

**EXAMINING THE CONTRIBUTION OF WARD SECONDARY SCHOOLS
INTO FORM FOUR LEAVERS' SOCIO-ECONOMIC DEVELOPMENT IN
KILINDI DISTRICT COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2017

CERTIFICATION

The undersigned, certifies that has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: *Examining the Contribution of Ward Secondary Schools into Form Four Leavers' Socio-Economic Development in Kilindi District*, in partial fulfillment of the requirements for the degree of Masters of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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.....

Date

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DECLARATION

I, **Geofrey Gershom Abayo**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature:

Date.....

DEDICATION

This work is dedicated to my beloved children: my sons, Goodluck and Gershom and daughters Anyango and Margreth. It is a challenge to them to follow my footsteps and go beyond what I have attained.

ACKNOWLEDGEMENTS

Writing a dissertation is a long and tedious process that requires the author to involve a number of people. In this regard, this work is a product of several dedicated individuals and institutions. While I am indebted to all, the following deserve a mention.

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ABSTRACT

This study examined the contribution of Ward secondary schools into form four leavers' socio economic development in Kilindi District. The study specifically explored the academic performance trend of Ward secondary schools in Kilindi district in 2012 to 2015; assessed the socio-economic status of students who completed form four from Ward Secondary Schools in Kilindi District, The sample comprised of 155 participants, involving: Students, Form Four Leavers, Parents, Heads of Schools, Village and Ward Executive Officers and District Secondary Education Officer. The data were collected through questionnaires, focus group discussion and interviews. The findings revealed that students who went beyond form four education were few, and most of form four leavers are unemployed. They live with their parents, and are engaged in petty businesses such as 'bodaboda', 'mama ntilie', 'machinga' and subsistence farming among other things. Moreover, it seemed that there was no difference between those who passed and those who did not pass through secondary education in terms of socio-economic conditions when both groups are in their normal lives in communities. To a lesser extent those who didn't go to secondary school might be better off socially and economically. It was concluded that ward secondary schools have little positive contribution to socio-economic development of secondary school leavers. It is recommended that science subjects should be made compulsory to ordinary level students instead of being optional subjects in ordinary level. Moreover, entrepreneurial education should be introduced in basic education in order to impart socio-economic skills and knowledge for secondary school leavers to improve their socio-economic wellbeing and their communities in general.

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LIST OF ACRONYMS AND ABBREVIATIONS

APA	American Psychological Association
BEST	Basic Education Statistics in Tanzania
DSEO	District Secondary Education Officer
ETP	Education and Training Policy
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
KDC	Kilindi District Council
MDGs	Millennium Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupambana na Umaskini Tanzania
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
MoFEA	Ministry of Finance and Economic Affairs
NBS	National Bureau of Statistics
NGO	Non-governmental organization
PHDR	Poverty and Human Development Report
REO	Regional Education Officer
REPOA	Research On Poverty Alleviation
UNCED	United Nations Conference on Education
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Fund
URT	United Republic of Tanzania
WB-IDA	World Bank- International Development Agency

CHAPTER ONE

1.0 THE PROBLEM AND ITS CONTEXT

1.1 Background to the Problem

Education is a process by which the individual acquires knowledge and skills necessary for appreciating and adapting to the environment and the ever-changing social, political and economic conditions of society and as a means by which one can realize one's full potential (MoEC,1995). In Tanzania traditional education emphasized principles of good citizenship, acquisition of life skills and the perpetuation of valued customs and tradition (MoEC, 1995).

Education in every sense is one of the fundamental factors of development no country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world at large. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing socio-economic and social progress and improving income distribution (*Turkkharaman, 2003*).

According to UNESCO (2001) ,the objective of the United Nations decade of Education for Sustainable Development (2005-2014) states that education aims at incorporating various sets of values, principles and goals for the purpose of learning and continuous growth. The enlightening endeavour can promote alterations in attitude and perceptions. It can produce new sustainable opportunity regarding the ecological reliability, financial feasibility and the creation of the ideal

society. Rio summit declares that the purpose of education should be for the socio-economic betterment of the society as a whole (UNCED, 1992). The 21st century has witnessed the technological changes, in ushering a new era for the educational planners and practitioners. The notion of education for continuous growth also facilitates the masses expanding comprehension, standards and expertise to take part in different mechanisms, independently and jointly at local level or at the global level (URT, 2006). Therefore, worldwide, education has been declared as one of the basic needs of human rights, just as one needs food, shelter and clothing to survive. In that regard UNESCO (1990) stated that everyone has a right to education. It was furthermore explained that education is an essential undertaking in development of any society. It is seen as means for raising political, socio economic consciousness as well as raising level of manpower. The motion was adopted in World declaration on Education For All (EFA) which was held in Jomtien, Thailand in 1990.

The Jomtien declarations have led to the increased number of pupils in primary schools and students in secondary schools. At independence in Tanzania, shortage of skilled labour was a major constraint to the achievement of the government's development goals; to address these problems, the government was to come up with appropriate education policies and invest in education. Investment in education can help to foster economic growth and enhance productivity. Education contributes to the national and social development and reduces social inequality (Nyerere, 1966); World Bank (1988) and UNESCO (2005) argue that the level of a country's education is one of the indicators of its level

of development. However, low levels of education can be the cause and outcome of poverty. This is on both at the level of household and the state (Kainuwa & Yusuf, 2013). This view is also supported by Al Samarai and Chug (2011). Although education provision has high cost and is expected to lead to economic growth in longer term, the government remains with the duty to provide sufficient, equitable and quality schooling to all citizens. Low educational attainment in developing world including Tanzania can be attributed to a combination of factors ranging from households, national to global level. For example, the majority of children in Sub Saharan Africa do not make it to secondary school. The Gross Enrolment Rate (GER) shows that two third of all countries with secondary GER of 40% and below are in Africa, and in some cases only a small minority participate in and finish secondary schooling. According to UNESCO (2001), a high proportion of population has to receive secondary education for economic growth to take place. To the other hand, the attribute of access should also be linked to equality, equitable and acceptable kind of education to enable people to give their contribution to development process.

1.1.1 The Ward Secondary Schools

The Ward secondary schools in Tanzania are government and parents' owned secondary schools. The government through the Ministry of Education and Vocational Training (MoEVT), with assistance of funding agencies, community contributions, development partners, local government contributions, government through internal and external sources (WB-IDA) embarked on building community secondary schools countrywide in each ward (Mrutu et al., 2005). In the main,

community secondary schools are serving children from low-income families, rural remote areas, while the government provides schools with financial and technical support such as paying teachers' salaries. In most cases the communities have been responding positively for school contribution and maintenance, and are involved in school management and governance (URT, 2010). The function of ward secondary schools is to prepare the present learners to become future managers, doctors, engineers, social scientists, farmers and the like, to mention but a few to serve the nation and people at large in bringing about development both in individual and national level.

They have a role of removing all the hurdles in the way of sustainable socio economic development. They are the role models and the public is largely looking forward to these enlightened segments of society from these schools to contribute maximally to alienate the socio economic problems of the society (URT, 2010). From the foregoing, the assumption is that sustainable socio-economic development is an essential component of the policy for the future development of the education sector for a country to attain sustainable development.

The decisive purpose of this concept is to make the ward secondary education to be acceptable as a chief solution provider to the demands and challenges of the modern technological era, so ward secondary school students need to be taught in that direction to meet challenges of the world up on leaving their studies. It is obvious that the function of academic circles is very important to the accomplishment of any arrangement or policy for sustainable socio-economic developed society. Then again, it is widely recognized that there are still many

setbacks between academia and the society. From time to time, academic institutions have been in conflict with their societies over their missions and responsibilities (URT, 2005).

To cope with the 21st century, many ward secondary schools in Tanzania are reassessing their available resources to equip their students with the best technological learning (UNICEF, 2009). The great challenge ahead is how to make the education more available and viable to the community through ward secondary schools, to make easy the economic development, provide much needed social services, support public endeavors, offer technical assistance to the community, provide guidance for community problem solving, and create opportunities for schools, students and community residents to learn from each other. This pushes ward secondary schools to become an exceptional place for learning and meeting points for new idea generation, hence, as they are so closer to the community, we expect that NGOs, individual and community at large can benefit much from these schools in terms of idea and experiences sharing so as to produce competent graduates who will turn society at large from being a consumer to a producer and provide accountable trustworthy and reliable citizens (World Bank, 2010).

Nevertheless with the purpose of understanding what ward secondary schools can give in the concept of sustainable socio economic development, some critical issues have to be addressed and considered. It is regarded that in order to integrate the ward secondary schools with socio economic development standards, there is no need to change or revolute the whole existing system. As the nature of socio - economic development is very integrated and as many

secondary schools in Tanzania have yet to adopt some elements of socio economic development, a smooth transition from the existing system to a system which accommodates more of development standards seems to be a very practical and promising solution ahead of the secondary schools in Tanzania. To make this transition happen, one needs a balanced and harmonious transition of the existing system into a more coherent action plan. This transition, adjustment and re-orientation need to be coordinated properly to have its maximum impact on the education system to have higher degrees of sustainability (URT, 2010).

1.1.2 Trends of Students' Academic Performance

Tanzania has recently been in demise of education failures if gauged through the performance of form four secondary leavers. The trend of the results from 2009 seems to pose serious challenges for the future development of the country (Hakielimu, 2013), the view which is supported by Gershon (2013), Machumu (2011) and Mwenda (2012). The tendencies on students' performance tell a lot in relation to future development of the country. For instance, while most of students could not access education in the previous years, from 2006 things seemed to change (UNESCO, 2009). The Tanzanian government decided to work on the numbers through ensuring that most young people go to schools. The drive was important, in that increment of numbers of students was noted, since about 3000 schools were built attracting many students in the entire country (UNDP, 2011).

The schools built are noted to have been on top record since independence in Tanzania and this has gone beyond the construction of any African country. In addition, the construction of ward secondary schools was done within the national

budget with half of the funding originating from the community. Despite the fact that there was significant increase in number of students enrolled in secondary schools, the form four national examinations results of 2011 and 2012 show a reverse. For example, in 2011 results were that 51 percent got division zero (failed) and in 2012 the percentage of failures raised up to 63 percent. The most component of mass failures were students from Ward secondary schools (Gershon, 2013; Hakielimu, 2013; MoEVT, 2013).

1.2 Statement of the Problem

It has been contended that education is a key to socio-economic development of any nation and communities. A common slogan says “education is a key to life”. Thus, parents have been struggling to ensure that their children go to school. Accordingly, net secondary school enrolment has continued to increase from 20.6 percent in 2007 to 27.8 percent in 2009. REPOA (2009)’s results for education sector show continued expansion in access to pre-primary, primary and secondary education. Nonetheless, the benefit communities derive from this schools especially ward secondary schools remain far behind as compared to spending the government and community at large incur (REPOA, 2009). Any education systems meant to ground and advance the values of a particular society that it should have a purpose and relevance. It must be able to prepare its recipients to be active agents of change in their environment by shaping their modes of thought, inculcating positive attitudes, transferring skills necessary to improve individual conditions and that of society (Nyerere, 1969).

The first community secondary school in Kilindi district was established in 1988; up to 2001 Kilindi had 20 ward secondary schools producing an average of 772 form four leavers annually. Up to 2016, there are 22 ward secondary schools in the district producing an average of 890 form four leavers annually (KDC, 2013) and District Secondary Education Office report (2016). One would expect that, with the increase in number of secondary schools scattered all over the district and with that great number of form four leavers, the district would have been better off economically; but Kilindi is the poorest of the districts of Tanga region despite being endowed with many natural resources (KDC, 2013), most of the literature and information address academic performance without touching adequately the contributions which is made by ward secondary schools in the communities in terms of socio-economic development through their form four leavers whose majority remain in the societies after completing form four. From the foregoing, it is also an assumption of the Researcher that ward secondary schools might have little contribution in socio-economic development of their communities (societies), an assumption that is negative. Consequently the reality needs to be verified.

1.3 Objectives of the Study

1.3.1 Main Objective

The main objective of this study was to examine the contribution of ward secondary schools into form four leavers' socio-economic development in Kilindi district.

1.3.2 Specific Objectives

In the light of the main objective, the study had the following Specific Objectives:

- 1) To explore the status of academic performance of Ward secondary schools in Kilindi district from 2012 to 2015.
- 2) To assess the socio-economic status of students who completed form four from ward secondary schools in Kilindi District from 2012 to 2015.
- 3) To examine the contribution of Ward secondary schools into form four leavers' socio-economic development.

1.3.3 Research Questions

The study was guided by the following questions:

- What is the academic performance of Ward Secondary school in Kilindi District in four consecutive years between 2012 to 2015?
- What is the socio-economic status of form four leavers who completed from ward secondary schools in Kilindi district between 2012 to 2015?
- What is the contribution of ward secondary schools into form four leavers' socio economic development?

1.4 Significance of the Study

One of the objectives of secondary education is to prepare the students to join the world of work as stipulated in Education and Training Policy of 1995, ward secondary schools serve the same purpose, that means to enable their form four leavers become self reliant economically and socially. This objective has not been met as most of the ward secondary schools' leavers has got no enough skills anticipated to enable them employ themselves in various socio-economic activities (Mwenda, 2012).

Therefore, it is expected that the knowledge generated from this study will increase understanding in the ways which enable and influence the development of education sector in the country during various stages of policy making, also to decision makers and planners in realizing the various factors influencing the development of education sector in the process of planning and implementation of the educational practices and programs for sustainable socio economic development, in the study area and also in the various parts of the country and the world at large. The study is significant to other researchers who will be interested in doing research on the similar area. In addition , the study will significantly enrich different studies that have already been undertaken with nothing or little said on contribution of form four leavers from ward secondary schools into socio economic development in a society. The results from the study will contribute to the existing body of knowledge and benefit educational planners and society at large and also will stimulate the academicians to carry out further studies related to the similar issue.

1.5 Definitions of Key Terms and Concepts

1.5.1 Ward

According to the Hieneman International Students' Dictionary (1991), the term ward means a part of constituency, especially one that elects a representative to be a town councilor. For the case of this study a ward refers to an administrative subdivision of a district.

1.5.2 Secondary School

A secondary school often refers to a high school or a senior high school, is a school which provides secondary education, between the ages of 11 and 19 depending on location, after the primary school and before higher education (Kis & Park, 2012). The term secondary school as used in this study refers to the level of students in a formal setting above primary school that starts from form one to form four.

1.5.3 Ward Secondary School

The term ward secondary school is used to refer to those secondary schools that were constructed and established in each ward by the directives of the government through local communities participation where as they were purposely introduced by the Tanzanian government in order to meet the need of increasing number of students' enrolment in secondary schools (Machumu, 2011).

