

**INFLUENCE OF INDIGENEOUS ATTITUDES ON SECONDARY
EDUCATION AS AN INVESTMENT: A CASE OF TANGA DISTRICT,
TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIE OF THE OPEN
UNIVERSITY**

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*Influence of Indigenous Attitudes on Secondary Education as an Investment: A Case Study of Tanga District, Tanzania.*” in Partial Fulfilment of the Requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....
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Supervisor

.....
Date

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DECLARATION

I, **Tabu Mohamed Jegame**, 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

I wish to dedicate this work to my dear parents Mr. and Mrs. Jegame for their support during my studies. My parents have always been there for me and are always the source of encouragement. Secondly, to my husband for his patience and encouragement that contributed to the successful completion of this study.

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ABSTRACT

The objective of this study was to find out how the indigenous people perceive schooling as an investment and its influence on secondary education in Tanga District, Tanga Region. In this study, qualitative research paradigm was mainly used for exploration and description of the data obtained. The sample for this study was divided into several categories namely head of selected public and private secondary schools, parents, and students. The data collection methods were questionnaires and interviews. In tracing the level of education on the parents, the findings showed that a small number of respondents possess secondary education, this implies that majority of them do not have good education foundation. However, most of the them are aware on the importance of secondary education to their children. On factors associated with the indigenous peoples' attitude to invest in schooling, the findings revealed that it is necessary to include historical background, traditional economic problems as well as lack of motivation and poor learning environment. The study concluded that the prevailing status of education can not be simply generalized from attitude of the indigenous people, rather, it is influenced by other intervening and interrelated variables such as socio-economic status of the family, school environment as well as lack of motivation among the parents to invest in schooling of their children. The study recommends the provision of community education from the grass root to be one of the possible measures that might be used to encounter the prevailing attitudes of indigenous people towards not investing in schooling.

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LIST OF ABBREVIATIONS

| | |
|--------|--|
| CSEE | Certificate of Secondary Education Examination |
| DAS | District Administrative Secretary |
| DEO | District Educational Officer |
| FGD | Focus Group Discussion |
| MDG | Millennium Development Goals |
| MoEVT | Ministry of Education and Vocational Training |
| OUT | Open University of Tanzania |
| PEDP | Primary Education Development Programme |
| RAS | Regional Administrative Secretary |
| SAPs | Structural Adjustment Programs in Tanzania |
| SDG | Sustainable Development Goals |
| SEDP | Secondary Education Development Programm |
| UNFPA | United Nations Fund for Population Activities |
| UNICEF | United Nations International Children's Emergency Fund |
| URT | United Republic of Tanzania |

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents introductory information about the study on influence of indigenous people attitudes towards secondary school education as investment focusing on Tanga District. Essentially, the chapter includes the background of the study problem, statement of the problem, purpose of the study, research objectives and questions, and the significance of the study. In addition, it presents the definition of the key terms used in the study, the conceptual framework, delimitation and limitation of the study. The final section presents the organization of the study.

1.2 Background to the Problem

Schooling is a powerful force that has been used by nations with varying degrees of success as tools for development (Ministry of Education and Vocational Training (URT), 2012). The ultimate success of Structural Adjustment Programmers (SAPs) in Tanzania since independence and other similar macroeconomic measures or policy reforms efforts like PEDP and SEDP (2004-2009) played a major role for strengthening education sector in various sections, one of them being the availability of a professional staff and responsible skilled labor force, availability of teaching and learning materials to facilitate changes.

An investment in child education is the best alternative with the highest return in the developing world (UNICEF, 2005). In Tanga district, the government is encouraging religious institutions, non-government organizations and individuals to invest in

education (Tongwa, 2007). The provision of education as an investment requires the investor to have comprehensive understanding of the meaning of education as well as the various education investment options (Agabi et al, 2012).

Regardless of fundamental changes for an increased number of learning institutions, the indigenous people participation is very legible. Parent positive attitude or favorable attitude towards schooling and education enhances parent involvement in child present and future studies. Furthermore, parent involvement in child's education is important as it assists to determine school attendance and academic achievement of the child's studies. This prevailing situation is a product of historical background and culture existing in the people of Tanga that has been passed from generation to generation, hence the native people of Tanga are to be blamed by the future generation. It is argued that most of them did not give priority to secular education. It has also been alleged that the persisting imbalances between Muslims and non-Muslims in the area is caused by Muslims who traditionally did not prefer secular schooling. For example, it is also observed that a large number of students especially in non-government schools originate from outside Tanga district; this is an indication that the indigenous people are still backward in education (Tongwa, 2007).

1.3 Statement of the Problem

Schooling is widely seen as critical to the development process and poverty alleviation. Recent studies confirm that schooling is particularly important when complex new technology becomes available (Rosenzweig, 1995). The decision about who is schooled now is likely to be critical in determining Tanzania's future economic growth and distribution of income. Studies conducted about indigenous

attitude in schooling as investment have revealed that there is a strong association between people's attitude in schooling in relation to future expectation and satisfaction. It is not well known whether the same is experienced in Tanzania particularly along the coast such as Tanga District where indigenous people's readiness to invest in schooling of their children is still a problem (Tongwa, 2007).

1.4 Purpose of the Study

The main purpose of this study was to investigate how the indigenous people in Tanga perceive schooling as investment and its influence and contribution to the prevailing trend of participation in secondary education.

1.5 Objectives of the Study

- (i) To investigate views of the indigenous people in Tanga District on secondary education as an investment.
- (ii) To critically examine the factors which influence the indigenous people to invest or not to invest in secondary education.
- (iii) To identify the possible measures to be taken to solve the prevailing problems associated to indigenous people's attitude.

1.6 Research Questions

- (i) How do the indigenous people view secondary education as an investment?
- (ii) What are the factors that influence indigenous people to invest or not to invest in secondary education?
- (iii) What are the possible measures that can be taken to encounter the prevailing situation?

1.7 Significance of the Study

This study intended to show the general picture of secondary school education trend along the coast of Tanzania, particularly in Tanga District and its causes as well as considering possible changes. Specifically, the findings are expected to raise parents' awareness as well as members of the community on the benefits of investing in the education of their children. In addition, the findings are expected to contribute knowledge to existing literature about influence of parents and community in children's education attainment. To the education policy makers, the study provides recommendations on possible ways to promote involvement of parents and community in investment of education to their children.

1.8 Definition of the Key Terms

This section includes definition of key terms used in this study.

According to online Collins English Dictionary (2016), **attitude** is the way a person views something or tends to behave towards it, often in an evaluative way.

Indigenous refers to something belonging to the country or place in which they are found, rather than coming there or being brought there from another country or location (Collins English Dictionary, 2016). In this study the indigenous imply the people who originated from Tanga district regardless of their inner diversity.

Influence is the power to make other people agree with your opinions or do what you want (Collins English Dictionary, 2016). In this study the term influence is used to mean how the indigenous people affect the trend of secondary education for their children, positively or negatively.

Investment refers to the spending of time or effort as well as money on something in order to make it a success (Collins English Dictionary, 2016). In this study investment in schooling implies allocation of resources in terms of finance, material and labor supply for future expectation and satisfaction. In this study the term **schooling** is used to refer to the process of being formally educated at a school (Webster Dictionary, 2016).

1.9 The Conceptual Framework

The study on the dimension of attitude as stipulated by Skinner (2004) was adopted and modified for developing the conceptual framework of this study. The relationship between indigenous attitudes and schooling as investment can be elaborated diagrammatically as shown in Figure 1.1 The parental attitude can be negative or positive; parental encouragement and motivation play a very important role in the child's schooling and performance.

However, in some societies parents do not take interest in knowing about their children's school progress. Parent negative attitude regarding education and school can prevent their children from getting education due to low motivation and poor self-esteem. Some parents, once they send their children to school they leave everything to their children's teachers. Such lack of interest by parent does affect children's attitude towards schooling and develop the feeling that education is not as important. In turn, large number of them remains passive toward social, political and economic developments (Gelsthorpe & Burnhan, 2003). On other hand, parents with positive attitude in schooling perceive their children's school buildings as their

property, which has direct connection to them. Their participation gives opportunities to see inherent links between schooling and overall development.

