am undertaking a research on **the analysis of motivation of primary pupils' towards secondary level schooling**. The study will be conducted in Mpanda District. You are kindly requested to respond to this questionnaire by simply putting a tick to appropriate belonging or fill a blank space provided. Your deliberate decision to participate is highly appreciated and there are no correct or wrong answers because it is not an examination. What you are required is just to provide a response you feel and believe to be the most appropriate. All the information you will provide will be confidential and will be used for academic purposes only and not otherwise. When you have duly filled the questionnaire, please return it immediately to the person who handed it to you. Thank you in advance!

#### **A: Respondent Basic Information**

Tick where you belong;

1. SEX; Male , Female

2. AGE; Below 20 years ; 20-29 years ; 30-39 years ; 40-49 years   
50-59 years ; above 60 years

3. MARITAL STATUS; Married  , not married ; divorced

4. WORKING STATION OR RESIDENCE.....

5. What is the level of your education?

Not attended primary education at all  ; Standard seven ; Form four

Form six ; diploma ; degree and above

6. Do your children/pupils know anything about secondary education? Yes  / No  , if yes how do they know about secondary education?

.....  
 .....  
 .....

7. Tick where it is appropriate according to your perception

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
<b>Are primary pupils motivated enough to join secondary education?(reasons for their motivation)</b>					
a. student ability in primary school					
b. freedom to choose the type of education after completing standard seven					
c. freedom to select school they would like to join after passing their standard seven examination					
d. English language as a teaching language at secondary school					
e. pleasant learning environment found in secondary schools					
f. cheap and available					
g. fashion for everyone					
h. the presence of secondary schools nearest to their home					
i. personal comments					
..... .....					
<b>Are there right sources of information to primary pupils on the relevance of secondary education?(right sources of motivation)</b>					
a. parents					
b. Teachers					
c. people with low education or no formal education at all					
d. non-governmental organisation and other					

community organisation					
e. local government authorities					
f. peers groups					
g. people with secondary education or more than secondary education					
h. Media					
i. personal comments	<hr/> <hr/> <hr/>				
<b>Is Secondary Education of benefit in our times? (value of secondary school education)</b>					
a. It promotes social recognition					
b. It is a ladder into higher learning and Professionalism					
c. It is important because it is needed to make life better					
d. It promotes critical thinking and confidence					
e. Good opportunities to make friends					
f. Help to increase participation and understanding to social activities					
g. It provides necessary skills for self-employment					
h. It improves employment opportunities					
i. Personal comments	<hr/> <hr/> <hr/>				
<b>What are trends and potentials of Secondary Education in our times?(trends and potential of secondary education)</b>					
a. Secondary education today is cheaper than it was in past fifteen years					
b. Secondary education today is better in quality					
c. There is improved access and equity to secondary					

education today than it was in the past					
d. Performance in secondary education today is better than in the past					
e. There is a better possibility to advance and progress in providing secondary education for all					
f. Expanded secondary education will cultivate participation in political activation					
g. Secondary education today is expanded definition of basic education					
h. Expanded secondary education makes Tanzania culture homogeneous					
i. Personal comments	.....	.....	.....	.....	.....

8. Is it important to have people who have a post-primary education like secondary school amid our communities? Yes / No , Why?

.....

.....

.....

.....

.....

.....

.....

**Thank you very much for taking your precious time to respond to questionnaires**

**Appendix II:****Focus group discussions question guides for primary and secondary school student**

1. What is secondary school? How (when) did/do you know about secondary schools?
2. Are you interested in joining secondary school after completion of standard seven? Why?
3. How was secondary education offered in past?
4. How did people get information on secondary education in the past?
5. How can you compare secondary education in past to the situation as it is now?
6. If you are to talk to your friend concerning secondary education what would you like to tell?
7. Tell me things that I have not talked about concerning secondary education that you would like to share.

**To be answered by Secondary school student groups only**

1. What did you know about secondary education?
2. Were you interested in joining secondary school? How?
3. Do you talk to your friends in primary schools concerning secondary school?
4. What you see today in secondary school now is similar to the thoughts you had regarding secondary schooling when you were in primary school? Why?

### **Appendix III:**

#### **Interview Guide for heads of secondary schools and Ward Executive Officers**

1. In our recent times, do primary pupils show interest in secondary education?
2. The way you see children nowadays what level / age do they get feeling of secondary education?
3. Are the pupils nowadays interested in joining secondary education? Why?
4. What makes primary school pupils fail to participate in secondary education after graduating?
5. Do students know anything concerning secondary education?
6. How do they get information concerning secondary education?
7. Do you think that your children/student can explain the value of secondary education?
8. Why should your children/students desire to join secondary level schooling?
9. If you hear about secondary education what comes in your mind?
10. Do you know how many students are being selected to join secondary education?
11. What makes them neglect these opportunities to join secondary schools?
12. If you are requested to explain to someone concerning secondary education what would you like to share with him?
13. How do you compare our secondary education in the past, today and the future? Why do you think so and what should be done?
14. Is there anything concerning secondary education that I have not talked about and that you would like to share together?