1.5.4 School Performance

Refers to the accomplishment of a given task which is measured against predetermined standards of accuracy, completeness, cost, and speed (<http://businessdictionary.com> on school performance). In this study school performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the government. Performance of secondary schools means the rate of schools students passing grades in national examinations. Performance could also be academic or non academic depending on what students have excelled on at school for example being the best debate or English performer (Hakielimu, 2013).

1.5.6 Social-economic Development

Socio-economic development is the process of social and economic development in a society. Socio economic development is measured with indicators, such as GDP, life expectancy, literacy and levels of development. Changes in less tangible factors are also considered, such as personal dignity, freedom of association, personal safety and freedom from fear of physical harm, and the extent of participation in civil society (REPOA, 2009). Szirmai (2015) also explains that socio- economic development has something to do with wealth and poverty which in turn relates to health, life expectancy, education, population growth and politics.

1.5.7 Students' Socio-economic Development

Chug (2011) argues that socio economic status is often measured as a combination of education, income and occupation; and further explains that there is close relationship between education and employment choice. He defines students' socio economic development as the social and economic patterns that affect students positively or negatively in academic performance in education, choice of occupation and social status in the community.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

A good system of education in any country must be effective on two fronts; on the qualitative level to ensure access to education and equity, and allocation of resources to various segments of the society and on the qualitative level so as to ensure that country produces skills needed for rapid and economic development. Evidence exists to show a very high correlation between investment in education and the creation of the national wealth (Kis & Park, 2012; MoEC, 1995).

2.2 Theoretical Review

2.2.1 Human Capital Theory

Becker (1993) provides that human capital theory refers to the stock of knowledge, habits, social and personality attributes including creativity embodied in the ability to perform labour so as to produce economic value. It is a collection of resources, knowledge, talents, skills, ability, experience, intelligence, training, judgment and wisdom possessed individually and collectively by individuals in a population. These resources are the total capacity of the people that represent a form of wealth which can be directed to accomplish the goals of the nation or state or portion thereof.

Robert (1991) observes that human capital corresponds to any stock of knowledge or characteristics the worker has (either innate or acquired) that contributes to his or her productivity. He claims that, other things being equal, personal incomes vary

according to the amount of investment in human capital. Human capital arises out of any activity able to raise individual worker productivity.

Olaniyan and Okemakinde (2008) posit that education as an engine of growth rests on the quality and quantity of education in any country and that formal education is highly instrumental and even necessary rationality behind investment in human capital. Babalola (2003) asserts that the contribution of education to economic growth and development occurs through its ability to increase the productivity of an existing labour force, and that economic evaluation of educational investment project should take into account certain criteria which include:

- Direct economic returns to invest, in terms of the balance between the opportunity cost of resources and the expected future benefits.
- Indirect economic returns, in terms of external benefits affecting other members of the society
- The private demand for education and other factors determining individual demand for education.
- The geographical and social distribution of education opportunities.
- The distribution of financial benefits and burden of education.

Human capital theory is useful in this study because by applying the theory the following advantages can be achieved. First, due to scarce of skilled manpower from the grass root level, the government needs to invest heavily in ward secondary schools so as to enrich students with knowledge which in turn will be applied in different socio-economic activities back in the community, the better the education then students get the means of escaping poverty from societal level to the national

level. Second, ward secondary schools are best places for government not only to impart knowledge and skills but also values, ideas, attitudes and aspirations which are the best Tanzania's interest especially at this time when the country is fighting in restoring morals within its people which has been eroded. Lastly, human capital theory is useful when we want to plan by prioritizing needs of the nation which if followed can help to stimulate economic growth and development in order to address the important issues such as education expansion, under employment, low absorptive capacity, shortage of professionals and districts/regions imbalances.

2.2.2 Conceptual Framework

Magigi (2015) defines conceptual framework as an end result of bringing together a number of related concepts to explain or predict a given event, or give a broader understanding of the phenomenon of interest or simply of a research problem. In this study concepts are joined together to tell a bigger map of possible relationships between various variables, socio-economic being dependent variables (Kothari, 2004). This view is supported by Denscombe (1998) and Devi (1997) who argued that a conceptual frame work is an analytical tool with several variations and contents used to make concept and in organization of ideas or abstract representation connected to the research objectives that directs the collection and analysis of data. The Framework of the study on the ward secondary schools and their expected contribution into form four leavers' social-economic development, is summarized as shown in Figure 1.1.

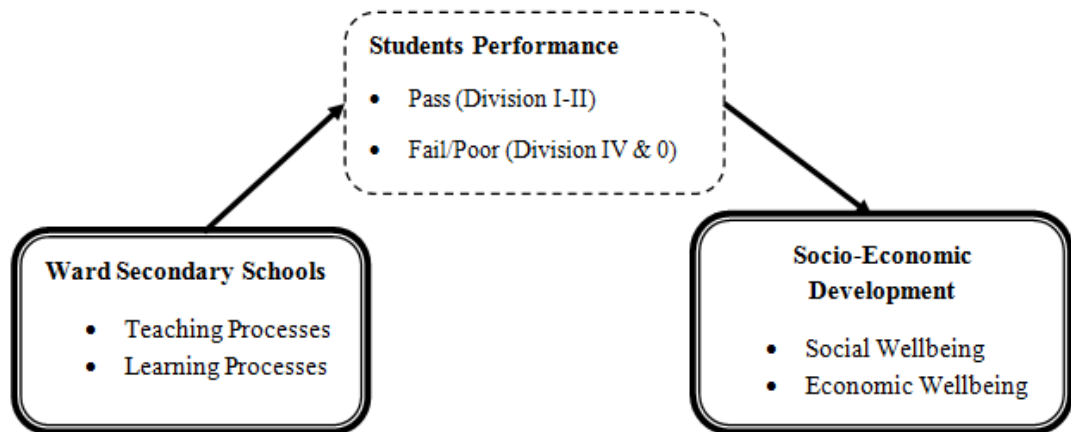


Figure 1.1 Conceptual Frame work on Contribution of Ward Secondary Schools into form four leavers' Socio-Economic Development

Source: Established by the Researcher

After the establishment of more ward secondary schools and input made by the government and community that led to the increase of secondary school leavers, the society expects good performance and competent form four leavers who contribute maximally into socio-economic development in their given areas and make their communities become producers rather than consumers by inducing new thinking, new ways of doing things and new technology in production in various socio-economic activities undertaken by societies. All these are assumed to be determined by how well students are being prepared in secondary level, which is influenced by several combined factors like, availability of competent teachers, teaching facilities dormitories, well equipped library, science laboratories just to mention a few. The mentioned items are independent variables and students' performance and self reliant socio-economic advanced community are the dependent variables. Therefore, from the above Conceptual framework, it can be derived that

there are independent variables and dependant variables that determine the outcome of a given phenomenon that there is a relation of students who complete in ward secondary schools being well prepared academically and their performance in terms of academic and socio-economic. Students' performance and self reliant communities are one of the variables used in this conceptual framework to show the connectivity of issues (Independent and dependent variables).

2.3 Empirical Review

Annette (2003) argues that families with low socio economic status often lack the financial, social, and educational supports that characterize families with high socio economic status. Poor families may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children's lacking basic information of the important issues in a society.

American Psychological Association (2001) on the other hand describes the relationship of family socio-economic status to students' performance by using four variables, namely independent variable, family income variable, higher education standard, parents occupation and family wealth and found out that a family or community with well socio economic background necessitates their students' performance and vice-versa. Aikens,N. and Barbarin, J. (2008) provide that schools in low social economic status (SES] communities suffer from high levels of unemployment, migration of the best qualified teachers and low educational achievement, the idea which is supported by Gimbert et al. (2007) that children in low income schools are likely to perform poorly in exams due to poor family

background socially and economically. MKUKUTA II which continues to focus on socio economic growth and transformation towards realizing Tanzania's Development Vision 2025 has envisaged that Tanzania will be a country characterized by a high level of human development free of abject poverty and with a competitive, innovative and dynamic economy capable of sustainable growth and broad based benefits (Hoogeveen & Ruhinduka, 2009). In order for MKUKUTA to be achieved attention should be focused on basic education; improvements in the quality of primary, secondary and higher education must go hand in hand with expansion of access to appropriately equip students for subsequent employment (MoFEA, 2008).

2.2.1 The Academic Performance trends of Ward Secondary Schools

In Tanzania, for the past five years (2010-2014), the status of secondary education has not been stable such that it has led to unsatisfactory examinations results in summative evaluation. The problem comes from mushrooming of secondary schools as one of the aspects in the education policy that every ward must have its own secondary school (Gershom, 2012). Since the last decade 2002 -2012 schools had been established by citizens in every ward but there were insufficient number of trained teachers (Uwezo Tanzania, 2013). In some schools such as Masagalu, Kilindi and Mbwego Secondary schools there were acute shortage of teachers in all subjects, so the problem has worsened day by day particularly in rural/backward areas. In those mentioned schools, majority of students had failed or had not shown good performance in results and hence, hindering them for further studies. All six schools studied namely; Songe, Masagalu, Kwediboma, Kisangasa, Kililindi and Mbwego

there were acute shortages of textbooks as well as laboratory equipment, also good infrastructure. In the last five years 2011 - 2015 the academic performance of these schools had never been good, achieving low grades in their final form four examinations and most of students failed in their examinations (Education Lab. Report, 2013). Performance of the ward secondary schools from 2008 to 2010 dropped by 38.34 percent; Their performance (43.01%) in 2010 was below national average (54.4%) and thus being worse. Pass percentage of the students in government secondary schools were 91.61% in 2008 and in 2010 the pass rate was 73.67percent. From 2008 to 2010 the performance dropped by 17.94 percent. When general government schools performance 73.67 percent is compared to national level schools (54.4 percent) they are in a good condition because of partly, having qualified teachers (working in government schools) (Twaweza, 2013). The worst academic performance of secondary schools ever recorded in Tanzanian history was that of 2012 whereby the government of Tanzania announced in February, 2013 that 240,903 out of 397,126 who sat for the National Form Four Examination failed, putting the failure rate at 61 percent. Only 6 percent students received a meaningful pass rate of divisions I, II and III and 34percent, received division IV and the rest got division zero.

Those results were labeled as the national disaster that prompted the government to form a probe team to investigate cause of such poor results. However Uwezo at Twaweza (2013) contributed to the debate, presenting the most recent nationally representative education data available to date. Survey conducted by Twaweza revealed that parents and school age children from communities across mainland Tanzania maintained that in many cases children do not have school books, teachers

often do not attend all classes and when they do, they are likely to give assignments and leave. The survey further revealed that Mathematics and English reading competency levels are disturbingly low confirming the National Examinations results, low teachers' morale, teachers' shortages and low qualification of teachers among other findings. The Form Four National Examination results reflect the extremely low levels of educational attainment in basic education in Tanzania today. The massive investment in education in the last decade has not yet been translated into learning gains for students. In moving forward the government will need to review evidence of what drives learning and adjust its policies, programs and goals accordingly. Transforming teacher motivation, effectiveness and accountability are at the heart of this challenge (twaweza, 2013).

2.2.3 The Socio-Economic Status of Students who completed form four from Ward Secondary Schools

Al-Samarai and Bennell (2003) reveal that secondary school leavers are working as small-scale vendors (buying and selling goods) with relatively few additional stuff. It is unlikely that post-primary education will be of much benefit in these activities. Furthermore, secondary school leavers in Tanzania approach self employment as a queuing strategy for waged employment opportunities. Given the increasing numbers of secondary school-leavers entering self-employment these findings are worrying from a policy perspective.

Nyerere (1988) noted that Tanzania as a nation is suffering very badly through the lack of skilled people and the absence of any widespread understanding of scientific principles and their relevance to life. He further noted that thousands of young

people are completing primary and secondary schools without having any particular technical skill which can help them to begin immediately productive work in the society upon leaving schools ; there was a danger that they would become frustrated because they felt ill-equipped for anything except wage employment as unskilled workers which is not available. Though those words were spoken in 1988 they are still relevant in Tanzanian's context as far as form four leavers are concerned.

2.2.4 The Contribution of Ward Secondary Schools into form four leavers ' Socio-Economic Development

Since 2004, Tanzania has taken major strides to revamp its education through Secondary Education Development Programme (PEDP). Ward secondary schools mean low-cost to communities, by ensuring access to education for children who would not otherwise have the opportunity of attending school elsewhere in the country (Sumra & Rajani, 2006). The most impressive achievement has been expanded enrolments. Though the government political commitment has been exemplary, however there is a need for education system to have a clear set of intended outcomes for its learners, and design all the rest of the pieces around these learning outcomes. In focusing on outcomes it is posited that the most important aspect of education is the capabilities its graduates; and that perhaps the most important question to ask of our ward secondary education system is 'what are its students able to do? (World Bank, 2006).

2.4.3 Synthesis and Research Gap

Most of the literature show that the establishment of ward secondary schools has widen the opportunities for standard seven leavers to join secondary education

quantitatively Haki-Elimu (2004); URT (2006); World Bank (2010); Chug (2011), while others are focusing on problems facing ward secondary schools such as Big Results Now Laboratory Report (2013); Uwezo (2013); Lema et al. (2005); REPOA (2009); Claussen & Assad (2010) to mention but a few. Other literature discuss about the type of a nation Tanzania envisages to be in terms of socio economic aspect through diversification of education such REPOA (2009); MOEC(2005); MoFEA (2009); World Bank (2006). The mentioned literature tell more about ward secondary schools without considering the contribution of ward secondary schools and their form four leavers that are pivotal in bringing about communities' social and economic development.

It should be noted that most of ward secondary school leavers return to their societies after completing form four, and ward secondary schools are closer to the community which if properly utilized can bring about positive socio-economic development, but nothing or little is said about these schools plus their school leavers, about their contribution socially and economically in the community. Most of the researchers have concentrated more about performance leaving alone this important aspect which is the basis of any education in the world. In my view, I think the reason for having ward secondary school in every ward is to make education more viable and available to the community for provision of much needed social support, technical assistance, problem solving and creating opportunities which schools, students and community at large learn from each other. Therefore the researcher was aiming at filling the gap in this area academically.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section presents the Research methodology. Methodology deals with the description of the methods applied in carrying out the research study (Kombo and Tromp, 2006). This section is composed of the following sub-sections: Research Design; Study Area; Sample and Sample Size; Sampling Procedures; Data Collection Methods; Validity and Reliability of Research instruments and Data Analysis Procedure.

3.2 Research Design

The study adopted a case study design and employed both qualitative and quantitative research methods. A case study was chosen in this study because, according to Kombo and Tromp (2006), it seeks to describe a unit in detail, in context and holistically. It is a way of organizing educational data and looking at the object to be studied as a whole. In a case study, a great deal was learned from a few examples of the phenomena under study.