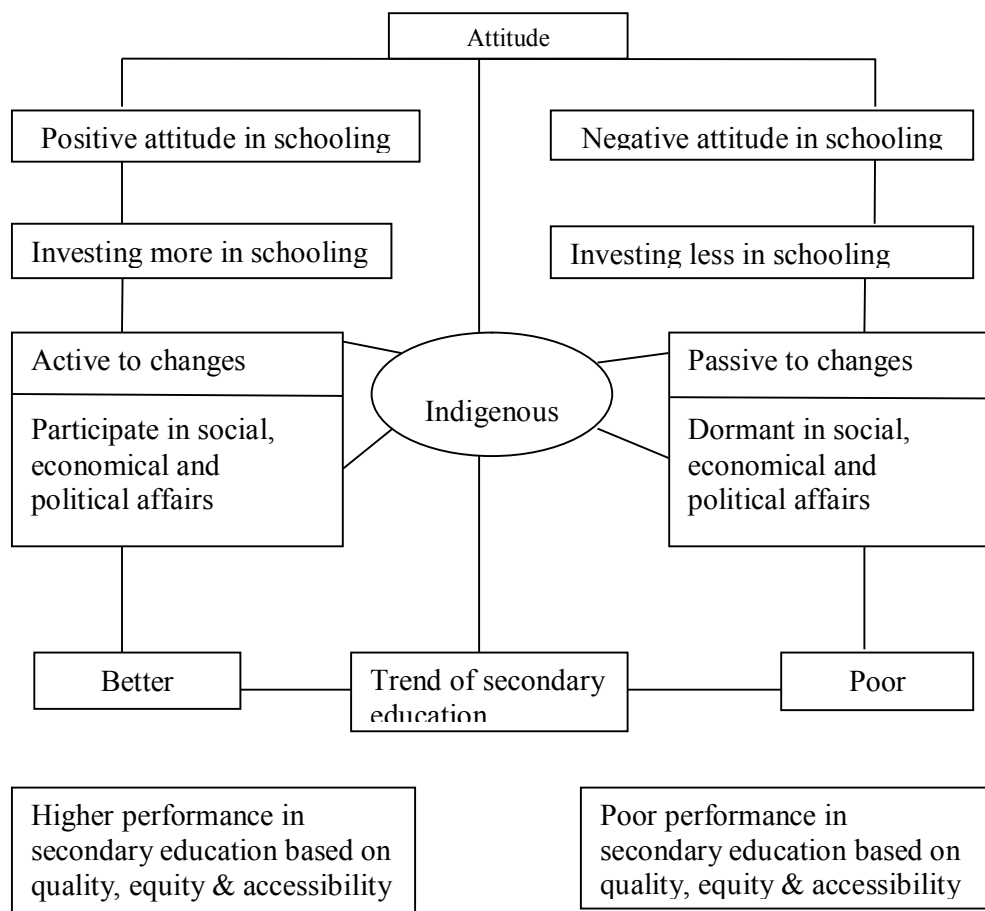


Figure 1.1: Impact of Attitude to People's Behavior

Source: Adopted and Modified from the Dimension's theory of attitude given out by Skinner (2004)

1.10 Delimitation of the Study

The research was limited to selected five secondary schools within Tanga District, which may not necessarily be representative of all the indigenous parents in the district thus limiting the generalization of the results. However, the researcher came up with objective results.

1.11 Limitation of the Study

The investigation of the influence of indigenous attitude towards secondary education as investment involves some sensitive and confidential, individual or family issues such as family style, income, which may result into biased responses. This is because individuals would not have disclosed secrets concerning their private lives. The study concentrated mainly on indigenous parents influence to invest in secondary education.

1.12 Organization of the Study

This dissertation consists of five chapters. Chapter one deals with the introductory information to the study including background to the problem, statement of the problem, research objectives and questions, significance of the study, conceptual framework of the study, delimitation and limitations of the study; while chapter two presents the related literature to the topic. Chapter three explains in detail the research methodology of the study. Chapter four deals with data presentation, analysis of research findings and discussion; while chapter five provides the summary, conclusions and recommendations of the study.

CHAPER TWO

LITERATURE REVIEW

2.1 Introduction

To understand the attitudes of indigenous people in schooling as investment toward the prevailing trend of secondary education in Tanga district various relevant literatures were reviewed. The major concern was first the explanation about the basic concepts associated with the study notably attitude. Review of empirical studies related to the study is provided in the section on the concept of schooling as investment and involvement of the indigenous in schooling. The last section in the chapter provides the knowledge gap.

2.2 Concepts of Attitude

2.2.1 Meaning of Attitude

It is generally acknowledged that an attitude is the psychological response to a person, an object, to a situation, to society and to life itself that generally influence our behaviors and actions. Attitudes are either positive or negative and favorable or unfavorable evaluative reaction toward something or someone exhibited in ones beliefs, feelings, or intended behavior (Myers et al, 2013). An attitude is a social orientation, an underlying inclination to respond to something either favorably or unfavorably.

In addition, attitudes are evaluations people make about objects, ideas, events, or other people. Different people might hold the same attitude for different reasons, and a person might hold a particular attitude for more than one reason.

2.2.2 Functions of Attitude

Over the years attitude theorists have identified and discussed a number of functions that attitudes might serve. Katz (1960) identified four broad functions of attitudes: instrumental function; knowledge function; value-expressive function; and ego-defensive function. Instrumental function serves to enable people to attain particular desired goal or avoid undesired circumstance. Attitude as knowledge function helps people to make sense of the world that brings order to the diverse information people must assimilate in their daily lives. Attitude as value expressive function express our value or reflect our self-concepts. The attitude as ego-defensive function protects us from anxiety or threats to our self-esteem. This concept comes from Sigmund Freud's psychoanalytic theory (1894), which puts emphasis on the projections.

2.2.3 Attitude and Behavior

The assumption that the person's attitude determines his or her behavior is still debatable. However, the research conducted by psychologist (Hogg and Vaughan, 2005) shows that the relationship between attitude and behavior is complex. It has been said that behavior is determined by many factors other than attitude and these other factors affect behavior. Strong and consistent attitude predict behavior better than weak attitude (Eagly and Chaiken, 1993).

2.2.4 Dimensions of Attitude

Attitude has four dimensions namely: intensity, direction, extensity and duration. Each of these aspects is important in understanding attitudes and their influence upon behavior. Assessment of these characteristics is frequently done most by observation of behavior pattern that provides evidences of each of these dimensions whereas

most tests simply attempt to survey attitudinal pattern and determine their positive or negative direction (Skinner, 2004).

2.3 The Concept of Schooling as Investment

Schooling is seen as critical to the development process and poverty alleviation. Recent studies such as Leithwood et al. (2004), confirm that schooling is important when complex new technologies and market options become available. Many developing countries including Tanzania have undergone considerable macroeconomic stabilization and market liberation programmes. Al-summarai and Peasgood (1998) states that normally parents educate their children and grand children so that they will have better life chances; also they enjoy having literate and educated children. Maliyamkono (1999) noted that advent of privatization reforms and cost sharing in education has converted education from social service to an economic commodity.

From Maliyamkono's views, decisions about who is schooled now are likely to be critical in determining Tanzania's future economic growth and distribution of income. According to Boydston (1979), the role of the community in making the schools vital is just as important as the role of the school itself.

2.4 Involvement of the Indigenous in Schooling

Parental attitude towards schooling (education) indicates that, parents from rural area put differential emphasis on education to their children. Most parents in rural areas give priority to home chores rather than school activities such as games, sports and studying. Sarra (2003) suggests that parents in many schools have become resigned

to the poorer educational outcome achieved by their children. When parents and teachers work together and share responsibility for children, and the children see this cooperation, children were motivated to do better in school.

According to Schwab (1996) indigenous people generally have experiences of schooling in the context of the dynamic that offers indigenous parents little choice or power. In order to find parent attitudes, expectation and living standards that influence children's school achievement, we must study both the rural and urban school children and parents. Schwab's research findings were to show whether parents' attitude and aspirations toward their children education are variables that accounted for the poor performance of children's learning by providing them with educational materials. Some schools performed better than others and also some individual students achieved higher in secondary school subjects than others.

Indigenous people education systems offer a promise of liberation while their functions are oppressive, for this reason resistance to schooling was often viewed positively in indigenous communities; this is because they think that if a child was not going to school will become more productive by doing home stuff and helping them to bring income to their family. According to Ridgeway (2001), improvement in indigenous education outcomes remain dwarfed by the magnitude of discrepancy between indigenous and non-indigenous educational achievements.

Communities in which children live, the services available to them, the school within their community and the relationship between these and the families in which children grow up all impact upon their readiness for school (Farrar et al, 2007).

According to Hunter and Schwab (2003), although the rate of indigenous student's access to educational participation in and retention in education has shown improvement in some areas in recent decades, equitable outcomes have not been achieved.

On the other hand, LaBahn (1995) blames secondary schools for failing to realize the non – traditional areas, which have proved to put parents away from school and in turn finding school to be not important to their children. He emphasizes on involvement of parents in school issues and the headmaster or principal to be totally committed in the issues of parental involvement in school. Again Hedges et al (2016) found that the children belonging to the Maasai tribe pastoralists were the least likely to attend schools as compared to their neighboring families who are farmers and businessmen and women.

2.5 Research Gap

The studies presented above attempted to examine the trend of education for indigenous people of different parts of the globe including the people from Tanzania as among the marginalized areas in terms of economic development as well as education provision. However, different research conducted, revealed that major problems associated to poor development in various sectors including education is the culture as well as beliefs, negligence and historical background which undermine the so called formal education (Tongwa, 2007). According to Farrar et al (2007), communities in which children reside as well as the services and care they receive, the schools existing in their communities and the relationship between all these and families in which children grow up, impact upon their readiness for school.

