

**ASSESSMENT OF THE EFFECTIVENESS OF CONDITIONAL CASH
TRANSFER (CCT) TOWARDS IMPROVING ATTENDANCE OF PRIMARY
SCHOOL STUDENTS; A CASE OF TANGA CITY**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation entitled “Assessment of the Effectiveness of Conditional Cash Transfer (CCT) towards improving attendance of Primary school students” in partial fulfilment of the requirement for the degree of Master of Arts in Monitoring and Evaluation (MA M&E) of the Open University of Tanzania

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I, **Juma Mkombozi Msonde**, do hereby that this dissertation is my own original work and that it has not been submitted for a similar degree in any other University and will not be presented to any other Academic Institutions for any other Master degree

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Signature

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Date

DEDICATION

I dedicate the research to my family and friends for their invaluable support and encouragement during my entire process of conducting this study. Without you I could not have done all this

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First of all I wish to offer my great thanks to Allah with all the wishes to do all what I could, without his grace and wishes I couldn't do it all. Very special thanks to Dr. Hamidu Shungu the supervisor who tirelessly guided me throughout this dissertation. I also wish to extend my grateful thanks to my family especially my lovely wife Shani and our beautiful children Najma, Badra and Ayman, my brother Ali Mkombozi, the family of Mr & Mrs Abdallah Lesso. They all supported me and highly encourage accomplishing my studies believing that I will have better opportunity to increase my knowledge, intellectual, skills and understanding. Many thanks goes to the all-time course instructors Prof. Ngaruka, Dr. Mwisomba, Dr. Awinia and Dr, Mutasa for their contribution to the knowledge and support that contributed to the success of the project. I again extend my thanks to all community members, teachers and students who participated in the research and make it happen. Finally, I would like thank everyone else whom I may not have mentioned above but has in one way or another helped me in my research, thank you and may Allah bless you all.

ABSTRACT

This study is an investigation of assessment of the Conditional Cash Transfer program on improving primary school pupil's attendance. Objectives of the study were to identify strategies used by the program to improve attendance as well as to determine the challenges facing implementation of CCT program on improvement of primary pupil's attendance. The study conducted at Tanga district in 3 divisions, six wards, six mitaa and six schools. Data was collected using questionnaires to primary school teachers and students as well as interview to beneficiary household's from a sample size of 133 respondents and analyzed by descriptive analysis using SPSS. The study revealed that, the Conditional Cash Transfer (CCT) program has contribution in improving primary school pupils in Tanga. Providing grants to beneficiary households, which then used to provide necessary school needs has greatly contribute to the pupil's attendance. Most of the pupils were missing school due to lack of necessary school needs like uniform, therefore the program has become the solution. The study also found that the program implementation has several actors whereby each actor has its specific responsibility in achieving the program especially improving attendance. Among the important actors are teachers and household's representatives/heads. The study also lists some challenges in implementing CCT program and some of them are program objectives are not clear to all implementing actors, less participation to other actors of the program and lack of motivation to the teachers as well as low grant paid to beneficiary households. The study recommends to conduct sessions to all actors of the program like teachers and students so as to understand objectives of the program and own responsibilities. The study also recommends motivating teachers in order to raise their performance.

Keywords: Cash transfer, effectiveness, primary school attendance

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LIST OF ABBREVIATIONS AND ACRONYMS

CCT	Conditional Cash Transfer
CPEO	City Primary Education Officer
CT	Cash Transfer
IE	Impact Evaluation
NBS	National Bureau of Statistics
ODI	Overseas Development Institute
PAA	Payment Area of Authority
PSSN	Productive Social Safety Net
SDGs	Sustainable Development Goals
TASAF	Tanzania Social Action Fund
TDHS	Tanzania Demographic and Health Survey
TDV	Tanzania Development Vision - 2025
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Background of the Research Problem

Conditional cash transfers (CCTS) are programs that transfer cash, generally to poor households, on the condition that those households make pre specified investments in the human capital of their children (Fiszbein, and Schady, 2009). Education conditions usually include school enrollment, attendance on 80–85 percent of school days, and occasionally some measure of performance (Ibid). CCT programs can vary according to their objectives. For example, objectives of some CCTs can be to reduce poverty, identify target groups, reduce child labor and provide a social safety net in time of crisis (Rawlings and Rubio, 2003).

CCTs programs are increasingly perceived and employed as an effective tool for poverty alleviation. Cases of success for these programs have been cited in Latin American countries where they have been increasingly perceived as a “magic bullet” for poverty reduction” (Son, 2008:1). The idea to adopt these programs emanated from success stories from Latin American countries where they have been practiced. Some of these countries are like, Brazil and Mexico. Other countries are Bangladesh, Indonesia, Cambodia, Malawi, Morocco and South Africa (Fiszbein and Schady, 2009). In Tanzania the government has committed to installing a comprehensive safety net for assisting the poor and vulnerable households, to have access to income, health and education. The program is under implementation in all Districts/Councils in Tanzania and Tanga is among them. Since July 2014 The Government started to provide grants to beneficiary households and since then a total amount of

Tshs.4,847,189,240.18/= disbursed to Tanga PAA and summary of bimonthly release is found in annex. Social Protection was adopted as one of key strategy to address poverty as 12 million Tanzanians continue to live below the poverty line.

To address the problem of poverty Tanzania government introduced several strategies such as TASAF I, II and III with the aim of reducing extreme poverty that prohibit poor household children to attend schools. This result into increased enrollment rate in primary education, in which net attendance rate was 80 percent with more girls (81percent) than boys (78 percent) attending school (TDHS, 2010). Though about 10 percent of students' age 7 to 17 years failed to attend school because the household could not afford school expenses. On the other hand less than 2 percent reported failure to attend school because the school was too distant (WORLD BANK and TASAF, 2016).

Besides, CPEO report, (2015), revealed that, Tanga City experiences a problem of truancy among Primary schools students and some of the students attended with an average below 80%. Most of the students with poor attendance are those from poor families where they could not afford school expenses. In attempt, the Government of Tanzania implement the Productive Social Safety Net (PSSN) within which there is CCT. The program is based on integrated interventions whereby among other things is to improve school attendance (World Bank and NBS, 2016). Therefore the set up of CCT was basically tried to solve the problem of truancy in primary school but there is no clear study that specifically finding out the effectiveness of CCT in improving school attendance in Tanga.

1.2 Statement of the Problem

The Tanzania Government became actively involved in providing assistance to poor household children to increase enrolment and reduce the problem of truancy in primary schools. In achieving the objective of increasing enrollment and reduce the problem of truancy among primary school student the Government adopted CCTs programs as used successfully in many countries including Latin America, South Africa and Chile to encourage poor households to send and keep their children in school (Snilstveit, Stevenson et al. 2015). Despite the efforts taken such as Tanzania's Productive Social Safety Net (PSSN) program provides conditional cash transfers that incentivize school attendance for children in poor households (TASAF. 2016), Grant, Tanzania development vision (TDV 2025), the Sustainable Development Goals (SDGs 2015-2030). Yet current levels of support are insufficient to adequately support the education of poor students (Tamagnan, 2017). On the other hand attendances of student enrolled in primary school remain elusive as large numbers of students (75.7%) do not attend school regularly (BEST, 2013). This was largely attributed by lack of basic requirements such as stationery as well as food and clothing.

With no exception, the current situation of attendance in Tanga city primary school is not encouraged as 61 percent of the enrolled pupils are able to attend school regularly while Kilimanjaro had high rate of attendance in primary school of 81% (URT report, 2013). This may result into large number of truancy and poor performance among the student in public primary school. In order to promote school attendance for marginalized pupils enrolled in public primary schools conditional cash transfer approach need to be implemented effectively as it has been used successfully in

Mexico, Brazil and Bangladesh in increasing attendance. The approach also may reduce child labor and improve standard of performance. However, there is little knowledge about effectiveness of CCT program in raising attendance in Tanga public primary schools. Therefore, it is against this background, this study intended to fill the existing knowledge gap by assessing the effectiveness of CCT program in improving primary school attendance and identifies the factors associated with the observed poor primary school attendance of student in Tanga City public primary schools.

1.3 Research Objectives

The study objective classified into general and specific

1.3.1 General Research Objective

The assessment of the effectiveness of conditional cash transfer (CCT) program on improving attendance of primary school pupils in Tanga district.

1.3.2 Specific Research Objectives

- (i) To identify strategies used to promote attendance of primary school students in Tanga district
- (ii) To examine the roles of parents and teachers on CCT program
- (iii) To determine the challenges facing implementation of CCT program on improvement of primary pupils attendance.

1.4 Research Question

1.4.1 General Research Question

How does implementing the conditional cash transfer (CCT) program contribute to improvement of attendance of primary school pupils?

1.4.2 Specific Research Questions

- (i) In CCT implementation uses some strategies to achieve its objectives, what are the strategies used to encourage attendance?
- (ii) What are the roles of program implementing actors that facilitate improving of school attendance in Tanga district?
- (iii) Is the CCT program facing challenges on its implementation? What are they

1.5 Relevance of the Research

Implementing the CCT program has a great role in reducing poverty among members of the society. Through reducing poverty there is a relationship with reducing truancy among students. The Government invest a lot of money to implement this program which aims to reduce poverty among its people and increase consumption. The program aim to cut chain of poverty through invests child health and education. The study aim to investigate effectiveness of the program implementation on improving school attendance in Tanga district. The study is significant to beneficiary households because it focuses on finding out the strategies used to improve attendance their children. This study is also significant to Government through its agencies implementing the program on reviewing introducing some guides that will best fit real environment in order to achieve the intended goals.

The study will also help in finding out other factors that are contributory to school attendance and will suggest implementation modalities that will help in improving efficiency of the program. It will then contribute to the body of evidence on the effectiveness of CCT particularly in Tanga District. The study will also help to bring evidence to funders/donors about the attainment of the program objective(s).