Omari (2011) on the other hand says that the purpose of case study is to obtain detailed description and explanations for a given phenomenon. It is evaluative in nature and geared towards the formulation of a theory in terms of explanations. In this regard a case study design fitted the objectives stated in this study. The study sought to establish if the objectives of having ward secondary schools were met or not. The researcher decided to use both qualitative and quantitative approaches

because the study sought to examine the relation of various factors in terms of human learning, teaching and management which involved a complex process and interactions both intrapersonal and interpersonal and because not all educational research questions can be settled by the use of qualitative methods and similarly not all educational research questions can be settled by the use of quantitative approach (Omari,2011) the view which is supported by Kothari (2004)The study falls under the questions which could not be settled by use of a single research method.

3.3 Study Area

This study covered Kilindi district which is located in Tanga region. It is bordered by Handeni district of Tanga region to the east, the Simanjiro district (Manyara region) in the north, Kiteto district (Manyara region) on the west, and Mvomero and Kilosa districts (Morogoro region) in the south.The district lies within the latitudes 50° 18` and 50° 48` degrees south of the equator and longitudes 37° and 38° 45` degrees east of the Greenwich Prime Meridian (KDC, 2009).

3.4 Demographic Description of the Area

According to National Bureau of Statistics (2013), the population in the District in 2012 national census was 236,833. The population is almost evenly divided between males and females constituting 118,167 males (49.8%) and 118,666 females (50.2%).The average household size is 5.1 people and the annual growth is estimated at 2.1 annually; the largest for districts in Tanga Region. In 2015, Kilindi's population was projected to be 255,198 of whom 127,330 being males and 127,868 females. The average population density in the district is 23.5 persons per square

kilometer. Kilindi district is comprised of 4 divisions, 21 wards and 102 villages. The population is mainly concentrated along the roads and in the emerging urban centres of Songe, Kibirashi and Kwediboma. The largest proportions of the District population are in Mvungwe, Kwediboma, Kikunde and Msanja wards and the smallest ward population is in Saunyi in the drier northwest of the District (KDC, 2013).

- The inhabitants of Kilindi District depend largely on small-scale crop cultivation. People cultivate crops such as maize, beans, cassava, potatoes and millet;. There is livestock keeping and lumbering. The soil of this area is mostly loamy sand. Most of the area is characterized with fertile soils and good retention capacity of nutrients. The common soils are clay, sandy and loamy in some areas (KDC, 2009).
- The researcher decided to conduct study at Kilindi district because the district is rich in various types of natural resources including agriculture, livestock husbandry, wildlife, forestry, beekeeping and mining. Agriculture is the leading and growing economic sector and employs about 95% of the population. Despite all that the indigenous community is still poor with per capita income of Tshs. 1,109,463 annually (KDC, 2013).
- One would expect that with the availability of 22 secondary schools producing average of 890 secondary school graduates annually, and the rich natural resources would have been tapped and developed appropriately and would greatly contribute to socio – economic well being of Kilindi society, Tanga region and country at large, but the situation is opposite. Also the

researcher wanted to see if there is any relationship of Kilindi being poor with the national form four performances because, according to the study, majority of form four leavers fall in division four and fail pass and those are the ones who are expected to be the engines of production in the community.

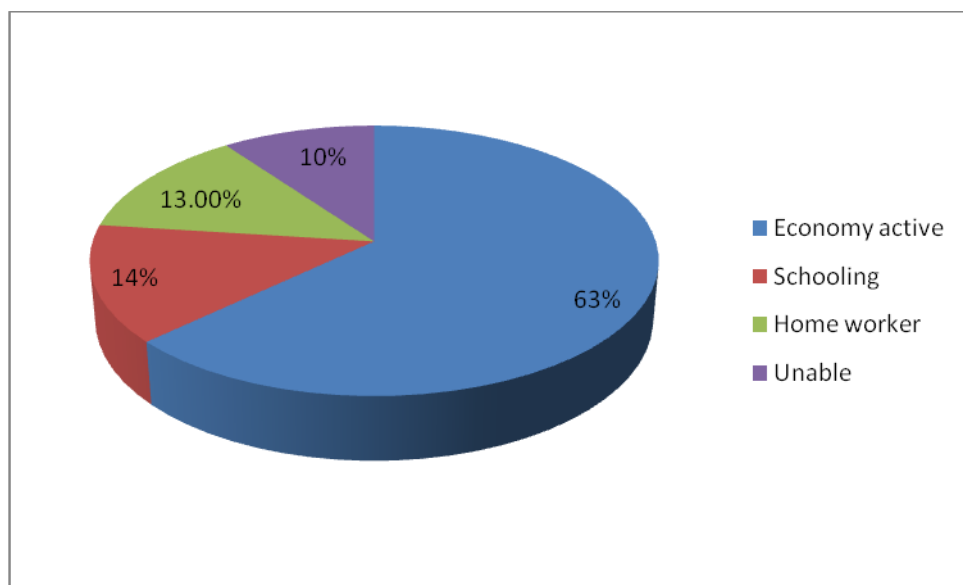


Figure 3.1 Kilindi District Occupations (%) 2014

Source: Established by the Researcher

3.5 Target Population of the Study

Population of the study is the total number of subjects to be studied in a certain area. Population can be an entire group of individuals, events or objects having common observable characteristics (Magigi, 2015). Kilindi district has 4 divisions, 21 administrative wards, 22 ward secondary schools and 102 villages and automatically those constituted the research population in this study. The researcher decided to choose 6 secondary schools purposively based on the academic performance, three

best performing and three worse performing schools in national form four exam results for four cumulative years. From six schools, sample of respondents was drawn purposely based on the following criteria:

One, twenty two (22) heads of ward secondary schools represented category of population and were grouped according to location and performance. All parents whose children completed form four in those six secondary schools whether low or high formed population of that category. Children who completed form four from six chosen ward secondary schools between 2012-2015, formed parts of this research population. All ex-students in the identified /selected schools in the specified duration of years form part of the research population. Ongoing students in these sample schools are part of the population. For those positions occupied by one individual in that level, then the total number of selected form also the population.

3.3 Sample Size and Sampling Procedures

Sample is a small group of the study population from which the information is collected. It is a representative group of the study population (Magigi, 2015). Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains element representative of the characteristics found in the entire group (Kothari, 2002). Sample size was obtained first, through identifying the schools in the district based on the level of performance in each location. Criteria which were used to determine the school's performance were such as overall national grade of the school, rank and grade in the district, region or nation for four examinations in four consecutive years. The

number/percentage of which one got in national exams results based on district data and Basic Education Statistics of Tanzania (BEST) and any other reliable sources of information.

The researcher decided to choose 6 secondary schools purposively based on the academic performance, three best performing and three worst performing schools in national form four exams for four cumulative years. Second, schools were chosen on the basis of performance provided that no two selected schools were found in one ward. Third, those villages and wards that contain the sampled schools automatically qualified for the study including some of their needed participants.

The justification of categorizing semi-urban or urban and rural location based on the fact that these two areas differ perceptively in terms of economic, peoples' awareness, availability of enough teachers in urban areas as compared to rural areas and the like. Based on the above mentioned explanations, the study comprised 155 participants who were selected based on their education, age, sex and economic status as follows:

- Informant purposely selected to represent district officers – One District Secondary Education officer was chosen based on the virtue of her position,
- Headmasters/mistress from 6 selected secondary schools – Six heads of secondary schools were also chosen based on the virtue of their position
- Ward Executive Officers –Six ward executive officers qualified automatically based on the reason that their wards falls in the study sample.

Parents whose children passed through ward secondary schools were 18 and were randomly sampled based on sex, level of education, occupation and the year in which their children graduated provided that those years fall between 2012-2015. Each study school 3 parents were sampled. Parents whose children had never attended ward secondary schools were also randomly sampled, based on Education, gender, level of education, location and age also they were 3 from each studied school. Village Executive Officers were 22 qualified automatically because they found themselves within the study area due to the virtue of their position. Students who completed form four from ward secondary schools were 36 and were purposively sampled regarded that they completed form four between 2012-2015. Students who were still in schools were 48 and there selection based on the forms, preferably forms were form three and form four, sex was considered. Those whom their relatives, brothers or sisters passed in ward secondary schools were sampled first.

3.6 Sampling Procedures

Purposive sampling procedure was used to select the six secondary schools in six wards. Selection of those wards based on performance, location, occupation and economic status of the selected area has already been stated above.

3.7 Data Collection Method

In research, the term “data collection” refers to gathering specific information aimed at proving or refuting some facts (Magigi, 2015). Omari (2011) mentions two types of data; primary data which are numerical or qualitative facts collected by the researcher from studied subjects to provide first-hand information. It is highly influenced by tools used and economic situation of the researcher and the reason of

choosing instruments, respondents and selected area. On the other hand secondary data includes government publications, earlier research, census, service reports, organizational records, articles, books etc.

Data collection in this study based on the three set objectives mentioned in this proposal. The first objective was aimed at exploring the status of academic performance of ward secondary schools in Kilindi District. In this case, data collected focused on performance, the role of teaching and learning materials on students' performance, the role of parents, the role of science subjects in performance, the role of various educational actors in general in preparing students to take active role in the society in order to have enough manpower acquired for social and economic growth upon leaving schools and join the world of work.

The second objective was aimed at assessing the socio-economic status of students who completed from ward secondary schools. In this case, data collected related to real practice process in acquisition of life, success factors and policy requirement in place. The purpose here was to explore whether or not the education acquired by students at secondary education level does respond to the ever changing socio-economic development and thus it renders them capable of undertaking self and direct employment in the formal and informal sector.

The third and final objective was centred on examining the contribution of ward secondary schools into form four leavers' socio-economic development. In this respect, data collected included factors for socio-economic success, motive behind the establishment of ward secondary schools in Tanzanian community, the reasons

why form four leavers do not do well in socio-economic aspect as compared to others who have had no opportunity in attending ward secondary schools, and lastly understanding how best form four leavers and community at large can make the best out of the availability of ward secondary schools in links of various actors of education. Data collection methods chosen were also due to research design, resources available, socio economic and demographic characteristics of the study population and the purpose and the relevance of the study apart from the study objectives. The following were the data collection methods employed in this study namely, interviews, questionnaires and Focused Group Discussion.

3.7.1 Interviews

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts from the interviewee. Interviews are the common method of collecting data. This study used semi-structured interviews as the main method of data collection. Denscombe (1998) defines an interview as the meeting in which a researcher asks somebody questions in order to find out his or her views. Bogdan and Birklen (1992) define interview as face to face version of questionnaire. Kothari (2004) on the other hand says that interview is a method of collecting data which involves presentation of oral verbal stimuli and in reply in terms of oral-verbal responses through personal interview and telephone interviews.

It is argued that interview enables a researcher to get some topics in depth and discover the reasons and motivations which make the participants act in a certain way. Therefore interview is systematic way of talking and listening to people. The researcher decided to select and use interview method because it helped the

researcher obtain more information and in greater depth, through probing beyond the pre determined questions. Semi- structured interview was selected because unlike the structured interview, the researcher was free to ask additional detailed questions about the study .Moreover, the researcher could explore more deeply into the respondents' deep inner feelings on the study. This means a researcher did not have to stick to the interview guide only. Therefore the researcher used interviews in collecting data from Ward Executive Officers (6), Village Executive Officers (22), Head of ward secondary schools (6), District Education Officer (1), Parents whom their children completed in ward secondary schools (18) and Parents who did not have children in ward secondary schools (18).

3.7.2 Questionnaires

Questionnaires are commonly used to obtain information about the study (Mugenda & Mugenda, 1999). Each item in the questionnaire was developed by the researcher to address a specific objective of the study. Kombo & Tromp (2006) define questionnaires as a research instrument that gathers data over a large sample, Omari (2011) on the other hand defines questionnaire as the technique in data collection and as the single mostly used in education which secures responses to certain questions. Cauvery et al (2003) define questionnaire as the research instrument which consists of a number of questions usually printed or typed in a definite order and form seeking to obtain information about personal beliefs, feelings, motivations, expectations or future plans. The researcher decided to administer questionnaires to ongoing secondary school students especially those who are in form threes and fours. This is due to the fact that he wanted to get more information from the respondents

who in one way or another are part and parcel of the ward secondary schools; moreover the students' future life depended to a greater extent on the type of education they got from these schools in terms of academic activities. The researcher used 48 respondents from this category.

3.7.3 Focus Group Discussions (FGD)

The objective of focus group discussions was to get high quality data in a social context where a researcher and respondents could consider their own views in the context of the views of others, and where new ideas and perspectives could be introduced. Denscombe (1998) defines a focus group discussions as a group of individuals selected and assembled by researchers to discuss to comment on about the topic of the research from their personal experience. Unlike the interviews, which aim to obtain individual attitudes, beliefs and feelings, focus group discussion elicits a variety of views and emotional processes within a group context.

The focused group discussion enabled the researcher to collect a large amount of information in a shorter period of time. The researcher decided to use focus group discussions method to 6 ex- form four leavers in each ward secondary schools to examine and explore their views on contribution of ward secondary schools into their life socially and economically and the contribution of ward secondary schools in general in the life of the societies they live in. The focus group discussion was held to a total of 36 ex- ward secondary school leavers who completed between 2010-2014 who are now undertaking different socio-economic activities in the communities.

3.7.3.1 Data Collection Period

Data collection took place in July to August, 2016 and was performed by the researcher with one research assistant whose major role was to help in decoding the data. The interview guides based on study objectives. All guidelines were translated into Kiswahili language for ease of communication and to minimize language barriers. Interview at district level was conducted to the District Secondary Education office while at ward levels interviews were held in offices of the ward executive officers, at village level interviews were conducted in the village offices. Interviews to heads of schools were conducted in their offices and interviews of parents were conducted in various places of their choice. As school leavers who completed in the past years were scattered and not controlled by school authorities they were met in ward head-quarters and a focus group discussion was conducted to them after making an appointment to them and seeking their consent using parents, teachers, students, religious leaders and village/ward leaders. Ongoing students gave their information through questionnaires. All interviews, focus group discussions and questionnaires were tape recorded note taken, transcribed and translated into English.

3.7.4 Documentary Review

Secondary data were collected through documentary review. Thus documents such as minutes of meetings, existing policies, strategies and attendance registers were reviewed in addition to the Form four Examination results and annual school based Examinations which were found in DSEO's office and heads of schools offices respectively.