The studies do not indicate the contributing factor for that trend and the possible measures that can be taken to eliminate the trend of un-schooling. Hence it was illogical to associate only culture, belief, poverty and history of the region as the only block toward the prevailing trend of education along the coast. Therefore, studies on the influence of the indigenous attitude of the people in Tanga, along the coast, towards schooling as investment are highly needed. Subsequently, far few studies have been conducted to show how the indigenous people's attitudes might have influenced their participation on the current trend in secondary education. This study intended to fill this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology and procedures that were used in the study. The chapter describes the research approach and design, the area of study, the population, sample and sampling techniques, data gathering techniques and instruments. It also contains information on validation and administration of instruments and the approach for data analysis.

3.2 Research Design

Kothari (2004) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Indeed, the research design is the reasonable structure inside which research is directed; it constitutes the layout for the collection, measurement and analysis of information. All things considered make the plan that incorporates a layout of what the researcher will do from composing the hypothesis and its operational ramifications to the last investigation of information.

Specifically, the study adopted a descriptive research design. The major purpose of descriptive research is to describe state of affairs as it exists (Kombo & Tromp, 2006). The design was chosen because the study sought to describe critically the state of affairs as it exists in Tanga district regarding the indigenous peoples' attitudes on secondary education schooling.

The study employed qualitative research approach, which is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind (Kothari, 2004). Further, qualitative research approach is concerned either to describe or interpret existing relationship, attitudes, practices processes and trend or compare variables. In this study on influence of indigenous attitudes on secondary school education as investment, qualitative research methods were used for exploration and description of the data obtained. Quantitative data collection methods were also used to get numerical information from schools and parents.

3.3 Area of Study

It is known that a researcher needs to select a specific location for the study, since only specific location, and not all locations are ideal and suitable to test particular theories (Devereux and Hoddinott, 1992). The area of this study, Tanga is both the name of the most northerly sea port city of Tanzania, and the surrounding Tanga Region. It is the Regional Headquarters of the region with a population of 2,045,205 as in accordance to the National census of 2012 (Wikipedia, December 2016). Tanga is one of the largest cities in the country. The city of Tanga sits on the Indian Ocean, near the border with Kenya. Major exports from the port of Tanga include sisal, coffee, tea, and cotton.

Tanga is also an important railroad terminus, connecting much of the northern Tanzanian interior with the sea. Via the Tanzania Railways Corporation's Link Line and Central Line, Tanga is linked to the African Great Lakes region and the Tanzanian economic capital of Dar es Salaam. The city is served by Tanga Airport.

The study was conducted in Tanga District in Mwambao and Pongwe wards. Tanga District is among the nine districts in Tanga region, others are Lushoto, Korogwe, Kilindi, Pangani, Muheza, Bumbuli, Handeni and Mkinga. Tanga district was selected for this study because it is among of the areas along the coast of Tanzania. It has been argued that many people who live in the coast have adapted some cultures that were left by the Arabs once they came to colonize Tanzania by then Tanganyika as they preferred to live in the coastal areas and in islands. Most of the people in coastal areas and Tanga district being one of them practice Islam.

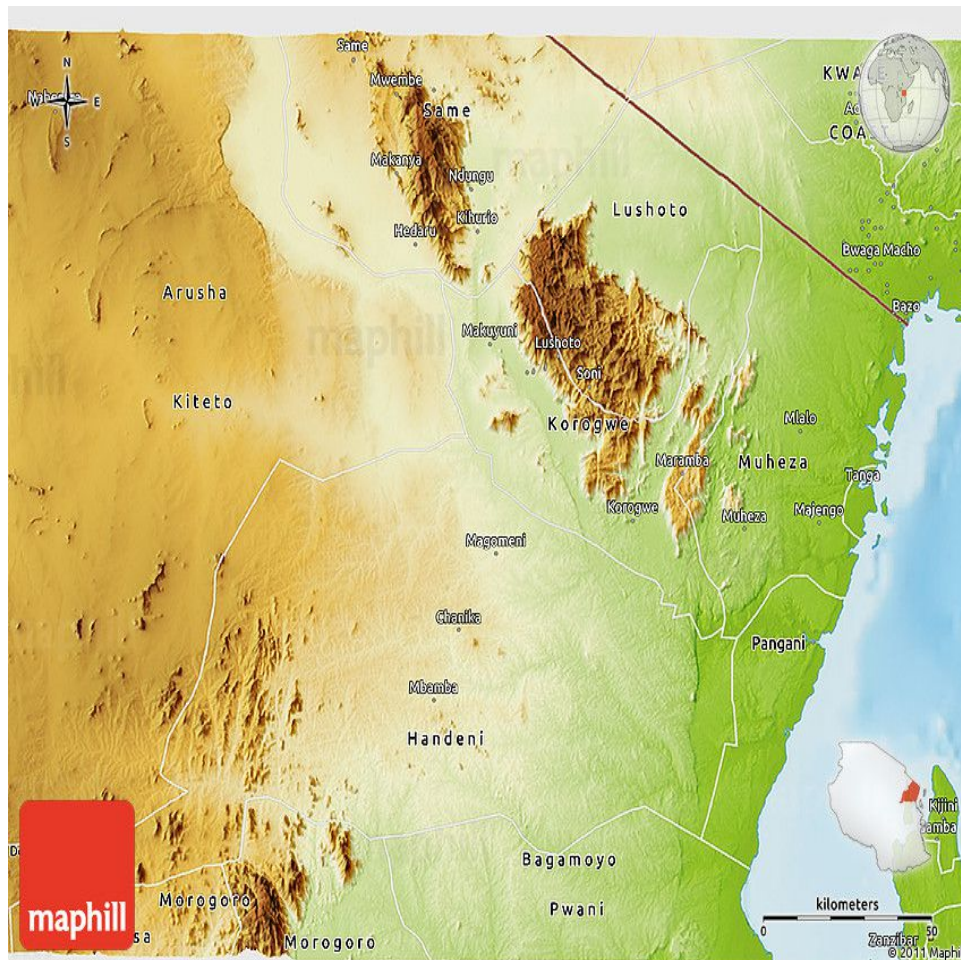


Figure 3.1: Map of Tanga District

Source: Google Maps

Moreover, they mix some of the native African culture with the ones imposed to them by the Arabs. This has made them not to concentrate on investing in education but rather in small, medium and large businesses and girls together with women staying at home or for girls get married at a young age. This tradition, therefore, did not allow girls to proceed with school. Since such indigenous behavior was prevalent, the researcher decided to select Tanga district as the area of study. Some researchers are likely to use areas such as Pwani, Lindi as well as Mtwara and forget the community of Tanga district.

3.4 Population, Sample and Sampling Techniques

3.4.1 Study Population

Best (1981:8) as cited by Sari et al (2013) defines research population as “any group of individuals that have one or more characteristics in common that are of interest to the research”. In this study, the research population includes parents, students, DEO and head of secondary schools living in Tanga district. The reason for choosing these categories is that they are relevant to the study and were expected to provide relevant information on the topic under study. The fact remains that it is a very large number of participants; a study sample was therefore created to be involved in the research. Sampling techniques were used to get the study sample.

3.4.2 Sample and Sampling Techniques

A study sample is a smaller collection of units from the study population used to determine the truths about a population of a given study (Field, 2005 as cited by Chaturvedi, n.d).

Sampling technique is a procedure by which some elements of population are selected as representative of the total population to make observation or measurements of these elements and make conclusion regarding the entire population (Omari, 2011). In addition, a sampling technique is the process to draw valid inferences or generalization on basis of careful observation of variables within a relatively smaller proportion of the population.

In this study, simple random sampling technique was employed to select secondary students in the studied schools. Simple random sampling is a technique whereby an element of randomness is usually introduced into this kind of sampling by using random numbers to pick up the unit with which to start (Kothari, 2004). This type of sampling was used to identify schools, the head teachers and parents. On the hand the study employed purposive sampling to select schools in the study which included respected head of schools and parents. Purposive sampling refers to a sampling technique where researcher uses his/her own judgement to select members of population that could suit the study (Research Methodology, 2017).

The study intended to have a sample of 121 participants which included 1 DEO, 20 head teachers, 70 students and 30 parents. However, only 86 participants were able to participate in the study and formed the sample. Nevertheless, the 86 participants provided objective and adequate data for the study. This sample included 1 DEO (Male), 10 head of schools (6 male and 4 females), 15 parents (7 male and 8 females) and 60 students (32 male and 28 female). The table below summarizes the sample used in the study.

Table 3.1: Summary of Study Sample

| | Sample | | | |
|-----------------|---------------|--------------|---------------|--------------|
| | Male | % | Female | % |
| DEO | 1 | 100 | 0 | 0 |
| Head of Schools | 6 | 60 | 4 | 40 |
| Parents | 7 | 46.67 | 8 | 53.33 |
| Students | 32 | 53.33 | 28 | 46.67 |
| Total | 46 | 53.49 | 40 | 46.51 |

Source: Research Data, (2016)

3.5 Data Collection Methods and Procedures

The task of data collection begins after a research problem has been defined and research design/plan chalked out. While deciding about the method of data collection to be used for the study, the researcher keeps in mind two types of data viz., primary and secondary. The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. The researcher would have to decide which sort of data he would be using (thus collecting) for his/her study and accordingly he/she will have to select one or the other method of data collection. The methods of collecting primary and secondary data differ since primary data are to be originally collected, while in case of secondary data the nature of data collection work is merely that of compilation.