1.6 Organization of the Study

The study is organized in five chapters where each chapter states its contents. However, all contents found in each chapter have significant relationship to each other. This chapter presents background of the study, statement of the problem, general and specific objectives, and research questions, relevance of research and organization of the proposal.

Chapter two provide critical literature review, conceptual definitions, theoretical and empirical analysis, research gap, conceptual and theoretical framework. Chapter three covers research design and procedures, data collection and analysis, and expected results of the study. Chapter four is concerned with presentation of the results/findings and discussion of the findings while chapter five presents summary of findings, conclusions recommendations, contribution of the studies to direct the future studies

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter covers the literature review, conceptual definitions, theoretical and empirical analysis. It will also cover on research gap, conceptual and theoretical framework. This part will then summarize the information from other researchers who have carried out their research in the same field of study (cash transfer - CT or conditional cash transfer – CCT).

2.2 Conceptual Definitions

Conditional Cash Transfer (CCT) is a program that transfers cash to poor households in the condition that those households are supposed to invest in human capital of their children in health, nutrition and education. In education the condition include school enrolment, attendance on 80 – 85 percent of the school days and occasionally some measure of performance. Most CCT programs transfer money to mother of the household (WORLD BANK, 2009). A conditional Cash Transfer (CCT) refers to cash paid to households identified as beneficiaries who have members that are pregnant or children. The condition require children aged 5 – 18years old must be enrolled to pre-primary, primary and secondary schools and must attend in average of not less than 80 percent of the school days per month ((URT), 2013). Conditional cash transfer (CCT) programs aims to reduce poverty by making welfare programs conditional upon the receivers' actions. The government transfers money to persons who meet certain criteria. These criteria may include enrolling children into public schools, getting regular check-ups at the doctor's office, receiving vaccinations, or the like. CCTs seek

to help the current generation in poverty, as well as breaking the cycle of poverty for the next through the development of human capital (Wikipedia). From the definitions above its average that conditional cash transfer refers to transfer cash to poor households in condition bases be it health or education and the household to continue receiving should comply with the condition(s).

2.3 Theoretical Analysis

This study focuses on pupils' attendance or school attendance and therefore, the study guided by motivational theory. A theory is a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained (Oxford dictionary).

2.3.1 Motivation Theory

ERIC in 1990 write in ways of improving school attendance and that was due to problem of truancy among students. According to Eric, educators have begun to find theories of motivation so as to make students stay at school.

According to different theories show that among other motivation is to create better environment for school workers so as to work hard and produce high quality work. "A good lead – manager will create a situation of cooperative action which allow the students to satisfy their needs to belong and feel powerful". School as management is concerned should create all better environments so as to attract students stay at school. Some of the programs created in line with motivation theory have shown success on increasing school attendance by four percent (4%)

The theory of motivation is relevant to this study as we both speak on school attendance. The motivation theory as applied to ways to improve school attendance based on improving school environment as well as motivate teacher to deliver high quality of work while on the other hand the study assess the program of CCT as the base to improve school attendance through households. The theory did not explain how to improve attendance out of school environment, like homes and community and responsibilities of other stakeholders to improve school attendance (ERIC, 1990).

On the other hand as to apply the motivation theory sated above, the CCT program should apply motivation theory so as motivate teachers in school in order to raise school attendance. In many schools in Tanga especially at rural areas teachers are working in poor conditions that can not motivate them to deliver high.

2.4 Empirical Literature Review

Empirical literature review categorized into three perspectives: Worldwide overview, Africa and Tanzania context.

2.4.1 Empirical Literature Review World Wide

Study by Hyun and Son (2008), on effectiveness of conditional cash transfer as a tool in poverty alleviation in Latin America revealed that, Cash transfer itself cannot be enough to attain the program objective, example cannot help to improve school attendance significantly. Thus conditions in cash transfer must be introduced so that it can help to assist in attaining program objectives. Apart from condition in cash transfer there must be close monitoring of the program activities and evaluation of the effectiveness of the CCT program. For instance in Brazil through CCT where poor

households were conditioned to send their children aged 6 - 15 in grade 1 – 8 with the condition to meet attendance of at least 85 percent of the school days. That condition has helped to improve school attendance of the children from poor households.

Hyun also insisted good governance I CCT as an important component of the program that in other way help transparency of the program which encourage learning and minimize corruption which ensure beneficiaries and community at large understand how the program functions (Hyun H, Son 2008).

Alessandra Stachoski (2011), on the emergence and diffusion of pro – poor social policy primarily in impact of CCT programs in Latin American. The approach used was studying the impact of the implementation of CCT at 17 countries in Latin America. The impact evaluation shows that Bonosol program had positive on beneficiary households and their families. The program targeted adults over age of 60 years but still had positive spill over for children in beneficiary's households in increasing school enrolment as well as attendance. There is evidence from Brazil and South Africa for old aged people who receive cash/pension to benefit not only themselves but also grand children living with them and that is evidenced by increasing enrolment rate as well as school attendance and improvement of health and nutrition status.

The report also review the Bono Juancito Pinto program on school enrolment and attendance but there is no statistical evidence to justify the effects of the said program towards improving enrolment and school attendance. Also two different studies reveal different results on that where the first report show positive effects and the other

report shows no increase of the attendance. He then finally concluded that more research should be conducted to determine Bono Juancito Pinto's overall impact on enrolment and attendance.

2.4.2 Empirical Literature Review in Africa

Compared to the number of randomized evaluations that have been conducted on cash transfers in Latin America, evaluations on cash grant interventions in African settings are few. However, the recent studies that have been conducted in Africa help to answer several key questions about cash grants (Innovation for Poverty Action – IPA) Baird, McIntosh, and Ozler 2011 conducted a randomized evaluation in Malawi to compare the effects of conditional and unconditional cash transfers on school-aged girls. Researchers found conditional cash transfers led to greater gains in enrolment and learning outcomes than the unconditional cash transfer program in Malawi.

Akresh, de Walque, Kazianga 2013 conducted a randomized evaluation in rural Burkina Faso to compare the impacts of conditional and unconditional cash transfer programs on educational outcomes. The Burkina Faso study found that the conditional transfers improve the chances that marginalized children attend school over unconditional ones.

Benhassine, et al (2013), conducted a randomized evaluation of a cash transfer program in Morocco to estimate the impact on attendance and enrolment of a “labeled cash transfer” (LCT): a small cash transfer made to parents of school-aged children in poor rural communities, not conditional on school attendance but explicitly labelled as an education support program. Overall, the results of the Tayssir experiment suggest

that in some contexts unconditional but labelled transfers targeted at poor communities can provide parents with the small nudge necessary to increase attendance. This “nudge” is relatively cheap, due to both small transfers per child and small administrative costs.

2.4.3 Empirical Literature review in Tanzania

Impact Evaluation Baseline Survey conducted in Tanzania to find out the effectiveness of Tanzania’s Productive Social Safety Net (PSSN). The impact evaluation (IE) in 2016 uses stratified sampling as well as cluster sampling to obtain the sample in both Tanzania Mainland and Zanzibar. The Impact Evaluation uses a number of questions and among them is “does participation in PSSN have an impact on key educational outcomes such as school enrolment, school attendance, repetition, literacy and years of schooling”?

School attendance reported to be high among students beneficiaries about 92 percent of the beneficiary students attend more than 80 percent of the school days. Children who are missing school are doing so at an average of 5.1 days. Upon comparing school attendance, there is differences in age group and gender whereby attendance level are slightly higher in young children aged 5 – 9 years (attend at 94 percent) than young adolescent who attend at 90 percent and youth who attend at 91 percent. Girls attendance is higher (93 percent) compared to boys who attend at 91 percent. The achievement of school attendance has been accelerated by monitoring of compliance in education.

Report shows that there are mainly two reasons for which students miss school which are illness of the children and financial constraints. About half of the children who

miss school their reason is illness and this apply to both girls and boys. On the other hand about 20 percent of the students miss school do so due to the reason of not being able to meet the costs of schooling (WORLD BANK, NBS and OCGS, 2016).

2.5 Research Gap

Various studies have been conducted in context of conditional cash transfer against unconditional cash transfer and mostly not Tanzania. However there are few studies, which tried to find out the impact of CCT in education but did not direct reflect students' attendance. In their studies they look on impact of CCT and UCT to education in general, girl students in particular and other areas like nutrition and health components.

The results found could be the same or differences if those studies could be conducted in Tanzania and Tanga city in particular. In turn opt to conduct a study on the same context but in different area and specific to find out the relationship between CCT and school attendance. I agree with many researchers that CCT have contributed positively in education sector specifically enrolment and attendance but somewhere there is no statistics to justify.

Reports and records show that there was a problem of truancy among students of Primary schools whereby some pupils attended with an average less than 80%. Most of the pupils with poor attendance are those from poor families where they could not afford school expenses. On the other hand CCT aims at reducing poverty among poor households in the community. For that strategy the program aims to reduce/eliminate the problem of truancy by providing cash to representative of the households so as to

provide school needs to their children in order to improve their attendance. The gap can be identified from the problem and measures used to solve it where no study conducted to measure the effectiveness of the program.

Most of the studies indicate the impact of CCT as the improvement of school enrolment as well as performance. There is no standalone research aim at studying the effectiveness of CCT in improving school attendance. In motivation theory there is element of improving school environment as the way to improving school attendance but the theory does not explain the environment out of school (like community and households) as the means of improving school attendance. Thus studying impact of CCT in general cannot help to assess if the CCT does real a motive to improve school attendance. This research seeks to fill this gap from the motivation theory and other studies by assessing the effectiveness of CCT in improving the school attendance.