3.8 Validity and Reliability

The use of validity and reliability are common in quantitative and qualitative research paradigm (Mugenda, 1999; Omari, 2011 and Mason, 1998). The credibility of the research squarely hangs on the fulfillment of the requirements of validity and reliability of research instruments (Omari, 2011). The researcher ensured that measurement did what it was supposed to and that results become consistent over time and an accurate representation of the total population under study by doing the following:

- First, deploying multiple evidences such as documentary review, interview, a case study and other necessary evidences and finding the right people to provide data for the study.
- Second, the researcher used research assistant who is knowledgeable about the research and familiar with the environment whose role was to help in coding data and know the indigenous language for the purpose of making respondents especially the elderly ones know the importance of information they were supplying to the researcher.
- Third, the researcher did pilot testing to a number of 36 respondents in Mvungwe Ward by using questionnaires to check out clarity of instructions, sequencing, layout of items getting clarity on the type of questions and questioning strategy that generates best responses to eliminate ambiguous or difficult terms and words.
- Fourth, questions construction was taken care of and various ways of probing were used, to avoid individuals from giving false answers to particular questions, various ways of probing were devised. Hereunder, we present the

data specification matrix to ensure consistency in data collection also for reliability and validity purposes.

Table 3.2 Data specification matrix

Research objectives	Research Questions	Research methods	Sources of data	Data collected
To explore the status of academic performance of ward secondary schools in Kilindi District from 2012-2015	What is the academic performance of ward secondary schools in Kilindi district in four consecutive years between 2012-2015?	-Questionnaires -Interview -Documentary Review -Focused Group Discussion	-Teachers -School heads -DEO -Parents -WEOs' -VEOs' -Form Four Leavers -Students -Documents	-Views -Opinions -Feelings -Information
To assess the socio-economic status of students who completed form four from ward secondary schools in Kilindi District from 2012-2015	What is the socio-economic status of form four leavers who completed form four from ward secondary schools in Kilindi district between 2012 to 2015?	Questionnaires -Interview -Focused Group Discussion	-Teachers -School heads -Parents -WEOs/VEOs -Form Four Leavers -DSEO -Documents	-Views -Opinions -Feelings -Information
To examine the contribution of ward secondary schools into form four leavers' socio-economic	What is the contribution of ward secondary schools into form four leavers' socio-economic development?	-Questionnaires -Interview -Focused Group	-Teachers -School heads -Parents -Form Four	Views -Opinions -Feelings

development.	Discussion	Leavers	-Information
		-On going Students	
		-WEOs/VEOs	
		-DSEO	

Source: Researcher insight (2016).

3.9 Data Analysis Procedure

Main steps in data analyses were organizing and preparing the data analysis, reading through data, coding the data, generating categories interpretation of data. Data processing and analysis were ongoing processes during the whole process of data collection. The collected data were expanded and organized during and after the field work. Immediately after each interview, questionnaire and FGD, together with research assistants, we transformed raw field notes into a well-organized set of notes. The data were ordered in relation to the research questions by using codes.

Moreover, the transcribed data from interviews was given a specific theme to avoid duplication of entries. After entry, each form was marked questionnaires and focused group discussion in word processing, while documents were entered in a specific form everyday to avoid mixing of forms already being coded. The data from Questionnaires were assembled and after all steps in the computer, they were transferred to Excel for drawing figures and charts.

3.10 Study Limitations

This indicates challenges which were anticipated or faced by the researcher and these included timing due to the fact that Kilindi's weather is unpredictable and would

have interfered with the research activities. To solve this, the researcher ensured the reliable transport which was secure from a friend weather friendly. The second limitation involved data inaccessibility because it happened that some respondents were not open up and tried to give false data. To solve this multiple evidences were used to have many sources of data as possible focusing on one issue instead of relying on a single source of data information. Third limitation was the availability of respondents (section of population) especially form four leavers who were not controlled by timetable and were scattered all over since their completion of secondary schools studies. To solve this, efforts were made and researcher met them after employing various techniques.

3.11 Ethical Consideration

Ethical issues of research were adhered to in this study, issues included collecting only the data needed for the purpose of the study and avoiding digressing and getting involved in issues that were not relevant to the study and assuring the respondents that questions posed were meant for research only and nothing more. Informing potential respondents about the general nature of the study and intended uses of the data, protecting the confidentiality of information collected from respondents and ensuring that means used in data collection were adequate to protect confidentiality to the extent pledged or intended were also adhered to. The research sought for clearance letter before starting to collect data from the field. The letter was obtained from Open University authority and the District Executive Director from Kilindi district.

CHAPTER FOUR

4.0 DATA PRESENTATION ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the research findings for this study on Examining The Contribution of Ward Secondary Schools into Form Four Leavers Socio-Economic Development in Kilindi District. The chapter is organized around the three research objectives that guided the investigation namely:

- 1) To explore the status of academic performance of Ward secondary schools in Kilindi district from 2012 to 2015.
- 2) To assess the socio-economic status of students who completed form four from ward secondary schools in Kilindi District from 2012 to 2015.
- 3) To examine the contribution of Ward secondary schools into form four leavers' socio-economic development.

In fulfilling the mentioned objectives, three research questions were developed. The presentation and discussion of the research findings based on the aforementioned research objectives. Beforehand, i give brief explanation of the way i collected the data of this study.

The study interviewed 71 respondents, administered questionnaires to 48 respondents and conducted focused group discussion with 36 respondents. From each selected secondary school the Head of the schools (n=6), Ward Executive Officers (n=6) from where schools were located and Village Executive Officers (n=22) were interviewed,

parents (n=36) whose children were former students and those whose their children did not have that an opportunity to attend ward secondary schools but were found in the study area were interviewed. In addition to that, focus group discussions were held to ex- form four leavers in those selected schools and questionnaires to the ongoing students.

The study was conducted in Kilindi district. In this study names of participants visited are not mentioned due to confidentiality and research ethics. Tape recorders and note books were used, data were collected, edited classified, transcribed, coded and tabulated. The percent distribution of the respondents is as shown in table 4.1.

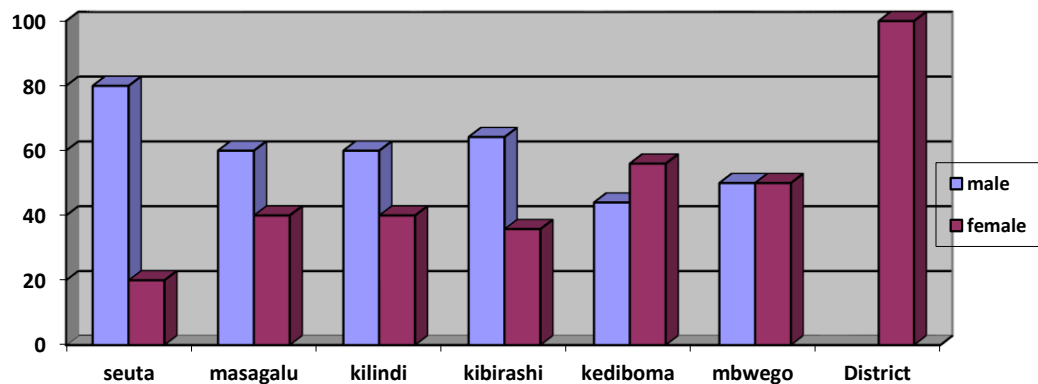


Figure 4.1. Distribution of Respondents by Sex

Source: Field Data (2016).

The demographic information of table 4.1.1 above which shows the distribution of the respondents can be analysed as follows:

- The majority of the participants were male whose total number amounted to 92 (59.3%), Female amounted to 63(40.6%).

- On the part of working experience of the participants, mostly head of schools and district education officer were the ones who had the teaching experience, but there were also noticeable few parents who are retirees professional teachers that made the number of the professional teachers who participated in the study to be 13 equal to 8.3% of the total number of participants. Their experience in teaching varied, but ranges between 3-38 years.
- Categorically participants age fall in the following groups: Those who were in the age between 18-35 yrs were 92 (59.3%), those who were in the age group between 36-45yrs were 36 (23.2 %) and those who were in the age group between 46-50 yrs were 27 (17.4%).

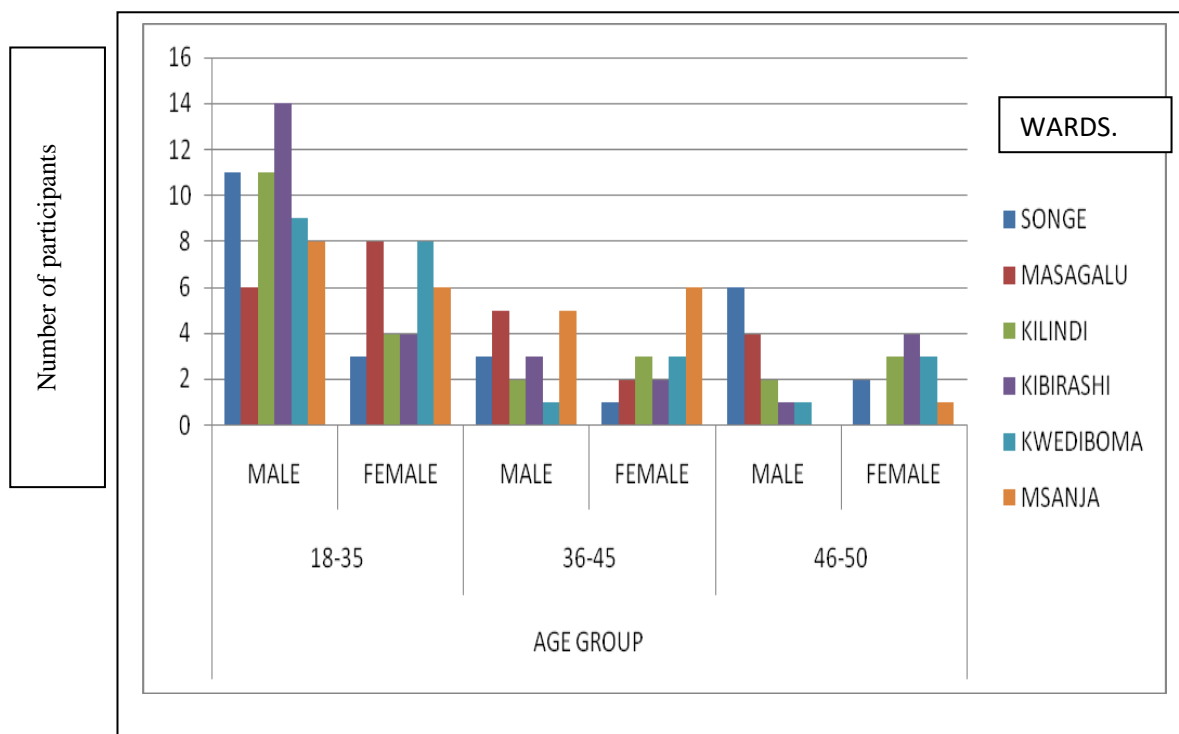


Figure 4.2 Distribution of the Respondents by Age and Clusters

Source: Field data (2016)

Key Words:

AGE GROUPS: 18-35 were 92 Participants, 36-45 were 36 Participants, and on the 46-50 category, there were 27 Participants.

Regarding the age of respondents , researcher decided to use different age group so as to avoid the biasness, the age tells that respondents of the age group between 18-35 accounted for 59.3% of all respondents participated in the study. It was so because most of the respondents in that group were the ones whom life turned down after completing form four. Almost form four leavers and ongoing students gave related answers about the schools' performance and the type of life form four leavers live after completing form four socially and economically.

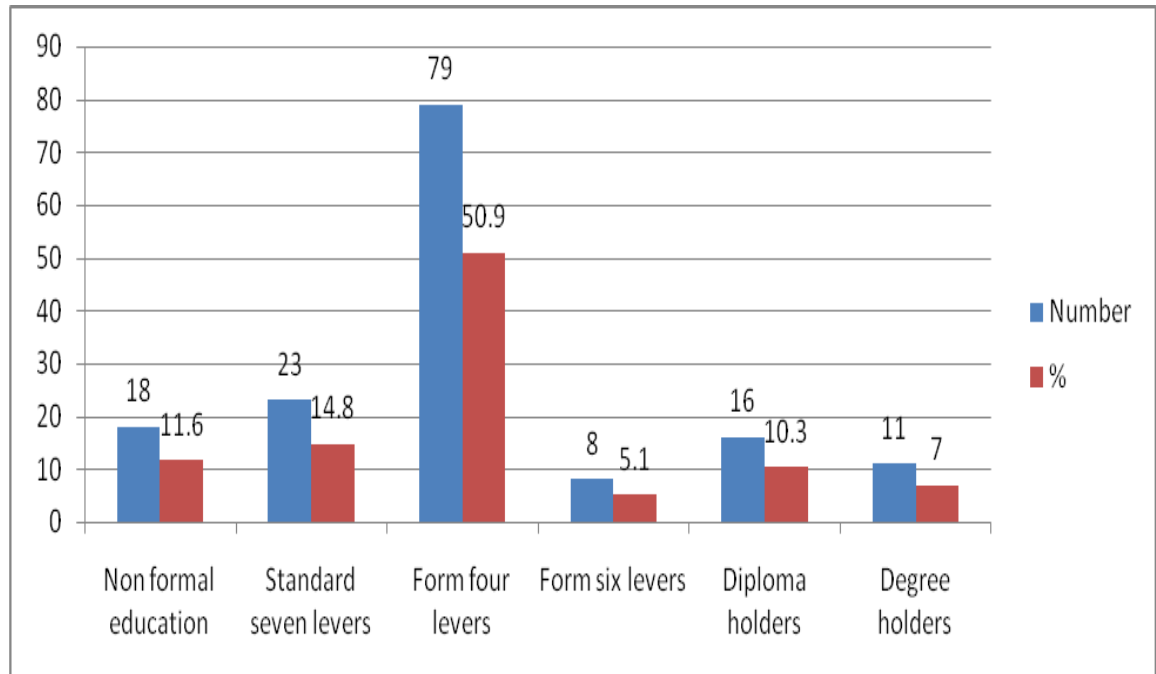


Figure 4.3 Distribution of the Respondents' Education Level

Source: Field data (2016).

4.2 Kilindi's National Form Four Examinations Performance Trend

The first objective of this study was to examine the National Form Four Examinations performance in Kilindi district in general and sampled 6 wards and 6 schools in particular because it appeared to be important information in relation to socio-economic development of students who passed through ward secondary schools. The future of the community at large depends on how the students who passed through ward secondary schools are well prepared while at schools, since the relation between education and socio-economic development cannot be separated, they are so intertwined.

Harbison (1973) proves that a country that is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else. In that regard, the formal education system has therefore been viewed as the principal institutional mechanism for developing knowledge, skills values, attitudes and aspirations, and that will enable individual to function effectively as agents of change in societies. It is believed that the greater the emphasis and increase of these outcomes the more rapid the development. One of the criteria for determining future development of a society and effectiveness of education is through students' performance. The researcher explored the students' academic performance trends of ward secondary schools so as to establish the relationship existing between the level of socio-economic development and academic performance. Tables 4.3 and 4.4 provide this summary of data.