The following section provides a description of the instruments used in data collection process which included questionnaires, interview and focus group discussion.

3.5.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaire was invented by Sir Francis Galton (Campbell et al, 2009). A questionnaire constitutes a set of written questions on a sheet with spaces provided for respondents to reply to the items (questions). In general, a questionnaire is organized according to the research objectives or the key parameters of the study. A well-structured conceptual framework and literature review guide the development of individual items of the questionnaire.

There are several reasons why a questionnaire was used in this study. These include the following: its potential in reaching out to many respondents within a short time, able to give the respondents adequate time to respond to the items, offers a sense of security (confidentiality) to the respondent and it is an objective method since no bias resulting from the personal characteristics (as in an interview) (Owens, 2002). Questionnaires were administered to the parents, students and heads of the schools studied (see Appendix 1, 2, and 4).

3.5.2 Interview

Interviewing involves asking questions and getting answers from participants. An interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research (Kumar, 2014). Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. The asking and answering of questions can be mediated by telephone or other electronic devices (e.g. computers). Interviews can be

structured, semi-structure or unstructured. Structured interviews are like questionnaires that contains only closed-ended questions. Semi – Structured interviews contain both open ended and closed ended questions and unstructured interviews contain open ended questions. In this research, unstructured interview was used to interview the District Education Officer (See Appendix 5).

3.5.3 Focus Group Discussion

A focus group is an organized discussion of between 6 and 12 participants. It usually lasts for about one or two hours and provides the opportunity for all the respondents to participate and to give their opinions. Dominant and submissive relationships, which develop within the group, as well as side conversations, can be controlled. Smaller groups and those with a narrower range of characteristics tend to be more coherent and interactive (Konaté & Sidibé, 2004). Focus Group Discussion (FGD) is a method of data collection, which is frequently used to collect in-depth qualitative data in various descriptive studies such as case studies, phenomenological and naturalistic studies. FGD method is participatory approach, which incorporates various views of the participants. The method is useful in facilitating data collection from a homogeneous group and as well as ensuring that the data gathered is valid to the researcher.

In addition, the method provides an opportunity for the participants to talk to one another about a specific theme (Wanjohi & Dimba, 2014). A focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps

the group to participate in a lively and natural discussion amongst them. The reason for using FGD in this study was to have face-to-face discussions instead of individual responses to formal questions, in order to improve and enhance qualitative data produced. Groups that were involved in this study are the parents and head of schools. This is because the researcher required rich qualitative data for the study through face-to-face discussion with parents and head teachers.

Also, some parents were illiterate and had no formal education at all. Therefore face-to-face discussions were helpful to extract data from them. The strength of FGD relies on allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation that exists in a particular community in terms of beliefs and their experiences and practices (see Appendix 3 for FGD guide).

3.6 Validation of Study Instruments

In order to obtain comprehensive research data, research instruments should be valid to the objective of the study. Validity is the degree to which particular instrument measures what is supposed to measure (Kothari, 2004). The validation of the instrument is the process of establishing evidence, which provides high degree of accuracy that specific process consistently produces its predetermined specification and quality attribute. In order to validate instruments in this study, multiple data collection techniques also known as triangulation was applied (Cohen et al (2003). Triangulation is expected to permit the researcher to combine strength and collect some of the deficiencies of some sources of data. Cohen et al (2003) argued that

validity could be improved through careful sampling, appropriate instrumentation and appropriate statistical treatment of data. The use of combination of research methods is further known as means that help to ensure validity. In order to test validity and reliability of instruments, the researcher prepared the instruments and piloted them to colleagues and other people familiar with research in Tanga District. This enabled the researcher to find out if the selected questions were measuring what they were supposed to measure. It occurred that there were some ambiguous questions in some of the questionnaires and these were improved for the main study.

3.7 Data Analysis Procedure

Data analysis is the process of developing answers to research questions through the examination and interpretation of data (Statistics Canada, 2015). In this study data analysis was carried with greater consideration on how they were collected and the methods of collection. Qualitative data collected from parents as well as teachers and students through focus group discussion and interview were analyzed by content review.

According to Miles & Huberman (1994) this led into objective data reduction and minimizes it as much as possible without losing its original key meaning. The researcher picked up all collected data relevant for analysis in relation to research variables and put them together. Content analysis on the other hand assisted the researcher to summarize, organize and convert the information into descriptive analysis by grouping major concepts and direct quotations provided by the respondents in accordance to the research objectives and questions.

3.8 Research Ethical Issues

One of the ethical issues considered when doing research is seeking of permission for the study (Kerlinger, 1979). The Tanzania Government's circular letter Ref. No. MPEC/R/10/1 dated 4th July 1980 gives power to the Vice Chancellor to issue research clearance to students. The study observed all ethical issues before conducting the study. This was done in order to avoid any sort of misunderstanding that could come up. A clearance letter from Open University of Tanzania was obtained and presented to the Regional Administrative Secretary (RAS) of Tanga region then to District Administrative Secretary (DAS) of Tanga who issued permission to collect data in the area. After receiving permission to conduct the study, the researcher contacted the respondents and explained to them about the study. At school level, the researcher sought permission from Head master/mistress of each and every school selected for the study before data collection. Respondents' right to privacy were observed and the information provided was treated confidential. Respondents were informed that their names would not appear in the study.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the findings basing on the research objectives and research questions presented in chapter one. The data for the study was collected through interviews, questionnaires and focus group discussion. The study involved 86 (eighty-six) respondents that included 1 DEO (male), 10 head of schools (6 male and 4 female), 15 parents (7 male and 8 female) and 60 students (32 male and 28 female) from Tanga District.

4.2 Characteristics of the Respondents in the Study

This section provides information on respondents' characteristics with respect to gender, education and occupation. The above variables were believed to contribute in putting into practice the attitude into education. Based on the data provided from the research with regards to the respondents, the characteristics of parents in relation to their sex and origin are heterogeneous in such a way that integration is very strong. Furthermore, the teachers and students show the same characteristics as shown by the parents. In other words, the sample represents the study population in such that interaction is very high as among them 15 parents who were given questionnaires, 5 were indigenous while the rest were immigrants. Among 10 head of schools presented with questionnaires only 2 were indigenous and the remaining 8 were immigrants from different parts of the country. The DEO himself was also not originally from Tanga district. Most of the students were from outside Tanga region

as among 60 students studied only 12 were indigenous. Table 4.1 summarizes profile of the respondents.

Table 4.1: Profile of Respondents

| GATEGORY | GROUP | Parent | Student | DEO | Head of schools | Total |
|-----------------|--------------|---------------|----------------|------------|------------------------|--------------|
| SEX | Male | 7 | 32 | 1 | 6 | 46 |
| | Frequency | 46.67% | 53.33% | 100% | 60% | 53.49% |
| | Female | 8 | 28 | 0 | 4 | 40 |
| | Frequency | 53.33% | 46.67% | 0% | 40% | 46.51% |
| | Total | 15 | 60 | 1 | 10 | 86 |
| ORIGIN | Indigineous | 5 | 12 | 0 | 2 | 19 |
| | Frequency | 33.33% | 20% | 0% | 20% | 22.09% |
| | Immigrant | 10 | 48 | 1 | 8 | 67 |
| | Frequency | 66.67% | 80% | 100% | 80% | 77.91% |
| | Total | 15 | 60 | 1 | 10 | 86 |

Source: Field Data, (2015)

Most of the respondents were immigrants as compared to indigenous respondents. Head of schools were about 20% indigineous and immigrants were 80%, while in secondary schools studied, the indigenous students are 20% and immigrants are 80%. There are several reasons for people to migrate from one place to another. Among them are for business purposes, employment and conjugal ties. In one of the secondary schools involved in this study located a little bit interior in Tanga district, majority of students are indigenous.

In other secondary schools that were studied located in Tanga town, majority of the students are immigrants. Two heads of private secondary schools argued that large number of students enrolled in their schools are coming from Dar es Salaam city and others from upcountry regions far away from Tanga. Tanzania was historically colonized by the Arabs who resided mostly on the coast of the country. Many

indigenous people from Tanga adapted the Arab culture and moved on with it till to date. It is further observed that Arabs were business oriented and the issue of secular education to them was not given much attention. The only education that was valued the most was Quranic education. This influenced the indigenous people in Tanga to have the same mindset.

According to UNFPA (2012) there is still early marriages and the rate was at 29%. This has been contributed by poverty that the indigenous people in Tanga district are experiencing leading them to allow early marriages for their daughters so they could get money from the husband. This implies that some indigenous parents do not allow their children to proceed to secondary education or dropout somewhere as they proceed due to their economic situation.

4.2.1 Parents Education and Occupation

The dominant economic activities observed from the sample is largely employment in public and private sectors followed by self employment (business) at the rate of 38% and 23% respectively, as shown in Table 4.2.