2.6 The Conceptual Framework

This study aims to find out the effect of conditional cash transfer (CCT) on attendance improvement of primary school pupils in Tanga district. It is necessary to draw attention on conceptual approaches establishing relationships among various concepts of cash transfer and school attendance so that these could be used to critically analyse the experiences of children from poor families as beneficiaries of the program. This part therefore based on existing literature, providing spotlight on different theoretical perspectives of poverty and school attendance.

In this study the conceptual model shows the effectiveness of CCT as a major tool/factor in improving school attendance from beneficiary students whereby the cash

transferred to beneficiaries are independent variable and attendance is the dependent variable. Those cash can buy different staffs necessary to school needs that accelerate school attendance (as dependent variable).

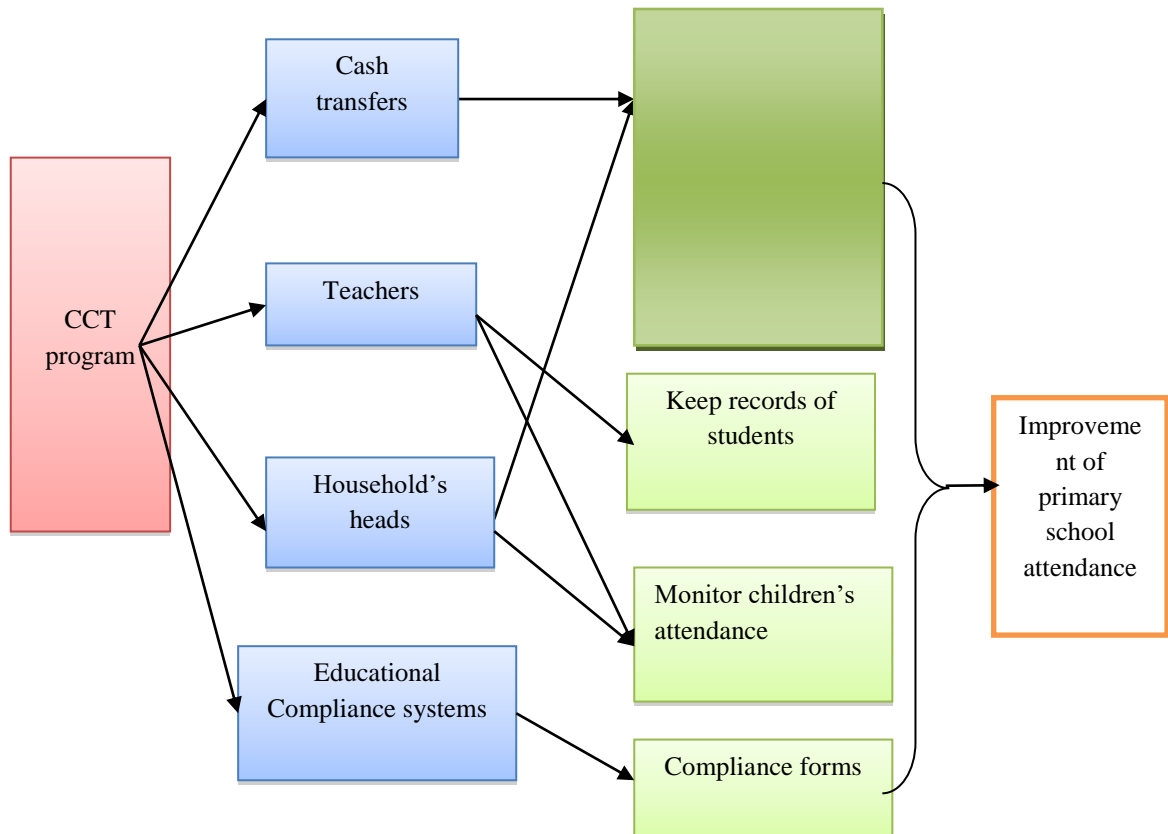


Figure 1: The Conceptual Framework

Source: Effects of CCT on attendance improvement

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter offers an account of the research design and paradigm, target population, sample and sampling techniques. It also illustrates data gathering methods and instruments that used in collecting data, validation of research instruments as well as data analysis procedures.

3.2 Research Design

A research design is a plan showing the approach and strategy of investigation aimed at obtaining relevant data, which fulfill the research objectives and the research questions (Cohen and Marnion, 2000). A design structures the research, showing how all of the major parts of the research project work together to try to address the central research question (Kombo & Tromp, 2006). This study have been used survey research design.

The survey research design describes systematically a situation, phenomenon, or area of interest factually and accurately (Omari, 2011). This design is a useful when researchers seek to collect data quickly and economically, study attitudes and opinions, and survey geographically dispersed individuals (Creswell, 2012). This design therefore used in this study so as to obtain information from large samples of the population and its effectiveness in data collection at low cost.

3.3 Research Approach

This study guided by mixed methods approach whereby both qualitative and quantitative research approaches were used. These approaches have been chosen

because they are projected to provide a more complete understanding of the research problem

Qualitative approach

Qualitative research approach considers collecting information from the participants in order to understand the phenomenon under the study from the perspectives of those involved in the research (Jacobs and Sorensen, 2010). Therefore the approach was used in order to have a detailed understanding about the conditional cash transfer (CCT) its implementation and in maintaining pupil's attendance in public primary school in Tanga City.

Quantitative approach

According to Creswell, (2012) Quantitative research approach identifies a research problem based on trends in the field or on the need to explain why something occurs. The approach used in collecting data on the extent to which conditional cash transfer contributes to the improvement of attendance of primary school pupils in Tanga district and the roles of parents and teachers on CCT program.

3.4 Study Area

The study conducted in Tanga district. PSSN is implemented in all districts in Tanzania therefore choosing Tanga can give a picture of other areas implementing the program. The study conducted in three divisions out of four, which are Chumbageni and Ngamiani Kati and Pongwe. In Chumbageni the study involve mitaa of Mabokweni (Mabokweni ward), Mfuriko (Mzizima ward) and Kisosora Kusini (Chumbageni ward) whereas at Ngamiani Kati involve participants of Makorora Kati (Makorora ward), Magaoni (Magaoni ward). In pongwe division the study included

participants Majengo B (Duga ward). The study was conducted in six primary schools, which are Mabokweni primary school, Mpirani primary school, Shaban Robert primary school, Magaoni primary school, Mafuriko primary school and Azimio primary school. The selection of the mentioned areas based on representing rural and urban settings

3.5 Study Population

Population is a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. The target population was 2428 beneficiary students who are studying at 79 Public primary schools in Tanga City (District).

3.6 Sample and Sampling Techniques

Sample is a finite part of a statistical population whose properties are studied to gain information about the whole. Patton (2010) and Creswell (2009) view sample as a small population selected for observation and analysis. A sample of 85 students was chosen to participate in the study. The sample was chosen randomly from 6 primary schools. The chosen sample predicted to be enough and provide accurate data that because according to different literature reviewed, CCT has positive impact in educational sector therefore the effect size is higher (0.8) which indicate the statistical power which can give the true answer. Therefore the estimated sample size is high since the standard deviation is very low. The study also involved teachers as well as beneficiary households representatives in order to collect information that was used to assess the effectiveness of CCT program on improving school attendance.

Table 1: Participants of the Study (Population and Sample)

Attributes	Population	Expected Sample size	Data collection tool/method
Teachers	307	24	Questionnaire
Household	4040	24	Interview
Students	2428	85	Questionnaire

Source: Field research 2020

3.6.1 Sampling Techniques

Sampling technique defined as the method for selection of individuals from whom the information will be collected for the study. The study employed purposive and simple random sampling technique. The two techniques were used so as to obtain the relevant sample with reduced time and cost.

Purposive Sampling technique

Ashley Crosman (2018) defined purposive sampling as a non-probability sampling technique, which is selected, based on characteristics of a population of the study. This type of sampling is very useful in situations when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. The study used to obtain key informants such as teachers and household heads based on working experience and knowledge related to the contribution of CCT program on improving attendance in public primary schools. Teachers participated in this study were selected from six schools included in this study and they were involved because of their experience but also they are part of CCT program. The estimated number was 4 teachers for each school. Also beneficiary households representatives were selected from the list of beneficiary households who are receiving grants from TASAF as beneficiary. Those participants were selected from six mitaa (as mentioned above)

implementing the program and the estimated number was 4 participants from each mtaa

Simple random sampling

Simple random sampling is a way of selecting subjects in which every element in the population has an equal chance of being selected (Sekaran, 2003). The procedure has been chosen because it provides each subject equal probability of being selected, the same composition and characteristics as universe (Kothari, 2004). A total sample of 85 students from six public primary schools was selected randomly to participate in the study by filling the questionnaires. In each public primary school there is a list of beneficiary students from which the participants were obtained. Students were asked to pick a piece of paper and all those having piece of paper numbered from 1 to 20 were select to participate in the study

3.7 Data Collection Methods and Instruments

Only primary data were collected from this study. Primary data are those, which are collected afresh and for the first time, and thus happen to be original in character. Primary data was collected by using two instruments, which are structured interview and questionnaires.

3.8.1 Questionnaire

Questionnaires are widely used to obtain information about current conditions and practices and to make inquiries concerning attitudes and opinions quickly and in the precise form (Kombo, 2006). The questionnaire used both questions with closed and open-ended, which successful used in this study to collect data. The questionnaires

were administered to selected 85 students from six schools as well as 24 teachers of the same schools. Questionnaires were designed to collect both qualitative and quantitative information that used to measure the techniques used by the program to improve attendance, roles played by teachers and households representative in CCT program as well as challenges facing implementation of the program on attaining its goals

3.8.2 Interview

Interview is a method of data collection that involves presentation of oral or verbal responses (Kothari, 2004). In this study semi-structured questionnaire was used to collect data from parents/guardians because they are expected to be knowledgeable about the contribution of CCT program in improving attendance, challenges encountered in raising attendance and ways to minimize challenges. The criteria for selecting semi-structured questionnaire are to obtain personal experience and general perception of parents about CCT program in improving attendance in primary schools. TASAF Beneficiary households were orally interviewed in 4 mitaa. Interview conducted in their residence and each respondent interviewed for at least 30minutes.