**Table 4.1 Kilindi District National Form Four Examination Performance for 20
Secondary Schools (2012- 2015)**

YE AR	Performance Grades									
	Div. I	%	Div. II	%	Div. III	%	Div. IV	%	Fail	%
2012	0	0	6	0.6	19	2	251	25.3	715	72.1
2013	0	0	24	2.2	192	17.8	364	33.8	494	45.9
2014	2	0.4	15	3.5	64	15.3	190	45.5	146	35.0
2015	5	0.5	52	5.3	160	16.4	592	61	161	16.5

Source: District Secondary Education Office (2016).

The performance trends of secondary schools in Kilindi district were poor as most of schools had no or very few students on the first divisions (Division I, II, III). It seemed majority of students are found in Division IV and 0 respectively. This indicated that the principle of community participation to ensure all educational stakeholders was at the centre of running ward secondary schools to curb the deteriorating students' performance was still a problem. The findings revealed that community was engaged during construction of schools' infrastructures such as classrooms, teachers' houses and the like, and after that academic issues were left to teachers. The above performance of majority of students getting fourth and zero divisions in four consecutive years, is not a good sign for a district which is eager to development and serious in curbing poverty. The trends of examination results may help to provide a picture as to what is happening with ward secondary school education quality of service delivery.

**Table 4.3 Academic Performance of the Six Selected Ward Secondary Schools
2012-2015**

NAME OF SCHOOL	YEAR	DIVISION I-III	%	DIVISION IV-V	%
SEUTA	2012	4	3.4	113	96.6
	2013	9	8	101	92
	2014	5	29.4	12	70.6
	2015	14	11.6	106	88.4
MASAGAL U	2012	0	0	52	100
	2013	1	2.7	35	97.3
	2014	0	0	15	100
	2015	2	6.8	27	93.2
KILINDI	2012	0	0	35	100
	2013	2	5	37	95
	2014	2	9	20	91
	2015	10	27	27	73
KIBIRAS HI	2012	1	1.7	55	98.3
	2013	3	4.2	67	95.8
	2014	7	46.6	8	53.4
	2015	11	33.3	22	66.7
MBWEGOKWEDIBO MA	2012	5	4.1	116	95.9
	2013	8	7	105	93
	2014	11	24.4	34	75.6
	2015	5	6.2	75	93.8
	2012	0	0	101	100
	2013	4	5.9	63	94.1
	2014	1	10	9	90
	2015	19	37.2	32	62.8

Source: District Secondary School Education Office (2016)

The performance trends of ward secondary schools in the study area in Kilindi district show that, due to poverty which is all over in almost all six secondary schools, performance is very low in national examinations, moreover even teachers' morale has fallen given the fact that enrollment is so high but teachers are not given support by the community, working environment in general is not welcoming as a result, teachers produce students who are less equipped with

knowledge(free of knowledge), they cannot even take welcoming change of survival in their environment upon leaving schools and returning back to their villages. The performance trends of ward secondary schools in Kilindi district in general also show that majority of form four leavers perform poorly in national exams (see Table 4.2 and Table 4.3). This would entail that form four leavers finish their studies with insignificant knowledge and skills, important for their lives and wellbeing in general. Most of the form four leavers who participated in the study admitted that home based and school's environments contributed a lot in their failures at school. The education system needs not to be inherently in egalitarian and should perpetuate quality. The advent of ward secondary schools makes it possible for children from poor families to attend schools at that level. However the stigma of poverty is still a powerful force in their exams. Notably, the relatively poor performance of children from most of these ward secondary schools may have nothing to do with their cognitive abilities. On the contrary, it merely amplifies and reflects their disadvantaged economic circumstances.

Onocha (1985) says that a child from a well educated family with a high socio-economic status is more likely to perform better than from a child of illiterate family. This is because the child in an educated family has a lot of support such as decent and good environment for academic work, parental support, and guidance, enough textual and academic materials and decent feeding. Campbell and Wu (1994) said that the home environment and family processes provide a network of physical, social and intellectual forces and factors which affect students. According to them the family's level of encouragement, expectations and education activities in the home are related to socio-economic status. However, in this study we assume that

home environment and family background would have little contribution to students' academic performance than schools' teaching and learning environment and processes in schools. The performance trends of ward secondary schools in Kilindi district is best reflected on individual schools as shown below.

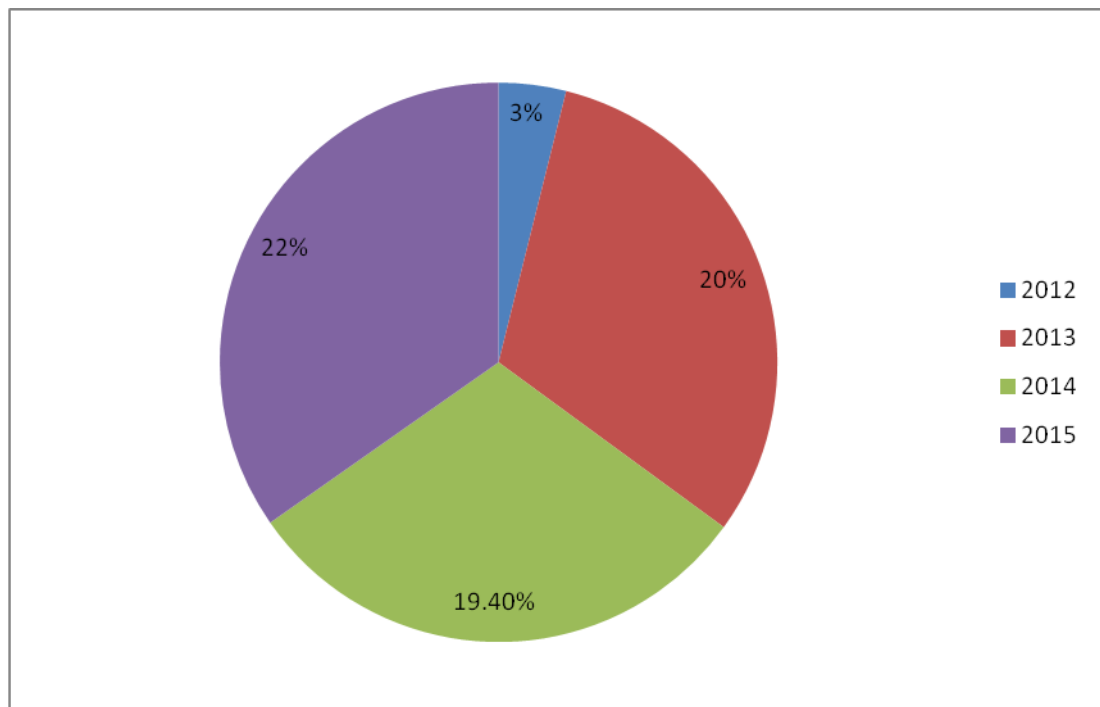


Figure 4.4 The Performance of District Ward Secondary Schools in Kilindi District since 2012-2015

Source: Field data (2016)

Generally, the total number of form four who sat for form four national examination since 2012 to 2015 were 3,452. Those who managed to continue with further studies were 539 which is equal to 15.6%. This signifies that majority of the form four leavers were left in their communities to undertake various activities meant for

survival. In probing about what causes poor performance in these schools in relation to the first objective of this study, the participants explained about the relation between teachers and parents of the students, students' engagement in economic activities, and unavailability of teaching and learning resources in ward secondary schools in Kilindi district. Hereunder, we briefly explain about the data.

4.2.2 Causes for Poor Exams Performance of Ward Secondary Schools

4.2.21 Parents and Teachers Communication

This was one of the important areas where the researcher moved on with probing about communication processes between parents and teachers or the social interaction between them for the betterment of students' school academic welfare and performance in general. Most of the respondents especially heads of schools, ex-form fours leavers and ongoing students viewed that most of the parents did not make follow up on the academic progress of their children. A school head said:

“Rarely few parents come to school to make follow up on the academic progress of their children, mostly students starts form one up to form four without their parents coming to school, only to be seen on graduation day, others do not bother to buy their children school necessities but when students fail all blames go to teachers”. To support the argument the ongoing student commented:

“Some of the parents do not bother whether their children go to school or not, they do not buy them books to study at home as a reference and other requirements but engage them in domestic chores and other commercial activities especially after school hours and weekends, no time for private studies at home”.

It seemed the noble task was and still left to teachers alone. This, according to the respondents' views brought difficulties to teachers in handling students alone due to lack of support from the parents. Most of this problem is associated with the poor

socio-economic background of the parents influencing poor performance of students in ward secondary schools which are merely day schools. The data explained previous studies by Considine & Zappala (2002) who noticed that ,where the parents or guardians have social, education and economical advantage obviously strengthens the higher level success in future, they also noted that these parents makes available sufficient psychological, physiological and emotional shore up to their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success.

4.2.1.2 Students being engaged in Economic Activities during school Hours

The study findings revealed also that students were being engaged in economical activities during school hours. Interviews with students, heads of schools, ward and village executive officers and some of the parents revealed that some of the students. due to economic pressure at home they were/are compelled to do economical activities such as petty business, *mama ntilie (food vendoring)*, cattle raring and the like to make the ends meet. One of the respondents from Masagalu secondary school said that:

“My father told me when I was still in school that “cattle are more important to me than the school you are attending, and after all I don’t see what that education of yours will benefit the family”.

This is one of the factors associated with poor socio-economic background of the students which causes poor performance in ward secondary schools in Kilindi district.

4.2.1.3 Students Lack of Interest in Science Subjects

During interviews, questionnaires and focus group discussions ex- students and ongoing students were asked if they were interested in science subjects, 75 % of the respondents replied that science were the most difficult subjects, others claimed they didn't do well because there were shortages of sciences teachers while others said there was no library. The study revealed that most of the repeatedly failed subjects were science subjects and mathematics the reason being that school and home environment were not friendly enough to encourage proper teaching and learning. In that regard Phillemon (2011) said that science is important because it has helped form the world that we live in today, science is important because it grounds us in reality, it can challenge us and force us to change our minds, it also helps us to understand our place in the world, but more importantly it helps us actualize that place, both as human being and individuals.

This view was earlier contented by MoEC (1995) that the school has an important role to play in imparting knowledge and skills of science and technology and that the teaching of these subjects is crucial in socio-economic development, So when most of the students fail in science subjects in ward secondary schools it portrays a bad sign in the future development of a society economically also societies fail to get competent individuals who can induce innovative ideas in socio-economic activities they are engaged in a society, as the newly created jobs typically require different skills being it formal or informal sector. One of the key growth as Arandarenko (2012) said that one of the key resources for growth is the human capital of country's residents, which will need to be nurtured and mobilized so that economic growth can

be maintained in the future. We as a growing nation we need scientists who are well trained who can serve as a springboard for innovativity and creativity both within and outside the country in the globalised world which is characterized by competition and only society which invests in its people do survive. Science subjects should be given special emphasis from primary school level and being made a compulsory subject in secondary school level.

4.2.1.4 Inadequate teaching and Learning Materials

The aspect of teaching and learning material was one of the important issues to be studied in order to concur with the first specific objectives of the study. Teaching and learning materials were thoroughly analysed in terms of quality and quantity. The research focused more on the availability of the adequate reference books and materials. In all of the 6 schools visited there was neither the library nor laboratory available for students for learning. World Bank (2001) confirmed that there is substantial research evidence showing that teaching and learning materials are the most important inputs that have a demonstrable impact on student learning.

The findings on the schools visited also revealed that most of the parents did not buy books, exercise books and other teaching and learning materials claiming that they were too expensive to afford and that the government was liable to give them free to students under the umbrella of the newly established slogan of elimu bure (Free Education) in 2015 by the 5th phase government, free education policy says that: Pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of the new circular. It was also

observed that stores were not well kept because of lack of infrastructures that exposed few materials available to damage. The importance of teaching and learning materials in educational context cannot be negated if a society wants to produce students.

4.3 Economic Activities of Form Four Leavers from Ward Secondary Schools who Didn't Go Beyond Ordinary Level

The second objective aimed to assess the socio- economic status of form four leavers from ward secondary school in Kilindi district. The data were collected through questionnaires from 48 respondents, interview from 71 respondents, and focused group discussion from 36 respondents.

The data from questionnaires, focus group discussion and interview revealed that more than 80% of respondents said that form four leavers who stay at home and engage themselves in economic activities do not do well in economic related activities. There is no significant impact on the economic activities they undertake and most of them live with their parents for fear of living independently. Even those who are engaged in economical activities, they just do petty business and engage themselves in subsistence farming meant for survival only not for the sake of wealth creation.

Table 4.4 Distribution of Responses on the Economic activities of Form Four Leavers

S/N	ITEM	RESPONSES					
		many	most	Not many	Few	Not at all	Total
1.	Form four leavers engaged in productive economy activities	0 0.0%	12 7.7%	0 0.0%	75 48.3%	68 43.8%	155 100%
2.	Still live with parents after completing form four	29 18.7%	116 74.8%	0 0.0%	10 6.4%	0 0.0%	155 100%
3.	Form four leavers who manage their own projects	1 0.6%	1 0.6%	2 1.2%	137 88.3%	14 9.0%	155 100%
4.	Form four leavers whose their economy activities benefit the community	4 2.5%	2 1.2%	13 8.3%	102 65.8%	34 21.9 %	155 100%

Source: Data analysis from 155 respondents on the economic activities of form four leavers.

Note: In analyzing the data (Table 4.2), the responses for items on ‘Many’ and ‘Most’ are combined to appear ‘Most’. And, scales with options ‘Not many’ ‘ Few’ and ‘not at all’ are also combined to appear ‘Few’.

The data generally revealed that ward secondary schools has done little in secondary school leavers in terms of socio-economic as most of them still live in sheer poverty by doing economic activities which are not very much productive that cannot help

them curb the poverty in as much as the same way to those who have never been to school. On the economic activities of students who completed from ward secondary schools who didn't go beyond the ordinary secondary education level. One of the components of Tanzania Development Vision 2025 states that:

“In 2025 Tanzania will have people who are well educated, knowledgeable and skilled who are able to competently and competitively cope with political, social, cultural and technological development challenges of national and international level”.

The study revealed that most of the form four leavers who didn't go beyond ordinary level few are engaged in productive economy activities such as did petty business, subsistence farming and livestock keeping. The petty businesses included 'mama ntilie' (food vending), bodaboda (motorcycle) driving do carpentry, masonry and tailoring and some were casual labourers due to lack of capital and enough skills to run business and moreover majority still stayed at home with their parents and few are engaged in economy activities that benefit the community.