Table 4.2: Parent Occupation in Relation to their Sex and Origin

| GATEGO RY | OCCUPATI ON | Employment | Fishing | Art and craft | Business | Agriculture | Total |
|----------------------|------------------------|-------------------|----------------|--------------------------|-----------------|--------------------|--------------|
| SEX | Male | 2 | 2 | 0 | 2 | 1 | 7 |
| | Female | 3 | 0 | 1 | 2 | 2 | 8 |
| | Total | 5 | 2 | 1 | 4 | 3 | 15 |
| ORIGIN | Indigineous | 0 | 2 | 0 | 3 | 1 | 6 |
| | Immigrant | 5 | 0 | 1 | 2 | 1 | 9 |
| | Total | 5 | 2 | 1 | 3 | 2 | 15 |
| Percentage | | 38% | 15% | 8% | 23% | 15% | 100% |

Source: Field Data, (2016)

In tracing the parents' level of education, the findings showed that majority of respondents who are immigrants attained secondary education as indicated in Table 4.3. This implies that majority have good education foundation. This is not the case for the indigenous parents as among them, 3 were completely illiterate. Therefore, it is not difficult for the immigrant parents to adopt the fundamental changes in education within their capacity. Since the sample was obtained randomly it can be argued that majority of student parents are immigrants. According to the findings, majority of the indigenous parents in Tanga do not send their children to school due to poverty. Most of them only depend on small scale farming due to lack of capital to adopt modern farming technology.

Table 4.3: Parent Education in Relation to their Sex and Origin

| Category | Education | Primary school | Secondary school | College/University | Total |
|---------------|-------------------|----------------|------------------|--------------------|-------------|
| SEX | Male | 1 | 4 | 2 | 7 |
| | Female | 4 | 3 | 1 | 8 |
| | Total | 5 | 7 | 3 | 15 |
| | Percentage | 33% | 47% | 20% | 100% |
| ORIGIN | Indigineous | 4 | 1 | 0 | 5 |
| | Immigrant | 1 | 6 | 3 | 10 |
| | Total | 5 | 7 | 3 | 15 |
| | Percentage | 23% | 54% | 23% | 100% |

Source: Field Data, (2016)

Hence, they are principally depending on land, the small scale peasants are characterised as low earning people from their products. Thus, majority of them are not in good position to send their children to private secondary schools which are expensive in case their children do not positions in public seconady schools. Therefore, though the parents might desire to educate their children to private secondary school, financial constraints pulled them down.

4.3 Indigenous People Views on Secondary Education as Investment

The first objective of the study wanted to investigate views of the indigenous on secondary education as an investment.

4.3.1 Parents View on the Objectives of Primary Education

As far as parents views on the objective of primary education are concerned the responses are given out in Table 4.4. The findings indicate that the parents are aware on the importance of education. Seven parents (47%) indicated that primary education should prepare for secondary education, four parents (27%) argued that primary education should prepare pupils to be self reliant while two parents (13%) argued that primary education should prepare pupils for vocational skills. This implies that most parents want their children to get basic knowledge to enable them join secondary school and assist their parents in future.

Table 4.4: Parents Views on the Objectives of Primary Education

| Objective | Frequency | Percentage |
|---|------------------|-------------------|
| To prepare pupils for secondary education. | 7 | 47% |
| To prepare pupils for business | 0 | 0% |
| To prepare pupils to be farmers | 1 | 7% |
| To prepare pupils for art crafts (vocational) | 2 | 13% |
| To prepare pupils for public employment | 1 | 7% |
| To prepare pupils to be self reliant | 4 | 27% |
| Total | 15 | 100% |

Source: Field Data, (2015)

4.3.2 Parents Support towards Childrens' Secondary Education Schooling

Furthermore, in finding out on how indigenous people view secondary education both parents and students were asked whether the parents encouraged their children

in their secondary education studies or not. The responses given for this questions is elaborated on the Table 4.5. The data show that **60%** of respondents agreed that parents encouraged them in their studies morally and materially. The parents are proud of having their children in secondary school. That is why parents, including the indigenous supported the government policy of having at least one secondary school in each ward; they contributed morally, materially and financially.

Table 4.5: Do the Parents Encourage/Support their Children in School?

| Group | Agree | Disagree | Somehow | Don't know | Total |
|-------------------|--------------|-----------------|----------------|-------------------|--------------|
| Parents | 9 | 3 | 1 | 2 | 15 |
| Students | 36 | 10 | 12 | 2 | 60 |
| Total | 45 | 13 | 13 | 4 | 75 |
| Percentage | 60% | 17.5% | 17.5% | 5% | 100% |

Source: Field Data, (2015)

4.3.3 Students Truancy, Drop out and Measures taken by Parents

Truancy and dropout are among the indicators which also can be used to cross check on how the indigenous view secondary education as investment. With regard to the interview on measures taken against truancy, the findings indicate that majority of parents mentioned they were not prepared to see their children roaming around the streets during school hours; various measures have been taken by parents to discourage truancy notably warning, reminding, counselling and punishing them accordingly as indicated in Table 4.6.

Parents and head of school were also asked on the reasons that they thought contributed to students truancy and drop out. Even though, students demonstrated that they were eager to attend school. Table 4.7 demonstrates reasons for student

truancy and drop out as indicated in the data obtained from parents and head of schools students.

Table 4.6: Parents Responses against Truancy and Measures taken

| Alternative | Frequency | Percentage |
|--|-----------|-------------|
| Punishing the truants | 5 | 33% |
| Make follow up at school for cross cheking | 5 | 33% |
| Warning, reminding, and counseling the truants | 3 | 20% |
| Remain silent and leave as it is | 2 | 14% |
| Total | 15 | 100% |

Source: Field Data, (2015)

Table 4.7: Basic Reasons for Student Truancy and Dropout

| Sn | Reason | Parents | Students | Total | Percentage |
|--------------|---|-----------|-----------|-----------|-------------|
| 1 | Poverty and family problems which lead the children to employ them selves on petty businesses | 3 | 6 | 9 | 12% |
| 2 | Desire to concetrate in islamic studies | 2 | 9 | 11 | 14.67% |
| 3 | School has no value to their future | 2 | 10 | 12 | 16% |
| 4 | Engagement in misbehavior such us prostitution and drugabuse. | 0 | 3 | 3 | 4% |
| 5 | Preference to town life than rural life | 1 | 10 | 11 | 14.67% |
| 6 | Hardship in life which leads girls to get married and get early pregnancies | 3 | 10 | 13 | 17.33% |
| 7 | Failure to cope with teacher, studies and assignments given. | 3 | 3 | 6 | 8% |
| 8 | Leaving school to support their parents for supplying labour power. | 1 | 9 | 10 | 13.33% |
| Total | | 15 | 60 | 75 | 100% |

Source: Field Data, (2015)

4.4 Factors Associated with the Indigenous Attitude to Invest in Schooling

The second objective of the study examined the factors associated with the prevailing attitude towards schooling as investment among the indigenous people of Tanga district particularly those of Mwambao and Pongwe wards.

Information was gathered through questionnaires given to students and parents as well as through interview conducted to the head of schools. The questions on indigenous attitude on schooling were given to the respondents and the results are elaborated in Table 4.8.

Table 4.8: Whether Indigenous People have Negative Attitude on Schooling

| Response | Student | Parents | Head of schools | Total | Percentage |
|--------------------|----------------|----------------|------------------------|--------------|-------------------|
| Agree | 12 | 3 | 6 | 21 | 25% |
| Disagree | 30 | 3 | 1 | 34 | 40% |
| It was in the past | 3 | 7 | 3 | 13 | 15% |
| No response | 15 | 2 | 0 | 17 | 20% |
| Total | 60 | 15 | 10 | 85 | 100% |

Source: Field Data, (2015)

Based on the data stipulated on the Table 4.8 above, 25% of the respondents agreed that the indigenous attitudes on schooling are negative while 40% disagreed, and 15% argued that such attitude was observed in the past and not now, while 20% of respondents remained silent due to lack of the evidence. From that data, it can be argued that element of negative attitude in schooling among the indigenous in Tanga district which is among the districts along the coast is at low level contrary to the prevailing allegations. Subsequent analysis of findings revealed that there were in fact various factors that could be taken as a contribution to the prevailing negative attitudes to invest in education. These included historical background, traditional, economic problems as well as lack of motivation and poor learning environment.

4.4.1 Historical Background of Education System since Independence

After the country's independence, the government nationalized all schools and payment of school fees was abolished. From that time the indigenous internalized

mind that educating children is a government responsibility and not theirs (Sivalon, 1992). Later on the government allowed private schools to operate so that a greater number of students could be enrolled. Therefore, both public schools owned by the government and private schools were enrolling students. The only difference was that in public schools almost each and everything was taken care by the government except for school uniforms while in private schools parents paid school fees for their children which is relatively high and only wealthy and some middle class citizens can afford. However, sometime later small amount of school fee was introduced in public schools but still it is lower compared to private schools. Some indigenous people were already having a mind set that the government still pays school fees for their children. It took time for them to realize that private school is an alternative for those who wish for their children to pursue secondary education due to certain reasons such as prestige of a certain family or those who were not selected to join public government schools due to failure to pass primary school final exam (Standard VII National Examination).