3.9 Data Processing and Analysis

Data analysis is a process that implies editing, coding, classification and tabulation of collected data (Kothari, 2004). The data collected using questionnaires was first edited and checked for completeness and then assigned serial numbers for the purpose of easy identification during the coding process and rechecking. The coded questionnaires were then introduced into SPSS for data analysis. Descriptive statics

especially, frequencies and cross tabulation was applied to help establish patterns and relationships to understand and interpret implications of the study. Data was presented in form of tables and charts to easier summarize the results. On the other hand, content analysis was used to interpret qualitative data.

3.10 The Study Limitations

The major limitation of the study was time bound especially in data collection whereby when the data was about to be collected schools were closed so it was not possible to collect data from teachers and students. Data was then collected when schools opened therefore data was not collected as scheduled in the plan.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

This chapter analyzes results of the study and presents them in different forms including graphs, tables and charts. The author interprets data, which has been collected from the respondents just as shown in research methodology. The study findings are presented on the assessment of the effectiveness of conditional cash transfer (CCT) towards improving attendance of primary school students in Tanga. The data was actually gathered using questionnaires as well as interview, which was designed to collect information supportive to objectives of the study.

4.2 Background Information

The study was conducted on the “Assessment of the Effectiveness of Conditional Cash Transfer (CCT) towards improving attendance of Primary school students” at Tanga district. The study involved different program implementing actors including Teachers in primary schools, primary school’s pupils and beneficiary households under the program. The mentioned groups were selected due to their importance on this study to provide information that can help in the assessment of the study. Data collection tools were prepared to collect important information including demographic data as well as those data that can answer specific objectives/questions as asked in chapter one above. Tools of data collection (questionnaires) also designed to collect information that can suggest different techniques/ways to help improving attendance as well challenges in implementing the program.

4.3 Response Rate

In survey research, response rate also known as completion rate or return rate is the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage (Wikipedia). The study intended to collect data from 133 respondents among them are teachers, students and members of the representatives of the households implementing the program from Mabokweni, Mafuriko, Kisosora, Makorora, Magaoni and Duga. The response rate is summarized in the Table 2.

Table 2: Response Rate for Respondents

Sn	Respondent	Target	Response	Response rate (%)
1	Teachers	24	21	87.50
2	Households	24	17	70.83
3	Students	85	72	84.71
	TOTAL PARTICIPANTS	133	110	82.71

Source: Field Research 2020

The target population of the study was 133 participants but at the end 110 participants responded which make a participant rate to 82.71%. Among those teachers responded at 87.50%, households representatives responded at 70.83% while students responded at 84.71%. “A survey response rate of 50% or higher should be considered excellent in most circumstances. A high response rate is likely driven by high levels of motivation to complete the survey, or a strong personal relationship between business and customer” (WILLOTT, 2019). Therefore the respondent rate of 82.71% is

excellent as marked by different scholars. The questionnaires that were returned without filled in was due to different reason including unwilling to participate to the study but their number is small that did not affect the results of the study

Gender

The study involved three groups of respondents including teachers, household's representatives as well as students. The study sought to find out the gender of respondents as the study planned to involve both male and female and results of the study in gender category summarized in the table 3 below.

Table 3: Sex of Respondents for Teachers and Households Representatives

Sex	Households representative	Percentage	Teachers	Percentage	Total	Percentage
Male	3	17.65	9	42.86	12	31.58
Female	14	82.35	12	57.14	26	68.42
Total	17	100.00	21	100.00	38	100.00

Source: Field Research 2020

Result shows more women participated than men in both sets (teachers and households' representatives) that in general the women were 68.42 percent compared to men who were only 31.58 percent. The domination of women in teacher's category shows gender imbalance, which needs attention by responsible authorities. On the other hand, in implementing the Productive Social Safety Net (PSSN) women are household's representative to the program and not men therefore domination of women in that category was expected by the researcher.

This study had to investigate experience of teachers as well as their level of education which is indicator to understand the content within the study. The table below (table

4) shows the summary of level of education of the teachers and their experience in teaching.

Table 4: Level of Education and Working Experience of the Teachers

		Work experience			
		Between 1 and 5 years	Over 5 years	Total	Percentage (%)
Level of Education	Certificate	1	9	10	47.62
	Diploma	0	9	9	42.86
	Degree	0	2	2	9.52
Total		1	20	21	100.00

Source: Field Research 2020

Among 21 teachers, 10 of them (47%) have Certificate of education, 9 teachers (42.86%) have diploma and only 2 (9.52%) have got degree level of education. This can indicate call for programs that can help to upgrade those majority (47.62%) teachers in primary school with certificate level of education. On the other hand research revealed that 95.2% have experience of more than 5years in teaching this is good terms of getting right information but the alarm is the Government has to recruit more teachers in order to balance in terms of experience. A number of teachers graduate in public and private colleges/universities. The Government invested a lot in preparing those teachers so it is the right time to utilize them for the benefit of the Nation.

Average number of household size

The study sought to understand the average number of household members in beneficiary households and the results were 5.7 as the average household size. This

average for poor households is high compared to the general average household size of the district, which is 4.4. ((NBS), National Bureau of Statistics , 2014).

The researcher also wanted to know if the households under PSSN got 3 meals per day. The results were as follows, 64.7% can get 3 meals per day, 17.6% households are not able to get 3 meals per day while 17.6% households they are not always getting 3 meals per day that means sometimes they get and sometimes not. Among the indicators to identify beneficiary household (poor) is number of meals received by households (GROUP, 2018). When cross tabulation to find the relationship between households heads in marriage and getting 3 meals per day. The study reveal that 66% of the households in marriage get 3 meals per day while 50% of households of the household heads not in marriage get 3 meals per day.

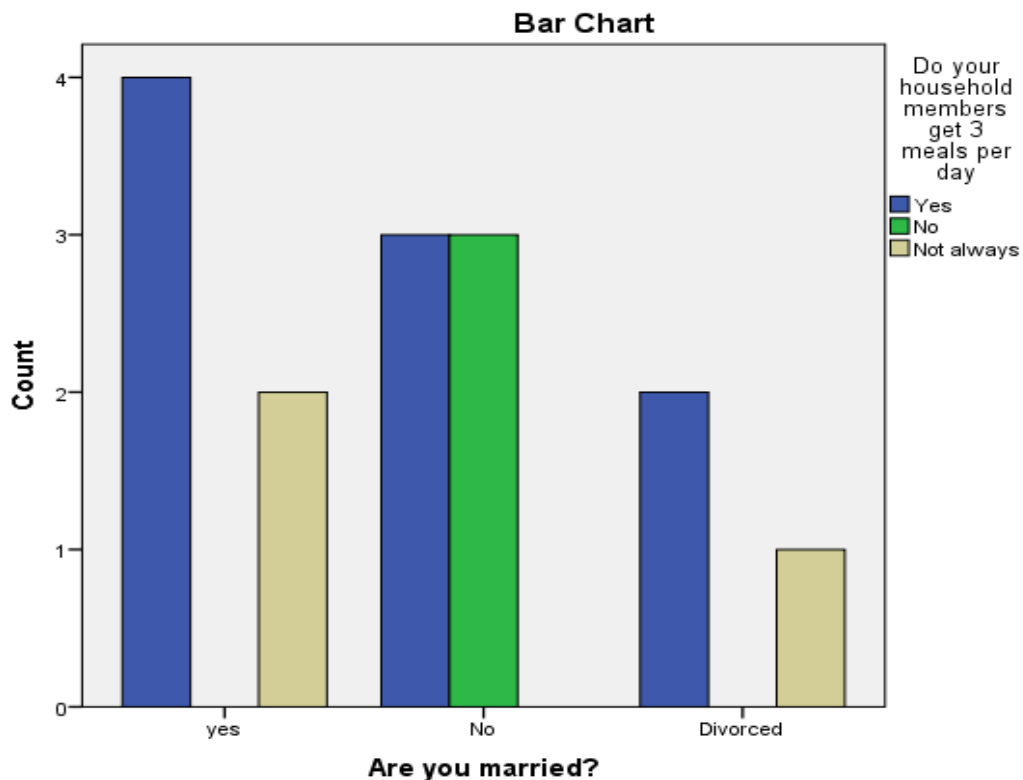


Figure 2: Histogram shows Cross Tabulation of Marriage and 3 Meals of Beneficiary Households

Medical treatment

The researcher assume among the challenges face beneficiary households was getting treatment when get sick so the researcher wanted to know where do they get treatment how. The study found that all beneficiary households (100%) get medical treatment at Government health facilities but the modality of payment is different. About 13% pay for medical treatment by using health insurance cards, 7% get treatment assisted by community and neighbors while 13% are exempted from payment and 67% pay through cash as summarized in figure 3 below