Some of the parents interviewed admitted that they seem not to see the differences between those who completed form four and those who did not have an opportunity to go toward secondary schools in terms of economic well being, some even went to the point of arguing that those who did not go toward secondary schools were much better economically than those form four leavers. The figure 4.4 below is the vivid example of the activities done by 36 form four leavers who were part of the study.

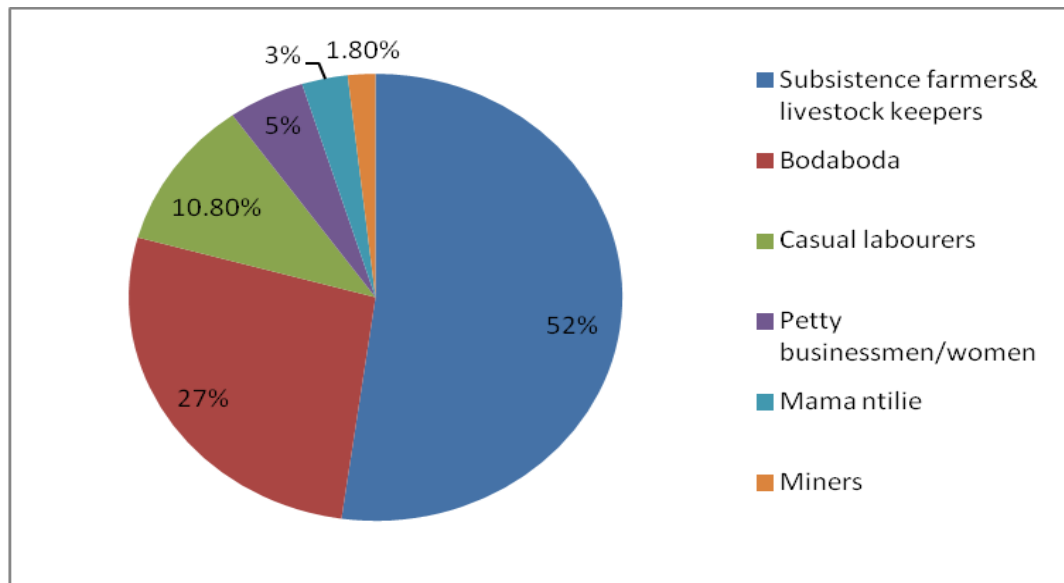


Figure 4.4 Activities done by Form Four Leavers who didn't go beyond Ordinary Level Education

Source: Field data (2016).

4.4 Social Activities Done by Form Four Leavers from Ward Secondary Schools

The second objective of this study aimed to assess the socio-economic status of students who completed form four from ward secondary schools in Kilindi district from 2012-2015, to collect the data the following instruments were used. Namely; questionnaires, interview and focused group discussion. The data from revealed Focused group discussion revealed majority of form four leavers who returned to their villages after completing form four live almost in abject poverty, almost 71% live for the sake of living without any meaningful future, they live in what we call hand to mouth in order to survive. The study findings from parents, village and ward leaders which was done through interview also revealed that participation of form four leavers from ward secondary schools in social activities was very minimal. Among 36 form four graduates interviewed only one was found to be a leader in the

capacity of village executive Officer equal to 2.7% of those who were interviewed. Even in economic engagement groups where they claimed to be active members, they only played roles of ordinary membership and not leadership positions. For example, one of the form four leavers commented that they don't occupy any leadership role in their villages because they lack exposure and money and that the community looks down at them because it doesn't see the importance of them spending four years at school and at last come back and live like villagers, and some even lower life than the villagers.

4.5 Ward Secondary School Leavers who live in their own Houses

Quality of life is more subjective and intangible. The United Nations' Universal Declaration of Human Rights, adopted in 1948, provides an excellent list of factors that can be considered in evaluating quality of life. It includes many things that communities take care for granted. One of the factors that may be used to measure quality of life is the type of house one lives in among other things. The purpose of establishing ward secondary schools included to enable those who graduate live a better life as compared to their counterparts who have never passed through ward secondary schools or any of the secondary schools. The study revealed that most of the ward form four leavers who had a focused group discussion with the researcher still lived with their parents, few had rented house apartments and only fewer of them lived in the houses they built on their own.

Most of the parents who had their children completed in ward secondary schools viewed that ward secondary schools had done little to make their children become self reliant socially and economically hence, most of those who graduated still

depended on their parents because they couldn't even manage to live on their own. Parents' expectation in particular and community in general focused on that the future development of individuals in particular and society in general depended upon quantity and quality of ward form four graduates. The existence of a mismatch between form four graduates and the type of life they were living needed to be corrected to enable them live a decent life matching the kind of expectation from the education they attained.

The remarkable evidence of my study shows the trends of the community being deteriorating because of the graduates failure to become agents of change in the society, this is quite challenging. Though the government of Tanzania recognizes the central role of the education sector in achieving the overall development goal of improving the quality of life of its citizens and is committed so through investment in education and ward secondary schools being one of the pioneer in that course, it cannot boast of achievements if majority of the form four graduates do stay at home and still dependant on their parents economically. The philosophy of Education for Self Reliance which was a sequel of the Arusha declaration should be re- emphasized especially the need for curriculum reform in order to integrate theory with the acquisition of life practical skills.

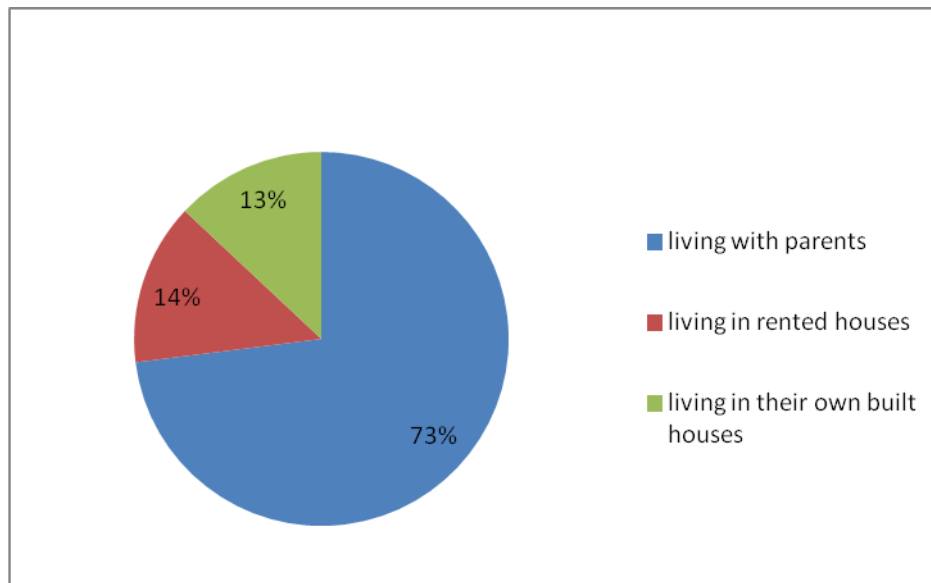


Figure 4.5: Showing Socio-economic life of Form Four leavers

Source: Field data (2016).

4.5.1 Activity Profiles of Ward Form Four Leavers in General

Education is an endless process of acquiring knowledge. The main goal of education is to make better life among the people. Ward secondary schools are needed to produce graduates who can use the knowledge attained at schools to exploit the available natural resources and opportunities efficiently and effectively. Kilindi district is endowed with plenty of virgin land plus other business opportunities but have not yet been utilized effectively for the development of the people because it has failed to get the graduates who can make it develop sustainably.

The researcher traced the activities done by form four leavers generally who completed form four between 2012-2015 regardless whether they were still in their localities or were dispersed in different areas of Tanzania. The intention intention was to know what they were doing. Some of those who were still in the villages since

their completion of form four education were contacted, having been traced through parents, village and ward leaders, heads of schools and district secondary education officer. It was revealed that a total of 2,913 students did not go beyond form four in the prescribed years, 539 went to form five and colleges respectively 37 advanced to the level of the university. From that it could be concluded that, majority of the leavers are in their local communities as Figure 4.5.1 shows about the profile of form four leavers in the sampled schools in their disaggregated manner into three categories, namely those who never went beyond form four, those who went up to form six and those who went up to the university.

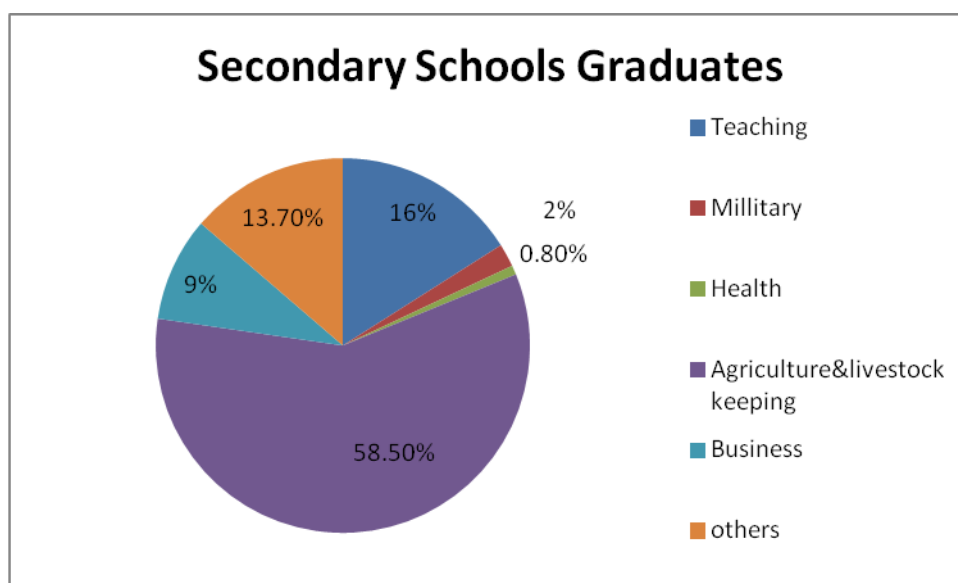


Figure 4.6 Showing Activity Profile for Ward Secondary Schools Leavers Since 2012-2015 in Kilindi District Council

Source: Field data (2016).

The above figure shows that the greater proportion lay in those who did not go beyond the level of form four and most of them were working as house wives, petty traders and other were still looking for employment. For example, among 36

secondary school leavers who participated in focus group discussion, 21(58%) of them said they were still looking for a job and they were ready to do any kind of job in order to survive.

4.5.2 Comparative Analysis between Ward Form Four Leavers who Live in Rural and Those Who Live in Sub- urban Areas

The study was also conducted in three rural school areas and three semi urban areas to see the difference between school leavers who lived in rural areas and those who lived in semi urban areas in terms of socio-economic aspect. It was found out that there were no significant differences of socio-economic activities between secondary school leavers from rural and semi-urban schools.

The slight difference that emanated might come from characteristics of the local area as well as different opportunities facing rural and semi urban areas in the district. Both school leavers from ward secondary schools who live in rural areas and those of semi urban secondary were crying for not being employed in the formal sector. The sample showed no large differences between wages and self employment outcomes between the two. Graph 4.5 shows that unemployment rates appear to be very similar between rural and semi urban ward secondary schools.

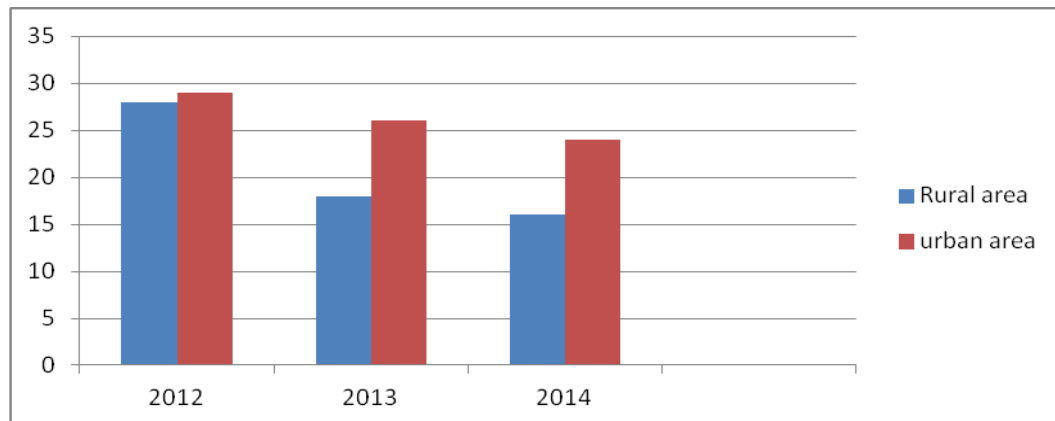


Figure 4.7: Showing Socio Economic activities between Form Four Leavers in Rural Areas and Semi-Urban Areas

Source: Kilindi District Council.

4.5.3 Ward Secondary School Leavers as compared to those who went beyond Form Four Leavers

The study also sought to see the opinion of the ongoing students about the level of education in which they think might be easier for them in securing a job, 90% of the students questioned said that they prefer for University level, 7% preferred form six level and only 3% of the respondents preferred ordinary level. A study conducted in comparison of secondary school leavers with other leavers beyond form four level, revealed some systematic differences in the employment activities each group engaged in. Only 13% of the form four school leavers are in the wage employment compared to nearly 97% of the other school leavers. Conversely, a much larger proportion of secondary school leavers are in self employment and even those who are in self employment, majority are engaged in what we call hand to mouth some sort of activities. It might be that ward secondary school leavers move into self employment as the last resort, after having failed to secure wage employment. In

addition, employment rates among secondary school leavers also appear to be something of the past, contrary to what is spelt out in secondary school objective which says that those who complete ordinary level secondary education can join the world of work.

4.5.4 The Contribution of Ward Secondary Schools on Form Four leavers'

Socio-Economic Development

The objective aimed to examine the contribution of ward secondary schools into form four leavers' socio-economic development. Parents, students and teachers were asked to respond on the availability of socio-economic activities at school levels. It was provided that students worked in school farms and about 8% of schools sampled had a small shop. There was no demonstration of economic activities that would have evoked students' curiosity and inspire community at large to change the level of thinking of the community as part of lifelong learning.

School as an agent of change should adopt and match skills attained by the students with employment so as to foster labour mobility, schools need to transform in order to ease the transition. The findings revealed also that schools had little to do in the future career of the students. The main transformation has to be carried out in the ward secondary schools where most of the communities depend on agriculture. Ward secondary schools need to produce students who have vocational skills needed to meet future career preferences thus rendering them capable of undertaking self and direct employment in formal and informal sectors besides the instructional process in the classroom in order to promote the realisation of secondary education objectives. Out of 64 respondents comprised of ward executive officers, village executive

officers and parents who were asked if there were any significant contribution of ward secondary schools in socio-economic development only 17% affirmed, the rest indicated not to see any differences, and that nothing had changed their life and poverty was still there intact as before the establishment of ward secondary schools, another view they shared was that ward secondary schools had produced many graduates and thus each village if not a family had form four leaver as opposed to previous years before the establishment of ward secondary schools. The findings of this study support the findings by Sclaffani (2004) and Kirkup (2008) who elaborated that the students with high SES levels perform better and have a good standard of living as compared to students who come from lower SES.