History shows that in the early period of colonization, indigenous along the coast supported the government by working for them at different lower level posts. This is because they were literate; most of the leaders known as *jumbes* and *akidas* originated from the coastal areas. However, lack of collective responsibility among the family members in schooling deteriorated the strength and position of these literate leaders. As time went on, the succession to their descendants remained into dreams. Instead, other people who surrounded the coastal people realized the importance of education for the future of their children. They sent their children to

those schools found along the coast. Eventually, the number of educated indigineous people along the coast remained relatively small. They graded themselves into lower class people who depended on the government. When their children were not selected to join public secondary school, personal initiative of an individual in investing for their children in private schools seemed to be a dream. In an interview, one head master had this to say:

When parents decided to send their children to private secondary schools, they were blamed by their fellows for wasting funds for those children whom the government has proven them failures.

However, findings of the study show that currently many parents have started to realize the actual situation. They have started to make considerable changes in their perceptions. Before end of primary school examinations results come out some parents encourage their children to do interviews for private schools admissions within and outside Tanga district. It seems, however, that the history can never change overnight, still there are parents who depend on the opportunity offered by the government. The headmaster of one of the public secondary schools in Mwambao ward who was interviewed argued that this situation is different in other regions, as an example of Kilimanjaro region where public government schools are not highly valued due to quality of education offered and learning environment. Finally, it can be argued that the element of negative attitude among indigeneous parents is not intentionally practiced but it has connection with history.

4.4.2 Customs and Traditions

School is only one agency in society where children may receive education. Some other important agencies where children are socialized are family, the peer group, the

new and entertainment media, and the social political, economical, culture and religious groups to which the child belongs (Dubey et al, 1985). Traditions and customs that start to be observed from the family is the most important agency.

There are arguments given to associate the traditions and customs with the prevailing indigenous attitude toward schooling. One of the questions posed to the respondents was related to the traditions and customs of the indigenous in Tanga district and whether or not they hinder the progress in education. The data collected revealed that, indeed traditions and customs play a great role toward the prevailing attitude of the indigenous. The dominant problems associated with tradition and customs include adapting most of the traditions from the Arabs that do not encourage formal secondary school education, rituals, early marriages for boys and girls, stigma of many parents and students, as well as early sexual interactions and traditional healing activities.

Generally, all these problems undermined pupils ambitions for further studies. One of the head master in Pongwe ward argued:

“In this area we have a serious task of transforming peoples attitude. When young girls reach puberty age, they are kept at their homes for two weeks. On the day of reporting to school they are accompanied by parents who instruct the headmaster on how to handle the matured girls. Further more, during the orientation girls are provided with awareness on sex which in one way or the other motivate and stimulate them to engage into sexual activities which lead to prostitution. This leads to low academic performance due to indiscipline and truancy which ends up in dropout. Initiations provide freedom to engage in whatever they want even if the act is immoral.”

This narrative has been repeated by many respondents. In another school the head master said:

“This village is very famous in traditional medicine. Many parents in this village are traditional healers. In one way or another, children are actively involved in that business and being motivated. Therefore majority of them dropout from school and those remaining are not serious with studies. That is why for many years it is a miracle for pupils to pass final form four exams (CSEE) in this school.”

Moreover, traditional dancing practiced in the area leads pupils to waste a lot of their time engaging in dancing activities instead of studying. Some students leave school and employ themselves. One parent in Mwambao ward stressed that:

“The biggest problem with the children in this village is traditional dances including Baikoko and Mdumange. These dances attract the pupils due to the way the dances are performed in sexual and nudity manner. As a result they spend most of their time in dances rather than studying. The famous dance in this village is called ‘baikoko’. The style of dance that involves boys and girls that leads to sexual relationship among themselves. This situation affects many girls. Although teachers have tried much to stop it but there is no support from the parents. Instead parents blame the teachers.”

The findings also revealed that there are some tribes which allow their daughters to get married at a young age. In supporting this realization, one head master from one of the secondary schools in Pongwe ward said:

“The people of coastal zone can not be compared to those of mainland. It is true that the people of the coast cooperate but not in education. If it happens that the daughter is matured and the initiation has taken place the daughter can get married without informing relatives. This can lead to conflicts and sometimes the relatives can isolate the family concerned. If relatives are informed they will give full support. But when it is an education issue nobody else will take care apart from parents themselves; in this case the coastal people will continue to lag behind in education.”

Another head master argued that :

“Its true that some students pass examination but they fail to continue with their studies. This is because many parents do not see it as their responsibility. They spend most of their time drinking. They leave all family responsibilities to their wives and to them it becomes a big burden. Last year seven pupils passed national examinations and they were selected to join secondary school. Two students failed to continue with their studies. One student was

very late to report to the school due to lack of basic school requirements from her parents. Under this condition we can not move forward in education. I would rather advise the government to take strong measures against this habit.”

Therefore, it seems that many students in such situations attend schools only to complete primary education. At the same time they engage in other activities such as petty business, fishing, day workers and the like. That is why the number of indigenous children is limited in both government and private secondary schools.

In summary, it seems that traditions and customs of the indigenous in Tanga district can discourage good performance in education. Indiscipline, truancy, dropout, early pregnancy, prostitution and other misbehaviors are the products of the prevailing traditions and customs which in turn stagnate the progress in schooling at different levels.

4.4.3 Economic Problems

Schooling as a continuous process needs capital in the form of finance, material and manpower. Capital accumulation in Tanga is principally depending on agriculture, fishing and trading which are operating under small scale. The majority of the indigenous along Tanga district are living below standard due to the economic hardships. It is hard for an indigenous parent to meet all costs required in supporting their children's schooling. There is a strong relationship between poverty among the indigenous and low incentive in schooling as investment. Economic problems lead to failure of parents or guardians to pay school fees and support their children on the basic school requirements such as books, stationeries, uniforms and other things. According to the data obtained in the study, most of the parents in the study, 10 or

67% agreed that poverty or economic problems among the indigenous lead to low incentive in schooling as illustrated in Table 4.9.

Table 4.9: Responses on the Economic Problems as Factor Affecting Schooling

| Response | Agree | Disagree | No response | Sample size |
|-----------------|--------------|-----------------|--------------------|--------------------|
| Score | 10 | 4 | 1 | 15 |
| Percentage | 67% | 26% | 7% | 100% |

Source: Field Data, (2015)

The economic problem is one of the reasons associated to truancy and dropout. In Pongwe ward the parents argued that many young boys fail to attend school properly because they go to collect fish along the Indian Ocean shores. Some of them get temporary employment for peeling off fish shells and scales. The little money received is spent with parents or relatives to sustain life.

Not only that but hard life facing large number of indigenous families forces young girls to engage in unacceptable behaviors such as prostitution or engage in entertainment dancing for earning some money so as to get the school requirements. Sometimes they get immersed in the business and then exempt themselves from school. The researcher witnessed several young boys and girls roaming around during class hours either with petty business or pottering people with bicycles from one street to another. Furthermore, in the rural areas, many pupils are lacking proper school uniforms and other schools requirements such as textbooks, exercise books and school necessities. All these incidencies depict the economic hardship experienced by their parents or guardians.

The headmaster of one of the secondary schools in Mwambao ward said:

“Compared to the past, currently, parents have started to involve themselves in education of their children. However, economic constraints contribute to lowering their efforts; many students whose parents are poor, perform badly in their examinations, because they spend most of their time doing different economic activities in order to get money to buy food and other necessary things. Also, the students who joined school in this division have to rent rooms themselves. Therefore those students who come from poor families study in very difficult conditions and sometimes they are forced to give up their studies.”

All this evidence portrays that the indigenous in Tanga district are aware of the importance of education to their children. Available opportunities are used effectively as opposed to what had been said that the indigenous along the coast have negative attitude in schooling as investment. In summary, regardless of indigenous parents demonstrating some elements of negative attitude in schooling, compared to other issues such as religious festivals, marriages and burial ceremonies, economic problems seem to be a more serious factor.

4.5 Possible Measures to Encounter the Prevailing Problems

The third objective of the study sought to identify possible measures that can be taken to solve the prevailing problems associated with indigenous people attitude. According to Malekela and Ndeki (2001) equity has to do with laws of justice, a situation ideally free from bias or favouritism and connection that is right, fair and beyond narrow legal frames. Generally speaking, the trend of secondary schooling based on equity and accessibility is not good in some areas compared to other areas within Tanzania regardless of the fundamental changes associated to Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP). Analysis of the findings from parents and the head of schools indicates

some possible measures that can be taken to solve the prevailing problems associated to the attitude of the indigenous people in Tanga District for development of secondary education in Tanga district.

4.5.1 Provision of Community Education from the Grassroot

It is true that parental encouragement and motivation play a very important role in the child's schooling and performance. Community education is very useful in directing this seeming oversight. It is an acceptable fact that community education is a vital tool of development which is aimed at accelerating the quality of life for members in the society; besides, community education can offer unique and acceptable opportunity to everybody in the community to be politically, economically and socially conscious. Such efforts makes education more relevant to the people's existence and satisfies the growing need for life long education.