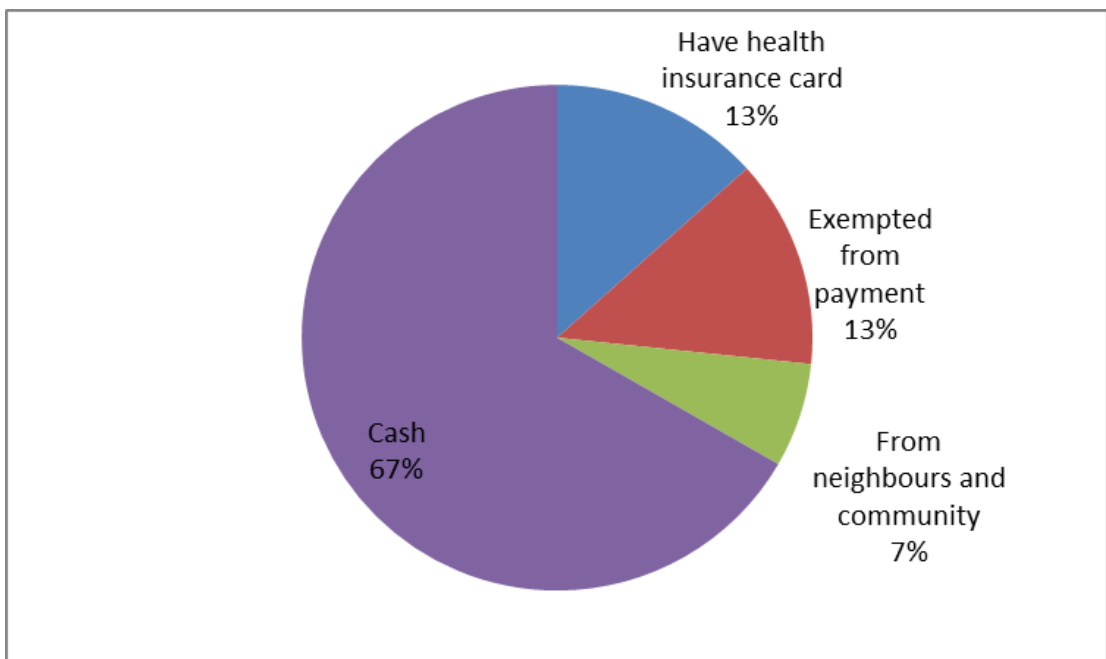


Figure 3: Modality of payment by beneficiary households

As most of poor households use public health services this calls for attention to strengthen health service delivery and to have policy which guarantee poor people to access for health services. It is the high time to implement health policy of 2007 which narrated some instruction to serve community. “The Government will prepare and supervise laws and guidelines of cost sharing in health services including exemption

for special groups” (Tanzania, 2007). The policy identified old people as special group to receive exemption but did not identify poor people as eligible to exemption. The same health policy explains on the Government and its partners to find the better way on how people will contribute in health service. Those ways include National Health Insurance Fund (NHIF) and Community Health Fund (CHF).

The beneficiary households get water for home consumption through different ways as summarized in the table 5 below

Table 5: Sources of Water used by Beneficiary Households

Description	Percent (%)
At community water point (tape)	52.9
Within the house from water supply authority	35.3
Other	11.8
Total	100.0

Source: Field research 2020

On the other hand 11.8% get water from neighbors or water well at nearest area. All households get water in a distance of less than 30minutes of time from their residents

4.4 CCT Program Implementation

One of the specific objectives of the study was to identify strategies used to promote attendance. The researcher used a number of questions so as to measure objective. Objective of CCT program is to support children from poor households improve their attendance. Therefore the households are paid some amount of money with condition to make sure the children stay at school (maintain attendance). “The most innovative feature is the requirement that families comply with certain conditions in order to

receive the grants” (Stachowski, 2011). Therefore households’ members do whatever they can to make sure their children attend school regularly. The researcher mentioned some of strategies that households use to make their children attend school and using Likert scale assume that the strength/intensity of an attitude is linear, i.e. on a range from strongly agree to strongly disagree.

Table 6: Responses for Households’ members towards techniques used to improve Attendance of Students

	Purchase food for the family	Provide school needs	Send children to clinic	buy clothes	increase capital
Responses	%	%	%	%	%
1. Strongly disagree					
2. Agree					
3. Neither agree nor disagree	5.9	5.9	47.1	47.1	17.6
4. Agree	23.5	17.6	23.5	41.2	52.9
5. Strongly agree	70.6	76.5	23.5		23.5
Missing			5.9	11.8	5.9
TOTAL	100	100	100	100	100

Source: Field Research 2020

Results show that about 76.5% of the household members spend their money to provide school needs so as to encourage their children to go school as well they agreed strongly for 70.6% to spend their money to buy food as the technique of improving attendance. They also agree for 52.9% to spend their money to increase their capital as the way to bust households’ economy so as to support their children. National Education Welfare Board (NEWB) listed some tips for parents to make their children attend school and among them is getting up on time, provide breakfast, school clothes, books, bag and leave home on time (Welfare, 2015). Therefore

beneficiary households should understand different ways to make their children attend school so as to comply with CCT program and continue receive grants.

The study also wanted to know from the group of teachers about ways used by the program to improve school attendance and the following were the results as summarised in the Table 7.

Table 7: Teachers Respondents on how the Program Helps in Raising Attendance

SN	Responses	Paying money to beneficiary households	By using compliance forms to monitor attendance	Strengthening M&E
		%	%	%
1	Strongly Disagree	4.8	4.8	
2	Agree	4.8	4.8	4.8
3	Neither Agree Nor Disagree	9.5	52.4	23.8
4	Agree	47.6	28.6	47.6
5	Strongly Agree	23.8	9.5	23.8
6	Missing	9.5		
	TOTAL	100	100	100

Source: Field research 2020

The PSSN uses a number of ways to monitor program implementation that makes sure objectives of the program attained. Among the ways used also favour improving the school attendance. Teachers agree by 47.6% to pay grant to beneficiary can help to improve school attendance but when asked about using compliance form as the way to improve school attendance, by 52.4% they neither agree nor disagree on the system. On the other hand when asked about strengthening M&E teachers they agree by 47.6% and strongly agree by 23.8%. The program uses compliances forms as a tool to collect attendance of beneficiary students but teachers who are supposed to correctly

fill the forms don't see the importance. The results call for initiative to make sure that all program actors like teachers do understand the program. Apart from program teachers should understand ways to improve school attendance including welcoming students every morning, praises each student for their effort as well as give students a reasonable amount of homework. Rewards students for good attendance at the end of term for best attendance (Welfare, 2015)

Researcher sought to know if students understand how their parents/guardians spend the program money and the following were the results. 79.2% of the money is used to buy food of the family while on the question of providing school needs the percent increased to 95.8% and the money spent to buy clothes (including school uniform) by 80.6%. That means all three categories are used to support improving attendance. The table 8 summarizes responses of the students concerning the uses of money in relation to improving attendance.

Table 8: Summary Responses of Students on the use of Grant from the Program

S/N	Responses	Food for the family (%)	School needs (%)	Clothes (%)
1	Yes	79.2	95.8	80.6
2	No	15.3	2.8	9.7
3	Missing value	5.5	1.4	9.7
	TOTAL	100	100	100

Source: Field research 2020

Apart from three areas mentioned by the study, students were asked to mention if there is other areas where their parents/guardian spend their money. The following list below were the responses.

Table 9: Other Areas where TASAF Fund Spent to Increase Attendance

S/N	Responses	%
1	Buying domestic animals like chicken, goats, cows etc	11.1
2	Buying exercise books and school uniforms and shoes	23.6
3	Buying home clothes as well as school needs	1.4
4	Getting education and benefit especially to poor individuals	1.4
5	Helping us with other needs	2.8
6	Pay for medical treatment	2.8
7	Paying house rent	2.8
8	Paying water bills as well providing pocket money	1.4
9	Performing small business activities	4.2
10	Pocket money for school	1.4

Source: Field Research 2020

The researcher asked all respondents if the program has contributed in improving attendance of primary school pupils and the results were as follows, 94.1% of the beneficiary households responded yes with one who says ‘no’ but 5.9% did not respond to the question. 84.7% agreed on students side by responding ‘yes’ while 12.5% said no and only 2.8% did not respond to the question. Table 10 summarizes the respondents

Table 10: Summary of the Respondents

	Households (%)	Students (%)
Response		
Yes	94.1	84.7
No	0	12.5
Missing	5.9	2.8
TOTAL	100	100

Source: Field Research 2020

The results from this study resembles to other studies conducted in other countries. “From 1990 to 2011, CCT programs transformed the landscape of social assistance in Latin America. CCT programs were found to increase school enrollment and

attendance, raise household consumption, reduce income poverty, and expand the utilization of health services” (Stachowski, 2011).

The researcher used Likert scale to teachers and the respondent disagree by 28.6% if the program has contributed while 47.6% agree that the program has contributed on improving attendance compared to 9.5% who strongly agreed on that. 9.5% was neutral while 4.8% did not answer the question as shown in the Table 11.

Table 11: Teachers Respondents on Degree of which the Program has Contributed to Raise Attendance

Sn	Responses	Percent
1	Disagree	28.6
2	Neither agree nor disagree	9.5
3	Agree	47.6
4	Strongly disagree	9.5
5	System	4.8
	TOTAL	100

Source: Field Research 2020

There is slight difference in responses from teachers and beneficiary households representatives and the difference might be caused by teachers are not engaged enough to program implementation.

4.4.1 Roles of Parents and Teachers on CCT Program

There are different roles played in implementing PSSN program. Different actors have specific roles that help to improve school attendance. Among the actors include teachers, parents/guardians and students themselves (Welfare, 2015). The study sought to know if the beneficiary households of the program understand the objectives of the program. All respondents (100%) of the beneficiary households understand the

objectives of the program as observed in answering question on understanding the objective of the program. The program was designed in such a way the beneficiary households are supposed to comply with program where children should attend school for not less than 80%. Therefore parents/guardians provide all necessary school needs so as to make their children attend school as shown in the Figure 2.