Table 4.10 Poverty Level of Respondents (parents and Ex- form four students)

Livelihood structure		No.	Marginal percentage
	Extremely poor	19	26.3%
	Moderately poor	46	63.8%
	Non poor	7	9.7%
Age	18-35	47	65.2%
	36-45	11	15.2%
	46-60	14	19.4%
	Above 60	00	00%
Gender	Female	46	63.8%
	Male	26	36.1%
Education	No formal Education	18	25%
	Primary Education	13	18%
	Secondary Education	41	56.9%
Those who Borrow Money?	Yes	49	68.%
	No	23	31.9%
Size of the land they occupy	1-4	31	43%
	5 and above	12	16.6%
	0	29	40.2%
Economic activity	Agric & livestock	40	55.5%
	Trade	9	12.5%
	Traditional doctor	3	4.1%
	Employed	1	1.3%
	No activity	19	26.3%
Farm ownership	Yes	43	59.7%
	No	29	40.2%

Household size group	1-4	39	54.1%
	5-8	16	22.2%
	Above 8	17	23.6%
Dependent ratio	Low Dependant Ratio	26	36.1%
	High Dependant Ratio	46	63.8%

Source: Field data (2016).

The study sought to examine the contribution of ward secondary schools into form four leavers socio-economic in Kilindi district, Tanzania. The findings generally revealed that the performance trends of most of the secondary schools were poor. The socio-economic status of secondary school leavers were poor and most of them have been not well socially as well as economically because of various school and home based factors. They have been going back to work with the local communities from where they had come before secondary schooling.

Due to lack of capital they remain dependent on community care and do similarly as others and live without diversifying from known and daily socio-economic activities performed by rest of the community. Consequently end contributing little if any notable changes in the socio-economic development of their areas and are hardly singled out from those who never went beyond primary education. Apart from the truth that ward secondary schools if well utilized can raise communities' socio-economic development, the study found out that Ward form four leavers lack entrepreneurship education.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a summary of the study, it makes also conclusions about the findings and ultimately, recommends the action and further studies about the contribution of ward secondary schools into students' graduate socio-economic development.

5.2 Summary of the Study

This study aimed at examining the contribution of ward secondary schools on form four leavers socio-economic development. The researcher grounded research variables from human capital theory model developed by Becker (1993).

The objectives of the study were:

- i) To explore the academic performance trend of ward secondary schools in Kilindi District from 2012-2015.
- ii) To assess the socio-economic status of students who completed form four from ward secondary schools in Kilindi District between 2012-2015.
- iii) To examine the contribution of ward secondary schools into form four leavers' socio-economic development.

The notion of examining the contribution of ward secondary schools on form four leavers' socio-economic development has been observed to be very intricate with multiple interwoven factors responsible for leading to this situation. In order to establish the relationship between education in terms of performance and socio-

economic factors of the form four leavers the study looked into the national Form Four Examination performance between 2012 to 2015 because undoubtedly, knowledge and education are important and inevitable aspects in socio-economic development. In this study, educational system and economy are two closely related social institutions. Schools as an important component of educational system provides instruction and personality formation which enables economic progress and community development in general.

The pattern of human qualifications are attributed firmly in education Communities that desire to develop, change and become an information society should invest more in education and no society can survive and develop during long years with present knowledge. That is why ward secondary schools become important in communities developmental aspect point of view. One of the measures of the quality of education in a given society is the capability of its graduates. Therefore, performance of students cannot be separated because the value of education is also measured in terms of vocational knowledge and skill. Individual ward secondary schools in Kilindi District were used as a case study to confirm or refute about the contribution of ward secondary schools into form four leavers socio-economic development since their establishment.

The Literature review in section two dealt with the concepts of socio-economic development, theories of development, the academic trend of ward secondary schools, socio-economic status of form four leavers and contribution of ward secondary schools in general. The Literature review has shown the strong and irrefutable facts that ward secondary schools have low cost to students and parents in

general and in ensuring access to education for children who would not otherwise have had the opportunity of attending school anywhere in the country especially in the rural areas. Literature also confirmed that most of form four leavers who live in their communities are working as small scale vendors with relatively few additional stuff and that there is much differences between those who did go to secondary schools and those who did not.

The study aimed at among other things to explore the status academic performance of ward secondary schools in Kilindi district in relation to socio-economic and what attributes poor results in ward secondary schools. Section three discussed research methodology which in this study employed both qualitative and quantitative approaches (paradigms). The main area of study was Kilindi District Council which is located in Tanga Region. The approaches were selected mainly because they fitted the study and they enabled the researcher to get enough information about the area of the study to meet the set objective. In these two approaches a case study design was used and data were collected through three instruments namely; questionnaires, interviews and focused group discussions and documentary review.

5.3 Major Findings

The whole mechanism involved in the process of contribution of ward secondary schools into form four leavers' socio economic development varies in terms of location and level of community understanding. The study has gathered information on the connectivity of poor performance of ward secondary schools to socio-economic status of the community, the poorer the society, the poor the performance in that particular area. In investigating the causative factor of poor performance of

ward secondary schools, the following were the detailed major findings as discussed in chapter four.

5.3.1 Parents and Teachers Communication

The study findings revealed there was poor communication between parents and teachers and some of the parents forced themselves to take their children to schools because of the pressure from the government but they did not care if their children were learning or not. Some didn't buy school necessities to their children due to poverty and owing to schools' poor results in exams.

5.3.2 Students engaged in Economical Activities during School Hours

Findings revealed that that some of the students came to school occasionally due to economic pressure at home especially in pastoralists areas where children were being forced to take care of cattle and coming to school on the wishes of their parents. Also some of the children during market days didn't go to school and others do help their parents in domestic chores.

5.3.3 Inadequate Teaching and Learning Materials

One of the questions asked to ongoing students even to the form four leavers to ascertain whether the failure in secondary schools in academic performance as well as socio-economic development perspective was attributed to the availability of teaching and learning materials. Findings showed inadequate teaching and learning materials especially shortage of text books, libraries and laboratory contributed to the academic failures as well as socio-economic perspective because of poor background of the children.

5.3.4 Students lack of Interest in Science Subjects

Findings revealed that science subjects were no longer their favorite. The main reason given was un-conducive learning environment both at home and in schools. That science is being taught theoretically rather than practically and most of the topics which are being taught were considered less relevant to the future career of students when they went back to their localities.

Entrepreneurial subjects should start with form I secondary school entrants from the outset on how to maximize their future. As we have seen most of the form four leavers return to their localities to venture into self employment as their last resort since, while at school, they expect to secure wage employment in the public sector. They need to be groomed to understand that self- employment is probably the best alternative for earning a living so they need to think how they can best prepare themselves for it. In order for Tanzanian education get rid of producing white colour job seekers it should embark on science subjects which teaches students to have abilities to turn ideas into action.

5.3.5 Economic Activities of Students who completed form four from Ward Secondary Schools

The study findings revealed that most of the ward secondary school leavers were engaged in petty business like bodaboda driving, ‘mama ntilie’, machinga (marching guys), masonry and the like the reason being lack of skills and knowledge that could help them to transform the idea into reality in their localities.

5.3.6 Ward Secondary Schools Leavers who live in their own House

The study revealed that most of the form four leavers lived with their parents and depended on them as the source of their livelihoods.

5.3.7 Activity Profile for Ward Secondary Schools in General

The section of Form four leavers from ward secondary schools contacted showed that only a minute number as compared to those who completed from 2012-2015 were employed in formal sector. Majority engaged in subsistence farming and livestock keeping but agriculture is not transformed or diversified by inducing new ideas through innovation to meet the expectation behind the establishment of these schools.

5.3.8 Comparative analysis between Ward Secondary School Leavers who live in Semi Urban and those who live in Rural Areas

It was found out that there was no major difference in terms of quality of life and type of career between those who live in rural and semi urban areas the only difference being that of characteristic of the area and opportunity found in that area. They did the same activities in the same way; they were not knowledgeable enough to make things beyond the ordinary world.

5.3.9 Ward Secondary School leavers who didn't go beyond Ordinary Level as compared to those who went beyond Form Four

The study findings indicated that both categories are more or less the same in terms of socio-economic point of view, both lamented about unemployment and both had failed to transform the resources surrounding them to their own advantage.

5.3.10 The Role of Ward Secondary Schools in their Localities

Findings indicated that parents were contented with the quantity of form four leavers produced by ward secondary schools but they are discontented with the type of graduates produced, some went even further by saying that the type of life these form four leavers live in their localities was as much the same as theirs. They didn't see the differences.

5.4 Conclusion

Basing on the major findings of this study, the following conclusions were made. First, according to the trend of academic performance in national form four results, most of the ward secondary schools students score poorly or fail. They have been going back to work with the local communities from where they had come before secondary schooling. Due to lack of capital they remain dependent on community care and do similarly as others and live without diversifying from known and daily socio-economic activities performed by rest of the community. Consequently end contributing little if any notable changes in the socio-economic development of their areas and are hardly singled out from those who never went beyond primary education.

Apart from the truth that ward secondary schools if well utilized according to the World bank (2010) can raise communities' socio-economic development, the study found out that Ward form four leavers lack entrepreneurship education. The lack of exposure to entrepreneurship as a viable career option can be barriers to innovation and economic growth. By raising awareness and building necessary skills at levels of primary and secondary, a new generation of socio-economic minded people can

unleash economic potential around their localities. The world is changing so rapidly and any society which is not well prepared to live according to the pace of those changes is most likely to be left behind in terms of socio-economic development. Most of the ward secondary schools form four leavers fail in terms of socio-economic perspective.

We have been witnessing the downfall of quality which is accompanied with poor results of secondary school students in Tanzania. A Lot has been said by various authors such as report from Big results now laboratory (2013),Uwezo Tanzania (2013),Haki elimu(2014) and the like about it but according to the study the major reason being lack of creativity and innovation among the education actors in learning and teaching processes, students are being taught by using old methods of teaching and learning and sometimes they are being taught subjects which are irrelevant to their future life.

5.5 Recommendations

From the findings in this study, the following recommendations are put forward:

- i) District leaders in Kilindi District in collaboration with parents and other education stakeholders should ensure that education is made an important agenda from the family level, village, ward to the district level so as to create conducive teaching and learning environment by constructing laboratories, teachers' houses, classrooms and the like to enable students learn comfortably and teachers teach in attractive environment.
- ii) Ministry of Education and Vocational Training should revisit secondary school syllabus, instead of being subject centred and theoretical competence

based, should respond to the ever changing socio-economic development so as to meet the learning needs of the students and their future career choice, because according to the research gap and some of the respondents, some of the topics which are taught in secondary schools are irrelevant and not applicable at all in socio-economic point of view when facing the real practical life after leaving school.

- iii) Elements of entrepreneurship should be introduced in ordinary level syllabus so as to raise students' awareness and inculcate in them entrepreneurial ability to identify and exploit existing opportunities in their localities, this will help them set up business and manage its growth for future sustainable growth instead of being groomed to believe that any educated person must be employed by the government.
- iv) The study recommends that education campaign should be made a vital national wise. Parents and society at large should be sensitized to invest in education. This is the best way of bringing about socio-economic development through productivity and facilitates communities get rid of the development enemies namely ignorance, poverty, hunger, and diseases. The study recommends so because, after the introduction of what is known as free education, most of the parents have abandoned their primary duty to their children thinking that the government is able to do each and every thing even things that are within the disposal of parents. Parents need to be sensitized to believe that the rate of return in education is so high if at the end of schooling when students leave school with skills required and utilize them in the

community. Investment can be in the form of modernizing ward secondary schools through infrastructure and qualified teachers.

- v) Ministry of Education and Vocational Training in conjunction with the Presidents' Office responsible for Regional Administration and Local Government Authorities should embark on tracing secondary school students. Keeping track on the form four leavers will enable the responsible ministries to know where they are, what they are doing and how to help them. This will also help the government get feedback on usability of skills and knowledge imparted to them so as to identify gaps and areas for change and reform.
- vi) The Ministries responsible for education are recommended to be more resourceful to ensure that science and mathematics subjects together with technical education are given priority from primary school level to a higher levels, if the need be they are made compulsory subjects in secondary schools instead of being optional subjects.
- vii) Ministry of education is recommended to enhance intra spectral relationship. Schools' curriculum should invoke critical thinking inputs ranging from analytical and problems solving skills, entrepreneurship, information and technology related competencies and foreign languages so as to facilitate self-employment in formal and non formal sector.
- viii) There is a need for the government and community at large to develop programmes which maintains the existing ward secondary schools instead of adding more and more because the current ward secondary schools are many

and scattered all over the country, what is needed now is improvements in terms of human and physical resources.

- ix) Ward Secondary schools should be given special preference in terms resource allocation, allocation of science equipment, qualified teachers and the like to enable them bring about socio-economic development in their localities because they are closer to the community and they are newly established yet to stabilize.

5.6 Areas of Further Research

This study focused on examining the contribution of ward secondary schools into form four leavers' socio economic development in Kilindi District. Only six secondary schools in six wards were visited, the findings of this study were done in only a small area and thus might not be conclusive. However, it is often said that educational system of a given country reflects socio-economic structure of that country. Therefore any strategic approach or policies designed to address those problems should consider reforming the educational system to make it more relevant for societal development needs. Given the sensitive nature of this study about form four leavers produced in ward secondary schools on their socio-economic development, the researcher suggests more studies to be conducted. The studies can focus on investigating the contribution of teachers morale and schools' infrastructures in enhancing students learning in the same area. This would enable policy makers, planners and education stake holders in general to make optimal use of ward secondary schools.

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APPENDICES

Appendix 1:

Questionnaires for Ongoing Students

OPEN UNIVERSITY OF TANZANIA

Dear respondent,

My name is Geoffrey Gershom Abayo a student pursuing Master of Education degree from Open University of Tanzania and doing a research on “**Contribution of Ward Secondary Schools into Form Four Leavers’ Socio-economic Development**” in Kilindi District,Tanzania”. Your contribution is very important. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes of this research only.

A: Back ground information

1. District.....
2. Ward.....
3. Village.....
4. School where a student is studying.....
5. Sex of the student.....(1=Male,2=Female)
- 6 Age of the respondent.....
7. Form in which the student is studying.....

B: School Based Factors Influencing Poor/Good
Performance.....