**Appendix IV:****Checklist for Regional and District Educational Officers, Ward Education (Coordinators)****Officers and School Board Chairpersons**

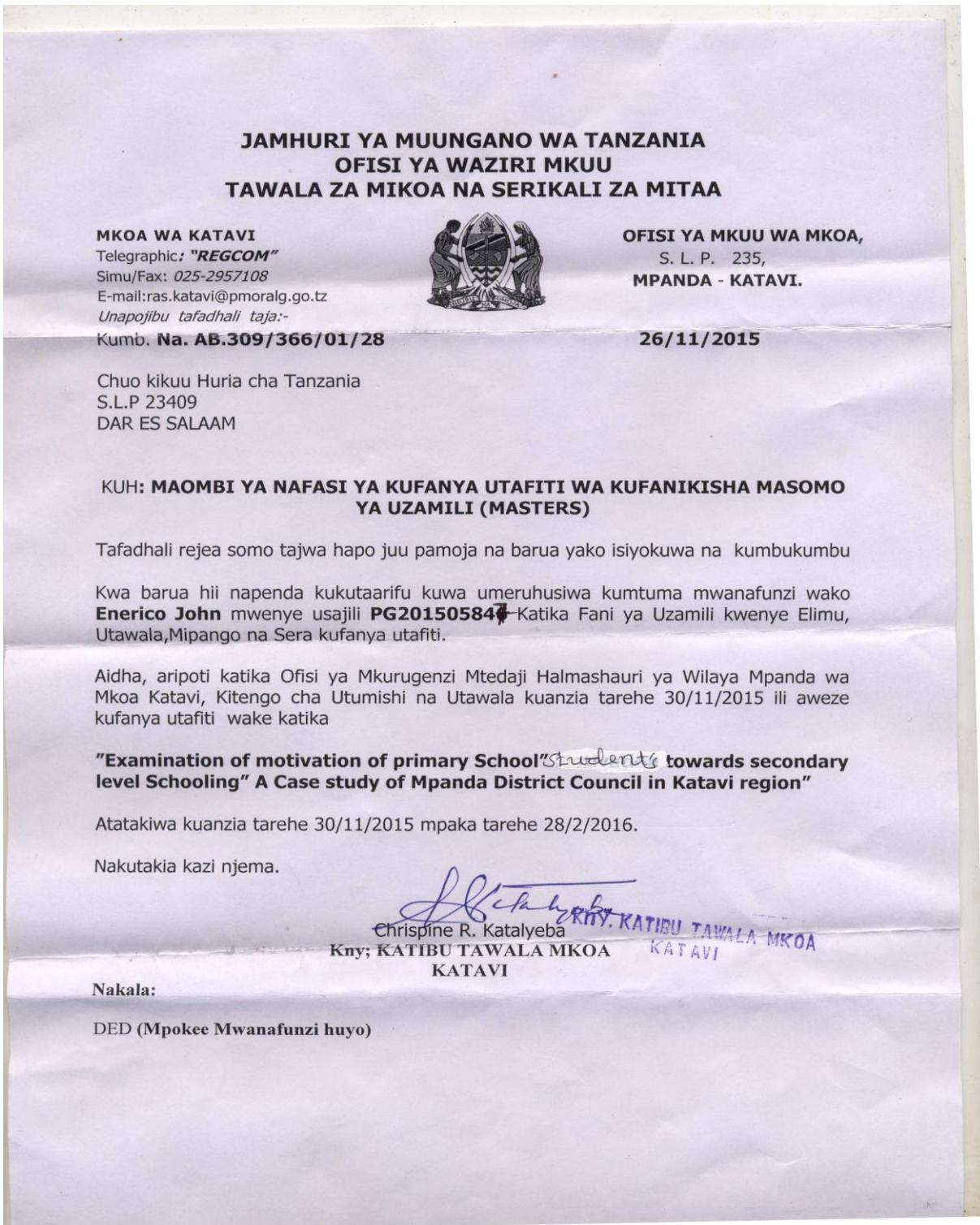
1. How are students motivated to join secondary schools in our times?
2. What is the information available to primary pupils on the motivation for secondary education?
3. What are the sources of information and knowledge on available motivations among education stakeholders concerning secondary level schooling?
4. How is information on available motivations for secondary education relate to pupils behaviour on secondary level schooling?
5. What are the trends on issues regarding post-primary education development especially the interest in secondary schooling?
6. What are the potentials for post-primary education developments, including secondary schooling for individual socio-economic developments?
7. What does the policy stipulate concerning the motivation of students to join secondary schools?

## Appendix V:

## Map of Mpanda District Council Administrative Boundaries



**Appendix VI: Research Clearance Appendix VII: Regional Administrative Secretary Data collection Permission letters.**



**APPENDIX VIII: MDC Data Collection Permission Letter**