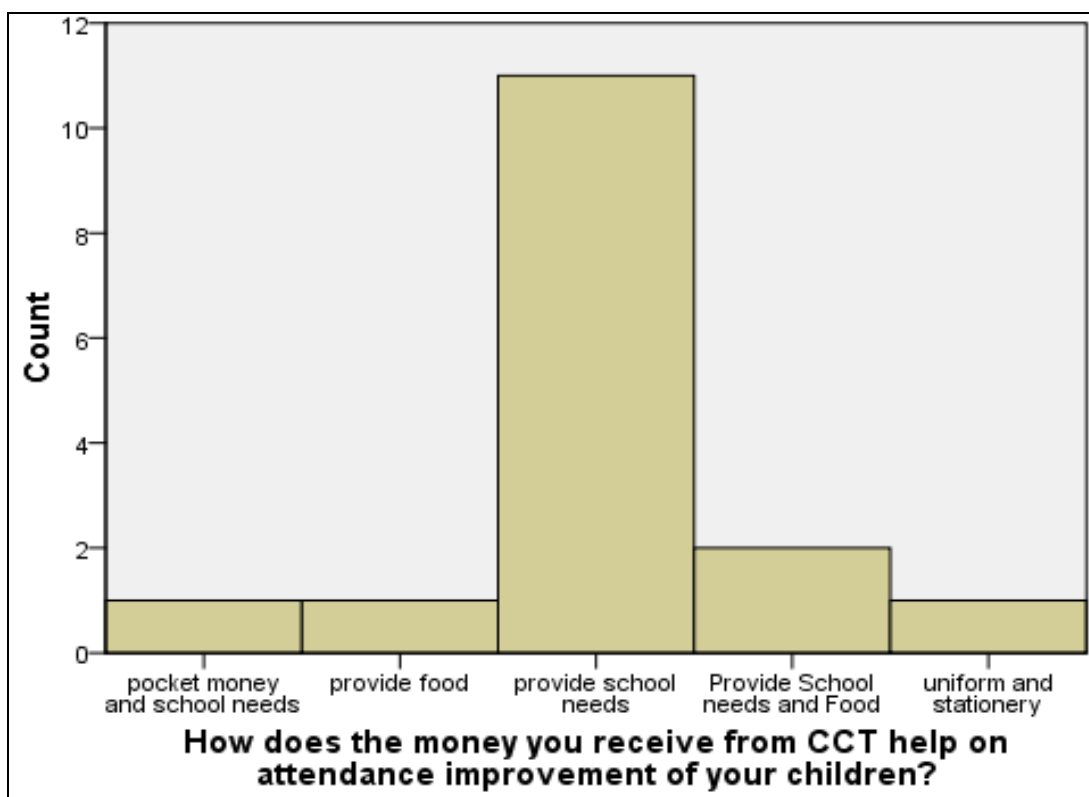


Figure 4: Histogram, which shows how the Households spend their Money

Figure 4 shows how the money are spent by households where by most spend lies on provision of school needs. The study sought to understand if teachers know beneficiary children. According to respondents who participated, 70.6% (beneficiary households) agreed that their children are known by teachers in school and 23.5% are not sure if their children are known by their teachers in school. On the other hand, the same question asked to students if they are known by their teachers that they come

from beneficiary households. 77.8% are known by their teacher if they are beneficiary of the program. This indicates that teachers play roles in the program.

Table 12: Responses from Household's Representatives, Students and Teachers

S/N	Response	Household's responses	Student's responses	Teacher's responses
1	Yes	70.6	77.8	85.7
2	No	0	15.3	14.3
3	Not sure	23.5	1.4	
4	Missing value	5.9	5.5	0.0
	TOTAL	100	100	100

Source: Field Research 2020

According to the findings of the study beneficiary students are known by their teachers by more than 70 percent but this call for extra effort to make sure that all students are known by their teachers so as to receive necessary treatment that can improve attendance.

The study sought to ascertain to what extent teachers make follow up on their beneficiary students. To test that the question asked to know if happen that parents from the program being called in school because of the truancy of their children. 29.4% have been called and 64.7% did not ever being called while 5.9% did not answer the question. This indicates that either currently truancy has reduced therefore only few parents are being called or teachers do not real play their parts.

But the researcher also asked beneficiary households to comment if teachers play their roles to improve attendance and 76.5% agreed that teachers play big role in a program

to improve attendance and only 17.6% are not sure and the remaining 5.9 percent did not respond to the question. In testing teachers responsibility the question asked to know if students have ever been punished because of missing school and 72.2% confessed that they did while 26.4% did not punished. This might indicate that teachers make close follow up to their students.

The study also wanted to know if teachers make follow up on beneficiary students and teachers themselves declared by 81% to make follow up so as to improve attendance to the students. For the issue of records keeping to the beneficiary students, about 61.9% keep records in order to monitor attendance of the students. Teachers can use the following strategies to improve students' attendance. Track absentees in real time and sometimes if possible by using new technology like biometric registration. Boost personalized learning. Some students don't like to work hard in classrooms. If you adopt a learning plan with high level of personalization using digital learning tools (tv program and computer) that will grab student interest, it will boost learning and increase attendance rate. Other strategy is effective timetable scheduling, improve interaction with students like having discussion rooms, Implement rewards for positive behavior, announcing rewards for fair and consistent good behavior will increase student attendance and achievement. Finally increase parent involvement (Campus, 2016).

On the other hand the study sought to determine the roles of parents/guardians towards improving student's attendance. All beneficiary households' representatives understand objectives of the program and its conditionality. When respondent asked

on how they spend money from CCT help on attendance improvement of their children then the following were recorded.

Table 13: Average Spent of Money Received from the Program

S/N	Description	Percent (%)
1	Missing Value	5.9
2	Pocket Money And School Needs	5.9
3	Provide Food	5.9
4	Provide School Needs	64.7
5	Provide School Needs And Food	11.8
6	Uniform And Stationery	5.9
	Total	100.0

Source: Field research 2020

When teachers asked on how parents should do to support their children's attendance, 66.6% agree on provision of school needs to the children and 76.2% agreed on making follow up to their children. On the other side the researcher asked students if their parents play any role in the program to support them to attend school, 94.5% agreed that their parents play role on the program.

4.4.2 Challenges Facing Implementation of CCT Program on Improving Primary School Pupils Attendance

The study sought to ascertain the implementation challenges of the program in improving attendance of primary school pupils. The researcher used teachers in this study to assess challenges facing the program in achieving the goals and the following were the results;

Table 14: Summary of Challenges of Program Implementation

SN	Responses	The program objectives are not clear	Low participation of the parents/guardians	Low participation of teachers	Low Community participation	Lack of motivation to teachers
		%	%	%	%	%
1	Strongly disagree	0	0	0	4.8	
2	Disagree	9.5	9.5	33.3		
3	Neither agree nor disagree	28.6	14.3	23.8	14.3	14.3
4	Agree	42.9	28.6	28.6	61.9	33.3
5	Strongly agree	14.3	38.1	4.8	9.5	38.1
6	Missing	4.8	9.5	9.5	9.5	14.3
	TOTAL	100	100	100	100	100

Source: Field research 2020

The study sought to learn if objectives of the program are clear to beneficiary and other implementing actors. The results of the study reveal that 42.9% said objective(s) of the program are not clear to other implementing actors and 28.6% are neutral. The study also wanted to determine the level of participation of the parents/guardians so the researcher used ranking to ask on the low participation and the results shows that 38.1% strongly agree on which they look parents and guardians participate low to improve attendance of their students especially on making follow up. Another factor a researcher looked on was teachers' participation whereby 33.3% disagree, they don't see if teachers are not participating. That means teachers participation is not a challenge that affect program implementation on improving attendance. Low community participation is another challenge facing implementation of the program in improving attendance. According to teachers low community participation has weighed to 61.9%. Another challenge on implementing the program is lack of

motivation to the teachers whereby about 71.4% of teachers respondents agreed on the factor.

According to motivation theory, if need to improve school attendance you should improve school environment as well as equip and motivating teachers so they can deliver high and attract student's interest to school (ERIC, 1990). Another challenge noted by beneficiary students is little amount of money paid to households not enough to cover all necessary costs required to support the households especially in improving attendance. Another thing was direct support to schools can help improving attendance. Areas noted were sports grounds and gears as well as learning environment like construction of classrooms equipped with desks. The program currently deal with only households and not otherwise. "Conditional cash transfers are recognized widely as an effective demand-side social assistance intervention that complements the long-standing supply-side intervention of ensuring adequate supply of services.

Despite the sophistication and complexity, targeting is not always efficient" (Vadapalli, 2009). Targeting is a process which aim to reach poorest population with the intention to receive intervention so as to maximize their effectiveness (Kakwani et al, 2005). Their a number of strategies used in targeting (identify recipients) including categoric, geographic, proxy means test, community selection and self-selection (Azevedo & Robles, 2013; Mesa-Lago, 2011; Rawlings & Rubio, 2005; Samson et al., 2006) and no strategy claims to be perfect and no standard method for targeting (Vadapalli, 2009). On that it is advised to get a closer look on possible implication of the targeting strategies.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This paper presents a summary of findings, conclusions, recommendations and suggestions of the study based on the objectives. The study intended to assess the Effectiveness of Conditional Cash Transfer (CCT) in improving attendance of Primary school pupils in Tanga district

5.2 Summary of Findings

Findings of the study shows that providing necessary school needs including school uniform and shoes, school properties like exercise books, pen/pencil and providing food contribute and has a direct impact to primary school students attendance. Compliance forms used to monitor students attendance has also a contribution to the school attendance. Strengthening M&E systems to the program is another factor that contributes to the improvement of attendance. On the other hand study found that parents and teachers have roles to play so as to support program to achieve its specific objectives. Furthermore the study found some challenges that hinder smooth attainment of program objectives including lack of motivation to the teachers as well as low amount paid to beneficiary households

5.2.1 Strategies used to Promote Attendance

The study found that the strategies used by the program to improve attendance of primary school pupils is to provide grants to beneficiary households with condition that their children should attend school for not less than 80% of school days. The money is used to provide necessary school needs like school uniform, shoes, exercise

books pen/pencil etc. They also used to provide food and pocket money to their children. The program also uses compliance forms filled by teachers so as to monitor attendance of each beneficiary student. When attendance of a student is less than 80% the household is being punished by not paid the amount responsible for student.