As observed by Uchendu (1995), community education is a latest method of making education reach all people in the community, stimulation for the people to participate in the affairs of their community. Further, community education is viewed as a vehicle for social, political and economic change. It mobilizes human and material resources to confront all critical social, political and economical problems of the community. In supporting community education as one of the remedies toward the prevailing problems one parent from Mwambao ward stated:

“You know, it is not true to argue that indigenous people don't want to invest in education. The main problem is lack of awareness. Thus if public education, motivation and involvement will be observed, no child will fail to proceed with schooling because of parent's lack of awareness.”

4.5.2 Encouraging more Voluntary Agencies and Individuals to Invest in Secondary School Education

Market oriented educational management policies have been proved to contribute a lot to inequality to adequately resourced school. Greater disparities have emerged in the development of education in different communities depending on the economic basis, enrollment type of district rural or urban and social economic status of the members of the community. In comparison to other communities in Tanzania the indigenous in Tanga district can be regarded as among the marginalized or disadvantaged social groups in Tanzania.

The number and quality of schools available are not promising good outcomes. Thus, it was in respondents views particularly head of schools that more voluntary agencies and private individuals who would like to establish educational institutions should be encouraged by providing basic incentives such as improvement of infrastructure notably transport network, electricity and water supply. In addition to that, investors in education can provide employment opportunities to the indigenous permanently or temporarily and increase their purchasing power as well as the economic earnings which in turn will enable them to pay for education of their children.

4.5.3 Establishment of District Education Board

Achivement and improvement of quality, equity and excellence in provision of secondary education can be facilitated by the establishment of Tanga district education board. One of the headmasters in this study had the following views with regard to the establishment of the education board:

“The board that will be established will work with all stakeholders in the education sector in promoting joint action and participatory concepts and practices in pursuit of achieving quality and excellent education services at secondary education level”.

The board can set optimal standards by banking on the knowledge of experts (in policy making, planning, financing, management as well as examining) and inputs from stakeholders towards quality assurance. It can however serve the purpose of mobilizing incentives, engagement, agency and human and financial resources capacity that produce better performance.

The education board generally seeks to create a better future by encouraging educational planners to join together with stakeholders and experts in other sectors in effort to achieve important goals for the future. The scanned information done by education board about economic, social, political, ecological, legal, demographic and cultural environment will enable planners to identify genuine problems and issues affecting performance.

4.5.4 Increasing the Provision Level of Financial Aid to Students from Poor Families

Majority of the householders in Tanga District are living in poor economic condition; they depend on agriculture and small businesses where the income is not sufficient to feed the family and proceed with other activities including paying for education for the indigenous people. Through interacting with parents in focus group discussion, it became obvious that parents from low socio-economic status are increasingly having virtually no say on their children education. Before it has been argued that, with the marketization of education the privilege of getting education in

Tanzania is increasingly reserved for those who are able to pay for their education. This means that countless parents could no longer afford to send their children to school. On the other hand, those students who completed education cycle in the poor communities will do so with the sense of failure, and this may discourage other children in their communities from enrolling and attending school. However, there have been a new policy since the beginning of 2016 academic year where education in public schools is free from standard one to form four. This can now allow the indigenous parents in Tanga to send their children to secondary school as the burden of tuition fees has already been taken care of by the government. The parents costs only include transport, uniform and stationery for the students. Moreover, during focus group discussion, a good number of parents were of the view that for better trend of secondary education and reducing the gap between the poor and rich families, some sort of provision of awareness and aid to children from families with low income should be arranged such as review of transportation costs and other school necessities. This can be done in relation to the number of children entitled and should be provided under special and necessary conditions.

4.5.5 Expansion of School Facilities and Supply of Textbooks and other Teaching and Learning Materials

It was observed that in Tanga district especially in Pongwe ward in rural areas, secondary schools are scattered in such that some pupils are residing more than 10 kilometres from schools. This distance has a contribution to students truancy and drop-out. Therefore, it follows logically that more secondary schools are needed within acceptable distance to where families live to relieve students from travelling

long distances to school. Moreover, the study noted that majority of community secondary schools lacked hostels for students. The parents are forced to rent rooms for their children to live alone without parents or school supervision. Such rooms are famously known as “Gheto” and they sometimes change children from having good to bad behaviour leading into low school performance. Some parents were of the opinion that the construction of hostels for both boys and girls in community secondary schools is highly needed for better trend of education.

Besides, secondary schools library services are not sufficient to support intensive learning. Essentially, a large number of students depend on the materials given out by their teachers. Thus, those teachers who are not well prepared provide shallow material to the learners as a result some students who have no other sources of learning materials experience difficulties. During an interview one headmaster from Pongwe ward argued that:

“Without the textbook, skills, concepts and content required, the curriculum cannot be delivered. In the absence of any other widely available sources of information, the textbook also becomes the most important and often the only source of content and pedagogic information for the teacher.”

In schools, physical facilities such as desks, chairs, tables, and other facilities students are still not satisfied, and hence head of schools and students strongly recommended that physical facilities in secondary schools should further be improved if changes in the trend of performance is to be observed especially in public secondary schools. Parents and head of schools indicated that despite some accomplishments currently observed, there are still a number of challenges that need to be addressed in order to sustain the positive developments of SEDP:

- (i) Continue to improve the teaching and learning environment by constructing more classrooms, supplying furniture, housing and facilities for teachers to motivate students and teachers;
- (ii) Continue expanding the capacities of key education sectors, especially school committees that manage the day-to-day affairs of schools;
- (iii) Ensure adequate supply of facilities for pupils who are physically and mentally challenged; and
- (iv) Strengthen the provision of awareness to teachers, parents and especially students on effects of early pregnancies and marriages as well as early involvement in sexual activities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This last chapter of the dissertation presents summary of the study findings, conclusion and recommendations based on the study findings. The purpose of the study was to investigate the influence of indigenous attitudes in Tanga district on secondary education as an investment.

5.2 Summary of the Study Findings

The study was based on three specific objectives:

- (i) To investigate views of the indigenous people in Tanga District on secondary education as an investment.
- (ii) To critically examine the factors which influence the indigenous people to invest or not to invest in secondary education?
- (iii) To identify the possible measures to be taken to solve the prevailing problems associated to indigenous people's attitude.

With regard to objective one, the research findings revealed that the indigenous people in Tanga district adapted most of the Arab culture including immersing themselves in the islamic education and business. This passed on from generation to generation and they did not consider that secondary education was an important investment for their children. Moreover, findings revealed that apart from the Arabic culture inherited, the indigeneous maintained their local traditions and beliefs such

as getting married at young age, getting involved into initiations at young age as well as involving in sexual activities at young age.

On objective two, the study found that many parents believed that engaging their children in business is important for family survival and therefore did not positively consider investing in secondary education. The parents know that finally when the child grows up will assist them in running the family business. They teach their children to do business at a young age and in turn automatically the student feels like he/she does not need more education.

Another notable finding of this study is that, it is fallacious to argue that the indigenous people have negative attitude toward education. Historical background, traditions, economic problems as well as lack of motivation are among the determination factors which directly or indirectly contributed to the prevailing trend of schooling at both primary and secondary levels.

Objective three sought to identify possible measures to be taken to solve the prevailing problems associated to indigenous people's attitude. Data obtained from parents and head of schools show that there are fundamental changes in the indigenous attitude toward schooling. The collected data based on academic performance and dropout depict that parents, teachers as well as students are eager enough to access education as the tool to life. Accordingly, if the economic problems will be solved for the indigenous, the trend and status of secondary education will be at the reasonable growth for both public and private schools.

While the government efforts and strategies employed at the national level towards educational development such as providing free education from standard one to form four have brought some fundamental changes, it is also true that they have consicitized the natives on the way to improve the trend and status of education at secondary levels. On the other hand, combination of poor quality teaching staffs, low motivation for teachers, students and pupils, limited inputs of learning and teaching materials especially in public and community schools have all contributed to the prevailing state of secondary education in Tanga district.

5.3 Conclusions

On the basis of the study findings and discussion, the following conclusions emerged. It is noted that the prevailing status of education can not be simply be generalized from attitude of the indigenous people, rather, it is influenced by other intervening and interrelated variables such as socio-economic status of the family, school environment as well as lack of motivation among the parents to invest in schooling of their children. Whereas, it is also true that majority of the indigenous traditions and customs are now deteriorating in many families with the exception of few who still observe them seasonally.

The study also concludes that a variety of measures can be taken to improve secondary school education in Tanga district and increase indigenous participation in their children's education. Such measures could include increasing parents awareness on the importance of student schooling and improve teaching and learning environemnt for all students.

5.4 Recommendations

On the basis of the findings and conclusions, the following recommendations are made to the government, educational leaders and community, and for further research.

5.4.1 Recommendations for Administrative Action

- (i) Some parents in the study believed that primary education was enough for their children, therefore, it was not necessary to incur any further expenses on supporting secondary education. Since students no longer have to pay tuition fees for secondary education, the indigenous parents will have no excuse for not sending their children to school. Taking this into consideration, it is recommended that the government should take strict measures on parents as well as children who are against secondary education.