8. i) .What activities do you do at school as part of extracurricular?

.....

-
- ii) Do you have subjects clubs at school(1=Yes,2=No)
 - iv) What subjects do you pay much attention to?.....
 - v) Do you have enough teachers?(1=Yes.2=No)
 - vi) Is there any proportionality between arts and science subjects(1=Yes,2=No)
 - vii) If No in(vi) above which subjects have many teachers(1=Arts,2=Sciences)
 - viii) Which subjects do you prefer most?(1= Arts,2=Science)
 - ix) Why do you prefer the subjects you have mentioned?.....
 - x) What was your average score in science subjects in last terminal examination?(1=High,2=Average,3=Low)

C: Home based factors:

- i) What is your parents occupation? i.Peasants ii. Business iii. Civil servant iv. Others
- ii) What activities do you do at home after school class sessions?
.....
.....
.....
- iii) Do you do domestic chores after school sessions? (1=Yes.2=No)
- iv) What is the level of education of your parents? (1=Primary, 2=Secondary,3=Degree,4= Others. Specify.
- v) Do your father buy to you school necessities? (1=Yes,2=No)

- Vi) Do you have any brother or sister who passed through ward secondary school? (1=Yes,2=No)
- viii) How many are they? (1=Boys.....,2=girls.....)
- ix) If yes what are they doing to earn a living?.....
- x) Do they live with you in your father's house (1=Yes,2=No)
- xi) If no where do they live(1=Their own houses,2=Rented house
- xi) Do you know any person apart from your brothers/sisters who passed through ward secondary schools?(1=Yes,2=No)
- xiii) How many do you know.....
- xiv) What do they do to earn living(1=business,2=agriculture,3=civil servant,4=others specify
- xv) If they are engaged in business, what kind of business and if agriculture of what type?
-
-
-
- xvi) Does your school have teaching and learning materials? (1=Adequate, 2=Inadequate);
- Laboratory.....
- Teachers' houses.....
- Classrooms.....
- xvii) Do you think ward secondary schools have any contribution to your ex-form four brothers/sisters?(1=Yes,2=No)

If yes how.....

OPEN UNIVERSITY OF TANZANIA

Appendix II:

Interview for District Secondary School Education Officer

INFROMED CONSENT FORM

ID NO.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 40px;"></td> <td style="width: 20%; height: 40px;"></td> <td style="width: 20%; height: 40px;"></td> <td style="width: 20%; height: 40px;"></td> <td style="width: 20%; height: 40px;"></td> </tr> </table>						

Dear respondent, My name is Geoffrey Gershom Abayo a student in pursuit of Master of Education Degree from Open University of Tanzania and doing a research on **“Contribution of Ward Secondary Schools into Form Four Leavers’ Socio-Economic Development”** in Kilindi District,Tanzania”. Your contribution is very important. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes of this research only

A: Back ground information

1. Name of the District Council.....Age of the respondent.....
2. Profession.....
3. Designation.....

4. Department.....
5. Sex(1=Male,2=Female) Interview date.....
6. How long have you been in this position? Years.....Month.....
7. What were you prior to this position?
8. Please provide a list of ward secondary schools in this district
9. What was the academic performance of form four students in your District ward secondary schools between 2012-2015?

Table1: Form Four National Examinations Results in Divisions Between 2012-2015

[illegible]

10. What was the number of students selected to join Advanced Secondary Education Level (form five) from your District between 2010-2015?

Table 2: students selected to join Form Five from Kilindi District from 2012-2015

Year	2012		2013		2014		2015	
Candidates	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number								
Total								

11. Which Subjects do most of the students fail and why?
12. What factors influenced such kind of academic performance as shown in the two tables above?.....

13. Do you have a strategy of making sure that education provided in your district has a real practical life?
14. Do you think that the students produced in ward secondary schools contribute a lot in the social and economic activities in the community? If yes explain if no why?.....

15. What is your advice to improve education in your district in relation to socio economic development?

.....

.....

OPEN UNIVERSITY OF TANZANIA

Appendix 1II:

Interview for Ward/Village Executive Officers

INFROMED CONSENT FORM

ID NO. OPEN UNIVERSITY OF TANZANIA

Dear respondent, My name is Geoffrey Gershom Abayo a student in pursuit of Master of Education Degree from Open University of Tanzania and doing a research on **“Contribution of Ward Secondary Schools into Form Four Leavers’ Socio-Economic Development”** in Kilindi District, Tanzania”. Your contribution is very important. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes of this research only.

A: Background information

1. Name of District Council..... Ward..... Village.....
3. Designation..... Interview date.....

4. Education Level..... Which Secondary School.....
5. Sex.....(1=Male 2=Female)
6. Age of the respondent.....
7. How long have you been in this position? Years.....Month.....
- Population of the Ward/ Village.....
- Those who know how to read and write: Male..... Female.....

1. How many form four graduates are found in your Ward/ Village from 2010-2014?
2. How many passed through ward secondary schools?
3. What are the main economic activities in the village/ward?
4. Are they engaged in social – economic development in the ward/Village?
5. What is the main occupation or their main source of income? Agriculture, Business ,pastoralism or others (Specify)
6. Where did they get the capital?
7. Do they work singly or in groups?
8. Do the form four graduates contribute to social development activities in your ward/Village? If yes how?
9. Do they have projects carried on in the village/ward?
10. Do those projects contribute to the income of your ward/ Village? If yes how
11. What is the average income of those projects annually?
12. Do the Form Four graduates have house of their own?
13. Are there any changes brought by ward secondary schools in your village?
What are they?

14. What is the difference between those who graduated Form Four in Ward Secondary Schools and those who are not in terms of socio-economic activities?
15. What does the ward/village do to engage ward form four graduates in socio-economic activities?
16. What is the role of the Village/ Ward in developing ward secondary schools?
17. What do the ward graduate students generally do in your wards/villages?

OPEN UNIVERSITY OF TANZANIA

Appendix IV: Interview Guide Questions to Parents whose their Children completed Form Four in Ward Secondary Schools

INFROMED CONSENT FORM

ID NO.

Dear respondent, My name is Geoffrey Gershom Abayo a student in pursuit of Master of Education Degree from Open University of Tanzania and doing a research **on “Contribution of Ward Secondary Schools into Form Four Leavers’ Socio-Economic Development”** in Kilindi District,Tanzania”. Your contribution is very important. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes of this research only.

Name of the District..... Ward Village.....

Age of the respondent..... Sex of the respondent.....

Marital status.....Interview date.....

Occupation.....Ward Secondary in which your child graduated
from.....Education Level.....Main source of income.....

1. How many form four graduates are found in your family between 2010 to 2015
2. Among them how many passed through ward secondary schools?
3. How many among those who passed through ward secondary schools are still going on with their studies?
4. For those who completed their studies and are product of ward Secondary schools, what do they do to earn a living?
5. What is the main occupation of their income?
6. Where did they get the capital?
7. What is the contribution of ward Secondary Schools in your family?
8. What do your family do to earn a living?
9. What kind of economic development activity your is family engaged in?
10. How many members of your family are formal government or non government employee and how many members of the family are self employed?
11. What is the average income of the family per year?
12. What type of transport was your children/child using to school?
13. How often were you visiting school to see your child is academic progress?
14. Were you checking your child school work to see academic progress?
15. Were you providing your child with the school necessities?

OPEN UNIVERSITY OF TANZANIA

Appendix V: Interview Guide Questions to Parents whose Children Never attended ward Secondary Schools.

INFROMED CONSENT FORM

ID NO.

Dear respondent, My name is Geoffrey Gershom Abayo a student in pursuit of Master of Education Degree from Open University of Tanzania and doing a research on **“Contribution of Ward Secondary Schools into Form Four Leavers’ Socio-Economic Development”** in Kilindi District,Tanzania”. Your contribution is very important. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes of this research only.

Name the District..... Ward Village.....Interview date.....

Age of the respondent..... Sex of the respondent.....

Marital status..... Occupation.....

Education Level.....Main source of income.....

1. How many children do you have aged between 13-30 years?
2. Among them how many of them have passed through ward secondary schools? Male.... Female.....
3. If none of them has never attended ward secondary school what was the problem?
4. What does your child do in terms of socio-economic activities to earn a living?
5. How many among your children still live with you? Male.....Female.....
6. What is the age of those who are still living with you? Male (years)..... Female (years).....
7. Do you think is there any difference between those who passed through ward secondary schools and those who didn't?
8. If yes, how and If no, why?
9. Do you think is there any importance of ward secondary schools to parents and community at large?

OPEN UNIVERSITY OF TANZANIA

Appendix VI: Interview Guide Questions to Heads of Ward Secondary Schools.

INFROMED CONSENT FORM

ID NO.

Dear respondent, My name is Geoffrey Gershom Abayo a student in pursuit of Master of Education Degree from Open University of Tanzania and doing a research **on “Contribution of Ward Secondary Schools into Form Four Leavers’ Socio-Economic Development”** in Kilindi District, Tanzania”. Your contribution is very important. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes of this research only.

Name the District.....Ward..... School.....Sex of the
respondent.....

Number of Students:..... Boys..... Girls.....

Age of the respondent.....

1. What is the academic performance of your school for the past four years from 2012 to 2015?

Table 1: Form Four Results between 2012-2015

Year	Division I		Division II		Division III		Division IV		Division 0		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
2012											
2013											
2014											
2015											
Total											

2. What was the number of students selected to join form five (Advanced Secondary Education Level) in your school?

Table 2: Students selected to join form five 2012-2015

Year	2012		2013		2014		2015	
Candidates	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number								
Total								

3. What influenced the above mentioned results?
4. Which subjects did your students score most and which subjects did they score least between arts and science? why?
5. Do you have a plan of tracing your graduate students to know what they are doing in terms of socio-economic activities?
6. If yes, what activities are your graduate students are engaged in?
7. What kind of economic activities do your students do as part of the education for self reliance in school hours?
8. Do you think that students produced in your school contribute significantly in the social and economic activities in the community? How and why?
9. What is your advice to improve education in your school in relation to socio-economic development?
10. What are the challenges facing education in your school and what do you think can be done to rectify the situation?

OPEN UNIVERSITY OF TANZANIA

Appendix VII: Focus Group Discussions Guiding Questions to Form Four Leavers who completed between 2012-2015.

INFROMED CONSENT FORM

ID NO.

Dear respondent, My name is Geoffrey Gershom Abayo a student in pursuit of Master of Education Degree from Open University of Tanzania and doing a research on **“Contribution of Ward Secondary Schools into Form Four Leavers’ Socio-Economic Development”** in Kilindi District,Tanzania”. Your contribution is very important. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes of this research only.

Name of District..... Ward Village.....

Former school..... year graduated.....

Date of Interview.....

1. When did each of you complete ordinary level education?

2. Which subjects did each of you perform better and why?
3. Whom among you managed to continue with further education? If yes, When and where?
4. What does each of you do now to earn living? i) Agriculture ii) Business iii) Pastoralists iv) Others
5. What kind of business or agriculture does each one of you do?
6. Do you think that the academic performance has a relationship with social-economic development?
7. What is the difference between those who are not form four graduands and you form four leavers?
8. Do you think that the knowledge you acquired in ward secondary schools is enough to improve your social-economic development?
9. How are you engaged in social economic activities or development in your village/ward?
10. What is the main source of your income?
11. Do you contribute to social development activities in your Village/ward?
12. How are you engaged in economic development in your Village/ward?
13. Do you perform any project in your village/ward,
14. Do you involve other people or do you work singly in performing the project?
15. How many of you are leaders in village/ward or any group in your localities?
16. How many of you are still living with their parents?
17. How many among you have their own houses?
18. What is per capita income of each one of you per year?

19. Did your parents/guardians buy you school necessities when you were still in school?
20. Did your parents bother to make follow up of your academic progress when you were still students?
21. Do you know any person who passed in ward secondary schools? If yes, what is he/she doing?
22. What do you think are major challenges of ward secondary schools?
23. Do you think is there any difference between you secondary school leaver and a person who didn't in terms of socio-economic?

Appendix VIII: CLEARANCE LETTER

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Dar es Salaam, Tanzania,
Tel: 255-22-26687591
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpe@out.ac.tz

12/07/2016

District Executive Director,

KILINDI District,

TANGA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2006. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

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

The purpose of this letter is to introduce to you **Mr. Geoffrey G. Abayo** who is a Master student at the Open University of Tanzania. By this letter **Mr. Geoffrey G. Abayo** has been granted clearance to conduct research in the country. The title of his research is "**The Contribution of Ward Secondary Schools on Students' Socio-Economic Development in Kilindi District**". The research will be conducted in Kilindi District. The period which this permission has been granted is from 15/07/2016 to 15/09/2016.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

OPEN UNIVERSITY OF TANZANIA

Appendix IX: INTRODUCTION LETTER
HALMASHAURI YA WILAYA KILINDI
 (Barua zote zitumwe kwa Mkurugenzi Mtendaji (W))

Simu : 027-2977306
 Nukushi: 027 – 2977307
 Barua Pepe: kilindic888@gmail.com



Ofisi ya Mkurugenzi Mtendaji (W)
 S.L.P. 18
 SONGE - KILINDI

Unapojibu tafadhali taja;

Kumb. Na KDC/PF.1839/34

23/07/2016

Watendaji wa Kata,
 Kata ya Msanja, Kwediboma, Songe,
 Masagalu, Kilindi na Kibirashi,
KILINDI.

**YAH: KUMTAMBULISHA MWALIMU GEOFREY GERSHOM ABAYO
 AFISA ELIMU MSINGI WA WILAYA YA KILINDI.**


Kichwa cha habari hapo juu chahusika.

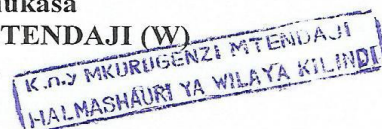
Kwa barua hii namtambulisha kwenu Mwalimu *Geofrey Gershom Abayo* ambaye ni *Afisa Elimu Msingi* wa Wilaya ya Kilindi.

Mwalimu huyu amekubaliwa kufanya utafiti na amechagua Kata zenu kwa ajili ya kufanyia utafiti huo. Atahitaji kukutana na Watendaji Kata, Watendaji wa Vijiji, Wakuu wa Shule na baadhi ya watu ambao wataweza kumsaidia kukamilisha utafiti wake.

Tafadhali sana mnaombwa kumpa ushirikiano atakaouhitaji.

Nawatakieni kila kheri.


George A. Mwalukasa
Kny: MKURUGENZI MTENDAJI (W)
KILINDI.



NAKALA: Mwalimu Geofrey G. Abayo
KILINDI – Barua ya tarehe 12.07.2016 kutoka Chuo Kikuu Huria
 cha Tanzania yahusika.