That situation forces parents to make sure their students attend school regularly. Parents should learn other methods and techniques that will help their children attend school and among those techniques include getting their children early, breakfast, assist to finish homework and make sure they are all the time healthy. On the other hand teachers should praise each student for their effort, give students reasonable amount of homework as well as reward students for good attendance

5.2.2 Roles of Parents and Teachers on CCT Program

Both teachers and parents have roles to play in implementing the program so as to improve attendance of beneficiary students. Teachers are supposed to know all beneficiary students in their school in order to make close monitoring of their attendance. They are also required to fill in compliance forms, which are used to monitor student's attendance. On the other side parents or households representative are responsible to provide all necessary school needs so as to make their children attend school. They are also required to make sure their children attend school daily/as scheduled.

5.2.3 Challenges Facing Implementation of CCT Program on Improvement of Primary School Pupils Attendance

The study found some challenges in implementing the CCT program that in other way slow the smooth implementation of the program. Among the challenges include

program objectives are not clear to all actors. Some of the household's representatives are too old to understand primary objectives of the program especially in conditional of their children that is why others they neither make follow up of their children's attendance nor provide all necessary school needs. It is also on the side of teachers that some of them they don't understand objective of the program and obligation of each actor. Miss understanding program objectives also challenge the participation of other actors to the program. Another challenge is lack of motivation to the teachers.

Teachers have great roles to play in program implementation but there is no motivation on their sides that sometimes demoralize and lower their performance. Another challenge observed was the low amount paid to the household that sometimes cannot satisfy to provide all necessary school needs required instead they only concentrate to buy food.

5.3 Conclusion

According to the study it is evident that, the Conditional Cash Transfer (CCT) program has contribution in improving primary school pupils in Tanga. Providing grants to beneficiary households, which then used to provide necessary school needs has greatly contributed to the pupil's attendance. Most of the pupils were missing school due to lack of necessary school needs like uniform, therefore the program has become the solution. The study also found that the program implementation has several actors whereby each actor has its specific responsibility in achieving the program especially improving attendance. Among the program implementing actors include teachers and household's representatives/heads. The researcher also lists some challenges in implementing CCT program and some of them are program objectives

are not clear to all implementing actors, less participation to other actors of the program and lack of motivation to the teachers as well as low grant paid to beneficiary households.

5.4 Recommendations

5.4.1 Strategies used to Promote Attendance

For the best results of the program it is recommended that beneficiary households to comply with program directives as stipulated in Productive Social Safety Net (PSSN) Operational Manual. They should spend their program money according to the descriptions that portion responsible to children should be directed to support children so as to facilitate attendance. Parents should learn other methods and techniques that will help their children attend school and among those techniques include getting their children early, breakfast, assist to finish homework and make sure they are all the time healthy. On the other hand teachers should praise each student for their effort, give students reasonable amount of homework as well as reward students for good attendance.

5.4.2 Challenges Facing Implementation of CCT Program on Improvement of Primary School Pupils Attendance

For the best results, Management of Tanga City Council and TASAF recommended to involve all program actors to understand objectives of the program. Normally beneficiary household's representatives attend community sessions before payment effected where TASAF facilitators conduct sessions to beneficiary on program objectives and other directives, but there is no such session to teachers and students. Also it is recommended for the program to motivate teachers on their duties of

keeping records as well as making follow up of beneficiary students. “Motivation is the reason for people's actions, willingness and goals” (Wikipedia). Moreover, The Government through TASAF are asked to review rates so as increase amount received to beneficiary households in order to guarantee their provision of school needs to their children

5.5 Contribution of the Study

The study is the contribution of Motivation Theory in improving school attendance. According to motivation theory, improving school attendance needs to improve school environment like good facilities and infrastructures, sports and games that students will be attracted. On the other side improving school environment go parallel with equip and motivate teachers to make them deliver worth that make students attraction and value the quality of education. This study found that providing necessary school needs including school uniform, books, pen/pencil and breakfast can influence school attendance. Therefore apart from improving school environment and motivate teachers, supporting households can also give positive results to improve school attendance especially to poor households

5.6 Suggestions for Further Study

The study has assessed the effectiveness of CCT program in improving attendance of primary school pupils in Tanga district. The CCT program is implemented in all districts in Tanzania and Zanzibar as well this warrant the need for other studies to be conducted to investigate the effectiveness of the program in other areas as well understanding other factors and inputs of the program that contribute to improve attendance of primary school pupils.

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APPENDICES

Appendix I: Household Questionnaire

Dear Respondent,

My name is Juma Mkombozi a student at Open University of Tanzania studying Master's Degree in Monitoring and Evaluation. This questionnaire is designed to collect information aimed at assessing and understanding how the conditional cash transfer provided by Government through TASAF influence pupils attendance at Primary schools in Tanga. You are the important in this exercise who can inform us correctly. I kindly request your assistance in responding to the questions that I am going to ask. Your responses will be highly appreciated and information will be treated with utmost confidential.

SECTION A: Demographic Information		
S/N	Description	Responses
1	Sex of interviewee	1. Male 2. Female
2	What is your highest level of education attained?	1. Primary education 2. Certificate 3. Diploma 4. Degree 5. Other (specify).....
3	Are you married?	1. Yes 2. No 3. Divorced
4	How many are you in this family/household	NUMERIC
5	Do your household members get 3 meals	1. Yes

	per day	<ol style="list-style-type: none"> 2. No 3. Not always
6	Where do your family get treatment when get sick	<ol style="list-style-type: none"> 1. Government hospitals 2. Private hospitals 3. Witch doctors 4. Other
7	How do you pay for the medical treatment	<ol style="list-style-type: none"> 1. Have health insurance card 2. Exempted from payment 3. From neighbours and community 4. Other (specify)
8	Where do you usually get water for home use	<ol style="list-style-type: none"> 1. At community water point (tape) 2. At the shallow well 3. Within the house from water supply authority 4. Other
9	How far is the water source from your home	<ol style="list-style-type: none"> 1. A distance of less than 30 minutes 2. A distance of between 30 and 60 minutes 3. A distance of more than 60 minutes
SECTION B: program implementation		
10	Have you ever received Government fund through TASAF because you are beneficiary of the CCT program. Do you understand the objective of the program?	<ol style="list-style-type: none"> 1. Yes 2. No
11	How do you spend the money you receive from CCT program?	Please tick (√) as appropriate where by 5 is strongly agree, 4 is agree, 3 is neither agree nor

		disagree, 2 is disagree and 1 is strongly disagree
	a) Purchase food for the family	
	b) Provide school needs	
	c) Send children to clinic	
	d) Purchase clothes	
	e) Increase capital	
	f) Other	
12	How many children do you have studying at primary school?	NUMERIC
13	How is their attendance?	5. Very good 4. Good 3. Fair 1. Poor 1. Very poor
14	How does the money you receive from CCT help on attendance improvement of your children?	
15	Do teachers know if your children are beneficiary of CCT program?	1. Yes 2. No 3. Not Sure
16	Have you ever been called in school because of the truancy of your children?	4. Yes 5. No
17	Do you think teachers are playing great role on improving school attendance of the beneficiary children?	6. Yes 7. No 8. Not Sure
18	Do you think this programme have contributed to influence pupils attendance in school?	1. Yes 2. No

This is the end of our discussion, Thank you very much for cooperation and your valued time

Appendix II: Questionnaire for Students

Preliminary information

Ward: _____

Mtaa: _____

School: _____

Date: _____

INTRODUCTION

Dear Respondent,

My name is Juma Mkombozi a student at Open University of Tanzania studying Master's Degree in Monitoring and Evaluation. This questionnaire is designed to collect information aimed at assessing and understanding how the conditional cash transfer provided by Government through TASAF influence pupils attendance at Primary schools in Tanga. You are the important in this exercise who can inform us correctly. I kindly request your assistance in responding to the questions that I am going to ask. Your responses will be highly appreciated and information will be treated with utmost confidential.

S/N	Description	Responses
1	Do you know what TASAF is?	1. Yes 2. No
2	Your parents/guardians receive money from TASAF because they are beneficiary of the program of Preventive Social Safety Net TASAF (PSSN). Do you understand the objective(s) of	1. Yes 2. No

	the program?	
3	How do your parents/guardian spend their money received from TASAF	
	a. Purchase food for the family	1. Yes 2. No
	b. Spend on purchasing school needs	1. Yes 2. No
	3. Buying clothes	1. Yes 2. No
	4. Other (mention...)	
4	Have your parents/guardians ever told you about your responsibility(ies) on the program?	1. Yes 2. No
5	What are your roles in CCT program	
6	Through CCT program, do your parents/guardians play roles on your attendance?	1. Yes 2. No
7	If the answer for question above is yes, what do they do to help you improve your attendance?	
8	Do teachers know students under TASAF program?	1. Yes 2. No 3. Not sure
9	What do they (teachers) do to help/support TASAF beneficiary students to improve school attendance	1. Yes 2. No 3. Not sure
10	Have you ever been punished because of not attending school?	1. Yes 2. No
11	Apart from CCT program which aim at	1. Yes

	improving school attendance, is there any other program/assistance you receive that help on attendance improvement?	2. No
12	If the answer is <i>Yes</i> in above question mention them	
13	Do you think CCT program help on improving school attendance?	1. Yes 2. No
14	Have you missed school in this year	1. Yes 2. No
15	What causes you miss school	
16	What do you think should be added in the program that will help to improve attendance	

Thank you very much for cooperation and your valued time

Appendix III: Questionnaire for Teachers

Dear teacher,

My name is Juma Mkombozi a student at Open University of Tanzania studying Master's Degree in Monitoring and Evaluation. This questionnaire is designed to collect information aimed at assessing and understanding how the conditional cash transfer provided by Government through TASAF influence pupils attendance at Primary schools in Tanga. You are the important in this exercise who can inform us correctly. I kindly request your assistance in responding to fill in the questionnaire. Your responses will be highly appreciated and information will be treated with utmost confidential.