- (ii) Furthermore, in view of the indigenous parents involving their children into earlier marriages which hinders the children to continue with secondary education, it is recommended that the government should strengthen the rules that govern children's rights. The government should find measures of making sure that the indigenous parents who are greedy for dowry money without considering engaging the child in secondary education are properly punished so that it could be a lesson to other parents.

5.4.2 Recommendations for further Research

Given the various constraints such as time and financial resources, it is was not possible to cover all issues related to the topic studied. For example, a study could

be conducted on the availability of many private schools in Tanga district while some indigenous still have low influence in schooling.

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APPENDICES

Appendix I: Dodoso la Wanafunzi

Utangulizi

Nikiwa kama Mwanafunzi Mtafiti, dhamira yangu ni kufanya utafiti juu ya mtazamo wa wakazi wa eneo la Tanga katika elimu na mchango wake. Katika maendeleo ya elimu ya sekondari. Hivyo ninaomba ushirikiano wako katika kufanikisha suala hilo. Natanguliza shukrani.

Jibu maswali haya bila wasiwasi wowote ule. Usiandike jina lako. Ni majibu yako ndiyo yanayotakiwa, kwahiyo una uhuru wa kujibu unavyoona. Jibu maswali haya kwa ufasaha kwa kuandika maneno, namba au kuweka alama ya vema (√).

Jina la Shule

Darasa:

Umri:.....

Msichana/ mvulana:.....

- | | | |
|----|------------------------------------|---------------|
| 1. | Wewe ni mzaliwa wa wilaya yaTanga? | Ndiyo/ Hapana |
| 2. | Je wazazi wako wawili wako hai? | Ndiyo/ hapana |
| 3. | Unakaa na nani? | |

.....

- Baba na mama
- Baba
- Mama
- Baba na mama wa kambo
- Mama na baba wa kambo
- Ndugu wengine.

4. Je wazazi/ walezi wako wanajipatia riziki zao kwa kazi gani? Kilimo/ uvuvi/
biashara/ kazi ya mshahara nyingine/ yeyote ile itaje.....
5. Kwenye familia yenu kuna jumla ya watoto wangapi?
6. Wanaoendelea na elimu ya sekondari ni wangapi?
7. Je wazazi wako/ walezi wako wamewahi kwenda shule? / Ndiyo/Hapana
8. Amesoma / wamesoma mpaka kiwango kipi?

Appendix II: Dodoso la Wazazi

Utangulizi

Nikiwa kama Mwanafunzi Mtafiti dhamira yangu ni kufanya utafiti juu ya mtazamo wa wazazi wa eneo la Tanga katika elimu na mchango wake katika maendeleo ya elimu ya sekondari. Hivyo ninaomba ushirikiano wako katika kufanikisha suala hilo. Natanguliza shukrani.

Jibu maswali haya bila wasiwasi wowote ule. Usiandike jina lako. Ni majibu yako tu ndiyo yanayotakiwa, kwa hiyo una uhuru wa kujibu unavyoona. Jibu maswali haya kwa ufasaha kwa kuandika maneno, namba au kuweka alama ya vema (√).

1. Unaishi kitongoji gani?

.....

2. Kitongoji hiki kiko kwenye kata ya

.....

Tarafa

3. Wewe kabila lako ni

.....

4. Je, unaishi na mkeo / Mumeo? Ndiyo Hapana

5. Je, mama/baba umeolewa/umeoa Ndiyo Hapana

6. Kama huishi na mumeo / mkeo kwa sasa yuko wapi?

.....

8. Katika familia yenu mna watoto wangapi?.....

9. Wangapi katika watoto wako / wenu wamebahatika kupata elimu ya sekondari?.....

10. Je, uliwahi kusoma shule? Ndiyo Hapana

11. Kama uliwahi kusoma shule ulifikia kiwango gani?

- a) Elimu ya msingi
Darasa la
- b) Elimu ya sekondari
Kidato cha
- c) Elimu ya watu wazima

Appendix III: Maswali kwa Wazazi (FGD)

MASWALI KWA WAZAZI (FGD)

Utangulizi

Kwa majina naitwa Tabu Jegame mwanafunzi wa Chuo kikuu Huria cha Tanzania wa shahada ya uzamili ya elimu. Kama mwanafunzi mtafiti dhamira yangu ni kufanya utafiti juu ya mtazamo wa wazazi wa eneo la Wilaya ya Tanga katika elimu na mchango wake katika maendeleo ya elimu ya sekondari. Hivyo ninawashukuru kwa kutumia muda wenu kukutana kama kundi la wazazi kwa ajili ya majadiliano mafupi ili kuweza kufanikisha kwangu kupata taarifa zitakazosaidia utafiti wangu. Natanguliza shukrani zangu za dhati kwa kuchukua muda wenu ili kufanikisha kukutana kama kundi dogo

Jibu maswali haya bila wasiwasi wowote ule. Jibu maswali haya kwa ufasaha.

1. Basi kabla ya kuanza ni vema tungetambuana, kwa vile mimi
nimeshajitambulisha naomba mmoja baada ya mwingine ajitambulisha na
sehemu anayoishi
2. Bila shaka wote ni wazawa wa wilaya ya Tanga au kuna ambaye amehamia.
3. Je wote mnaishi na wenza wenu au kati yenu kuna mjane, na kadhalika?
4. Ningependa kufahamu kiwango cha elimu ya kila mmoja.
5. Kila mmoja ana watoto wangapi ambao wanasoma elimu ya sekondari?
6. Bilas haka kila mmoja wetu ana mtoto ambaye anasoma shule ya sekondari. Nini
mtazamo wako kuhusu elimu ya sekondari kwa mwanao?
7. Je watoto wenu wanasoma shule za sekondari za binafsi au za serikali?
8. Kwa wale waliopeleka watoto wao shule za binafsi, ni sababu zipi ziliwalazimu
muwapeleke kwenye shule hizo?
9. Mnafuatilia maendeleo ya watoto wenu ya shule? Kama ndiyo tafadhali fafanua.
10. Nini matarajio yenu kwa mtoto baada ya mtoto kumaliza kidato cha nne?

11. Nini matarajio yako mtoto asipofaulu mitihani ya kidato cha nne ili kuendelea na elimu ya juu zaidi.
12. Kwa maoni yako unaona elimu ya sekondari inamuandaa mwanafunzi kwa shughuli zipi?
13. Serikali imeanzisha mpango wa elimu bure kuanzia elimu ya msingi mpaka sekondari. Je unaona bado kuna ugumu wa mzazi kutompeleka mtoto wake kupata elimu ya sekondari.
14. Je kuna swala lolote la nyongeza ambalo hatujalijadili ambalo mnaona lina manufaa katika tafiti hii?

**Appendix IV: Questionnaire for Head of Secondary Schools (Head
Master/Mistress)**

As a student and researcher my intention is to find out the influence of the indigenous parents' attitudes in Tanga towards schooling as an investment in secondary education. I hope you will facilitate the acquisition of accurate data for this research.

Thank you in advance.

Name of school.....

The owner of school:.....

The school is located in:.....ward and in.....division.

The school classes are form.....to.....with..... streams.

The total number of student enrolment is in which
boys areand girls are.....

Total number of teachers is.....among them males are.....and
females are.....

1. When was this school established?

2. Is this trend of student enrolment relevant to the demand? YES/NO

3. What is the percentage of the indigenous students in your school?

.....

4. Is the trend of performance revealing the fundamental changes in secondary
education?.....

5. How do the indigenous parents participate in this school's affairs?

.....

6. What are the impacts of indigenous parents' participation on school affairs towards the prevailing trend?

.....

7. How do you compare the performance of indigenous students and those from outside Tanga?.....

8. Do you think the indigenous students prefer Qur'anic school (Madrassa) to formal school? YES/NO

9. Do you think the indigenous students' performance is associated to parents' attitudes in schooling? YES/NO

10. Can you say why?

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

11. How do you motivate students in order to have good performance regardless of their inner diversity?

.....

12. What are strategies which are commonly used to involve the parents in various matters associated to school affairs?

.....

13. Is there any considerable change associated to any government policy?

Appendix V: Interview Schedule for District Education Officer of Tanga

District

As a student and researcher my intention is to find out the influence of the indigenous parents' attitudes in Tanga towards schooling as an investment in secondary education. I hope you will facilitate the acquisition of accurate data for this research.

Thank you in advance.

Number of the wards in your district.....

The total number of student enrolment in your district

in which boys areand girls are.....

Total number of teachers is.....among them males are.....and females are.....

1. Is the trend of performance revealing the fundamental changes in secondary education?
2. What are the impacts of indigenous parents' participation on school affairs towards the prevailing trend?
3. How do you compare the performance of indigenous students and those from outside Tanga?
4. Do you think the indigenous students prefer Qur'anic school (Madrassa) to formal school? Can you explain?
5. Do you think the indigenous students' performance is associated to parents' attitudes in schooling? Explain.

6 How do you motivate teachers in order to have good performance regardless of their inner diversity?

7 What are strategies which are commonly used to involve the parents in various matters associated to school affairs?

8 Is there any considerable change associated to any government policy on education?