PART A: Preliminary informations

Ward: _____

Mtaa: _____

School: _____

Date: _____

PART B: Respondent information

Please tick (✓) in appropriate response and write in a place provided for responsible question(s)

S/N	Description	Responses
1	Sex	1. Male 2. Female
2	Level of education	1. Certificate 2. Diploma

		3. Degree 4. Other (mention)
3	Which class do you teach? (mention)	
4	How long have you been teaching? (work experience)	1. Less than 1 year 2. Between 1 and 5 years 3. Over 5 years
SECTION C: program implementation		
5	1. What is the current status of school attendance	1. Very good 2. Good 3. Average 4. Poor 5. Very poor
6	Among the objective of the programme is to improve school attendance. Do you think the program has contributed to improve school attendance?	1. Yes 2. No
7	What is the strategy used by the program to improve school attendance?	Please answer for each question whereby 5 is strongly agree, 4 is agree, 3 is neither agree nor disagree, 2 is disagree and 1 is strongly disagree.
	a. Paying money to beneficiary households	
	b. By using compliance forms to monitor attendance	
	c. Strengthening M&E	
8	What are the necessary school needs to	Please answer for each

	improve school attendance?	question whereby 5 is strongly agree, 4 is agree, 3 is neither agree nor disagree, 2 is disagree and 1 is strongly disagree.
	a. School uniform (which include shoes and school bag)	
	b. Breakfast and meals	
	c. Stationery (pen/pencil, exercise books, ruler etc)	
	d. Pocket money	
	e. Other (specify)	
9	Apart from spending their money in purchasing necessary school needs to their children, what do you think those money could also do to improve school attendance? (explain)	
SECTION D: roles of teachers and parents/guardians in program implementation		
10	3. Do teachers in school know the students registered in CCT program under TASAF?	1. Yes 2. No
11	4. Do teachers make follow up on those student's attendance?	1. Yes 2. No
12	Do teachers keep attendance records of the beneficiary students for the purpose of making follow up?	1. Yes 2. No

13	Do you think parents/guardians understand CCT program and its objective(s)?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Not sure
14	Parents/guardians in CCT program are responsible to make their children attend school through	Please answer for each question whereby <i>5 is strongly agree, 4 is agree, 3 is neither agree nor disagree, 2 is disagree and 1 is strongly disagree.</i>
	a. Provide school needs to their children	
	b. Making follow up to their children's attendance	
	c. Other way	
SECTION E: challenges of the program on attendance improvement		
15	What are the implementation challenges of the program in improving school attendance?	Please answer for each question whereby <i>5 is strongly agree, 4 is agree, 3 is neither agree nor disagree, 2 is disagree and 1 is strongly disagree.</i>
	a. The program objectives are not clear	
	b. Low participation of the parents/guardians	
	c. Low participation of teachers	
	d. Low Community participation	
	e. Lack of motivation to teachers	
16	Apart from CCT program which aim at	<ol style="list-style-type: none"> 1. Yes

	improving school attendance, is there currently any other program/assistance to school or students? (Choose one by putting a √)	2. No 3. Not sure
17	If the in question 17 above is “YES”, Mention other program(s) or factors which in one way or another help on improving school attendance	
18	Does the program help on improving school attendance?	Choose one by ticking 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

Thank you very much for cooperation and your valued time

msingi mabokweni.pdf 1 / 10

UTEKELEZAJI 04:TANGA 11:MABOKWENI

KUJIMATAA/SHEHIA 01:MABOKWENI JINA LA SHULE SHULE YA MSINGI MABOKWENI

NAMBA YA USAJILI YA SHULE TA.01/02/030 DARASA 1

B: TAARIFA ZA WALENGWA WANOTAKIWA KUTIMIZA MASHART YA ELIMU

KIPINDI CHA MIEZI MIWILI 3 4 2017 idadi siku za masomo kwa kipindi cha miezi miwili* idadi ya wanafunzi wasio na sababu za msingi katika kipindi cha miezi miwili (kwa tarakimu) idadi ya wanafunzi wasio na sababu za msingi katika kipindi cha miezi miwili (kwa maneno)

Jumlisha siku za masomo za miezi miwili miwili.
mahudhuro ya asubuhi tu + mahudhuro ya mchana = siku 1 ya masomo siku - 1. Mahudhuro ya Asubuhi tu au kipindi cha mchana tu = Siku 1 ya masomo.
Toa taarifa kwa kila mwanafunzi asiyehudhuria bila sababu zilizokubalika

No.	Namba ya Mpango	Jina Kamili	Darasa	Marekebisho ya Darasa	Umri	Kutokuhudhuria bila sababu za msingi	
						Tarakimu	Maneno
1	04042110100618-6	HADJIA MASHINE MGAMBO	1				
2	0404211010061-3	SHEHE ATHUMANI JUMAA	1				
3	04042110100073-11	PITA JUMA LAIMONDI	1				
4	04042110100044-9	SAIDI HAKIDA OMARY	1				
5	04042110100167-3	MARIAMU ABDALAH HASSANI	1				
6	04042110100167-4	ABDULI SAIDI HASSANI	1				
7	04042110100190-5	NASORO BAKARI HAMISI	1				

Jina la mwanakamati anayeshughulikia Walengwa Saini ya Mwanakamati anayeshughulikia Walengwa Jina Mratibu wa Mpango Saini ya Mratibu wa Mpango Tarehe/Mwezi/Mwaka

Compliance form, which used to capture and monitor attendance of students at primary schools

Appendix III: Fund release to beneficiary households at Tanga PAA from July 2014

NA	MAPOKEZI AWAMU/KIPINDI	WALENGWA 88%	MTAA 1.5%	HALMASHAURI 9.5%	JUMLA
1	July/August 2015	224,936,000.00	3,834,136.36	24,283,863.64	253,053,000.00
2	Sept/ Oct 2015	205,268,000.00	3,498,886.36	22,159,613.64	230,926,500.00
3	Nov/Dec 2015	205,268,000.00	3,498,886.36	22,159,613.64	230,926,500.00

4	Jan/Feb 2016	202,936,000.00	3,459,136.36	21,907,863.64	228,303,000.00
5	March/April 2016	198,092,000.00	3,376,568.55	21,384,931.45	222,853,500.00
6	May/June 2016	194,216,000.00	3,310,500.00	20,966,500.00	218,493,000.00
7	July/Aug 2016	186,664,000.00	3,181,772.73	20,151,227.27	209,997,000.00
8	Sept/ Oct 2016	191,892,000.00	3,270,886.36	20,715,613.64	215,878,500.00
9	Nov/Dec 2016	192,656,000.00	3,283,909.09	20,798,090.91	216,738,000.00
10	Jan/Feb 2017	170,216,000.00	2,901,409.00	18,375,590.91	191,492,999.91
11	Mar/Apr 2017	164,400,000.00	2,802,273.00	17,747,727.27	184,950,000.27
12	May/June 2017	171,232,000.00	8,800,000.00	17,439,770.00	197,471,770.00
13	July/Aug 2017	165,988,000.00	8,800,000.00	17,439,770.00	192,227,770.00
14	Sept/ Oct 2017	173,776,000.00	8,800,000.00	17,439,770.00	200,015,770.00
15	Nov/Dec 2017	175,060,000.00	8,800,000.00	17,439,770.00	201,299,770.00
16	Jan/Feb 2018	187,284,000.00	8,800,000.00	17,439,770.00	213,523,770.00
17	Mar/Apr 2018	185,192,000.00	8,800,000.00	17,439,770.00	211,431,770.00
18	May/June 2018	184,748,000.00	8,800,000.00	17,439,770.00	210,987,770.00
19	July/Aug 2018	182,748,000.00	8,800,000.00	17,439,770.00	208,987,770.00
20	Sept/Oct 2018	173,152,000.00	8,800,000.00	17,439,770.00	199,391,770.00
21	Nov/Dec 2018	174,336,000.00	8,800,000.00	17,439,770.00	200,575,770.00
22	Jan/Feb 2019	176,364,000.00	8,800,000.00	17,439,770.00	202,603,770.00
23	March/April 2019	178,820,000.00	8,800,000.00	17,439,770.00	205,059,770.00
	JUMLA	4,265,244,000.00	142,018,364.17	439,927,876.01	4,847,189,240.18

Source: Tanga CC PAA Offices 2020

Appendix IV: Plagiarism Report

ASSESSMENT OF THE EFFECTIVENESS OF CONDITIONAL CASH TRANSFER (CCT) TOWARDS IMPROVING ATTENDANCE OF PRIMARY SCHOOL STUDENTS; A CASE OF TANGA CITY

ORIGINALITY REPORT

23%	21%	3%	16%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

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2	Submitted to Eiffel Corporation Student Paper	3%
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5	documents.worldbank.org Internet Source	1%
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7	erepository.uonbi.ac.ke Internet Source	1%
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Appendix V: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201700469

11th September 2020

City Director,

Tanga City Council,

P. O. 178,

TANGA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. MKOMBOZI, Juma Msonde, Reg No: PG201700469** pursuing **Master of Arts in Monitoring and Evaluation (MAME)**. We here by grant this clearance to conduct a research titled **“Assessment of the Effectiveness of Conditional Cash Transfer (CCF) towards Improving Attendance of Primary School Students”**. He will collect his data at your area from 15th September 2020 to 30th September 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA