

**TRANSPORT PROBLEMS FOR STUDENTS AND THEIR EFFECTS ON
ATTENDANCE IN COMMUNITY SECONDARY SCHOOLS IN DAR ES
SALAAM CITY, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read the report and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: “**Transport problems for students and their effects on attendance in community secondary schools in Dar es salaam city, Tanzania**” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy studies of the open university of Tanzania.

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DECLARATION

I, Johanes Mugoro do hereby declared that this dissertation is my own original work and that it has not been submitted for a similar degree in any other University.

Signature

Date

DEDICATION

I dedicate this dissertation to my parents, John Daniel Mugoro and Maria Mpangukano who died while I was in young stage of learning. You set the stage for my life-long journey of learning for that, thank you. Also this dissertation is dedicated to my wife Asia Mwakalobo who I love and respect immensely for the many hours of special prayers for me, for her timely and unending encouragement, for cheered me on, for helped, for believing in me as well as for her unconditional love throughout the completion of this study. To my brothers: Richard, Vedastus, Wilson and their families. To my sisters: Veronica, Hasuath, Humrath and their families. I love each of you and very thankful to have you in my life.

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ABSTRACT

Regular school attendance is a crucial factor in education success. It is critically important since students who miss school or skip subject miss out on carefully planned sequences of instructions. This study investigates transportation problems for students in Dar es Salaam city. It focuses on the distance a student travels from home to school, students transportation cost and the effects of transportation problems on student school attendance. The data was collected using survey, in which random and purposive sampling utilized. Six hundred students and eighteen administrators from community secondary schools in Temeke Municipality participated in the study. The primary data was collected from students and school administrators by using questionnaires and face to face interviews respectively. Field survey took place in February and March 2014.

Analysis of data employed triangulation whereby percentages have been used as statistical technique to analyze the data. The findings indicate that transportation system has significant effects on students' school attendance. Some students miss first periods in the morning, escape afternoon sessions as they try to get transport, skip school day due to lack of bus fare, beg for money and private cars assistance which put them into temptations and the traps of devils as well as harassment from bus operators. The study recommends that government should organize more than two wards which are adjacent to apply central place theory to build comprehensive secondary school to accommodate many students, the LGAs have to provide shuttle buses for the students to move to and from the students' residence by appointing drop and pick points, to use space available in those community schools located in remoteness to build hostels or boarding schools, to enroll students based on the nearest schools where individual lives and to encourage good relationship between teachers and parents in order to reveal and report students who hide outside the school as well as to provide financial aid to students who unable to afford transportation expenses.

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ABBREVIATIONS

AED	:	Academic for Educational Development
ADB	:	Africa Development Bank
BRT	:	Bus Rapid Transit
CBD	:	Central Business District
CMHS	:	The Center for Mental Health in School
CRDB	:	Community and Rural Development Bank
CSMF	:	Charles Stewart Motto Foundation
CUSD	:	Calaveras Unified School District
DEO	:	District Education Officer
Ed. CIL	:	Education Consultants India Limited
GSA	:	Government of South Australia
HCC	:	Hertfordshire County Council
HIV/AIDS	:	Human Immunodeficiency Virus / Acquire Immunodeficiency Syndrome
LEA	:	Local Education Authorities
LGA	:	Local Government Authority
PEDP	:	Primary Education Development Plan
PG	:	Policy Group

PI	:	The Parent Institute
SEDP	:	Secondary Education Development Program
SUMATRA	:	Surface and Marine Transport Regulatory Authority
SWD	:	Student Welfare Directorate
T.T.I	:	Texas Transportation Institute
TMC	:	Temeke Municipal Council
URT	:	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

In order to provide education for all, the government and other stakeholders including parents and educators are constantly examining for the best solutions that may improve education system. The establishment of Community secondary schools is one of the solutions to access and acquire quality education for young generation. The success of those community secondary schools in achieving their initial responsibilities of educating and socializing students depend on students to attend school regularly and punctually. According to Jones (2006) attendance is priority for educators. Good attendance will indicate to educators an individual that needs help, what changes in teaching to make, which behaviors are to be encouraged or suppressed and which schools need to advance. Committed facilitators take students attendance before teaching their subjects to determine the number of students who received their lessons. Also parents and school authority use student attendance to monitor, control and supervise students' activities in schools.

Students ought to be present in school so that to benefit from the academic program in its totality. Lowly attendance for students may facilitate weakness in achieving quality education for graduates hence to affect community development. Student non-attendance is a problem that broadens outside the school. It affects the student, his or her family, and the community. This study investigates factors that affect transport for students and their effects on school attendance in community secondary school in Dar

es Salaam city. It focuses on the distance a student travels from home to school, students transportation cost and the effects of transportation problems on student school attendance.

1.2 Background to the study

The government of Tanzania has put a lot of effort on education by giving it a priority to ensure access to education and to improve the quality of education. Many secondary schools have been built in different parts of country since introduction of the Secondary Education Development Program (SEDP) in 2004. These schools are commonly known as community secondary schools. The Secondary Education Development Program (SEDP) was launched to respond Primary Education Development Plan (PEDP) of 2002/2006 which increased enrollment rate from 59% in 2000 to 97% in 2007 (The United Republic of Tanzania (URT), 2010).

The United Republic of Tanzania (URT), (2004) SEDP identified five objectives which are improvement of access, equity, quality, education management information system and management reforms to enable the public administration to manage secondary education more effectively. In accomplishing these objectives, there was a push by the government to increase the number of secondary schools to maintain transition rate from primary to secondary schools. The number of secondary schools increased from 1,202 government secondary schools in 2005 to 2,806 government secondary schools in 2007, doubling the number of secondary schools accepting and enrollment (URT, 2010). With increase in number of secondary schools in Tanzania, students' enrollment has significantly increased. For example, boys' enrollment in form one jumped from

265,804 students in 2006 to 446,716 students in 2007, an increase of 51.7% while the girls' enrollment jumped from 224,688 students to 382,378 students, an increase of 50.3% (URT).

The Dar es Salaam city had 127 community schools, 7 government schools and 200 private schools that made 334 total schools in 2012 (UTR, 2012) and the increase in enrollment was in the newly constructed government community schools. The most of these schools are located in non-urban settings and are day schools. It is important to consider that remoteness schools do not have enough qualified students to fill school's enrollment. According to Prime minister's office regional administration and local government (PMORALG) in Dar es Salaam (December 30, 2013) indicated that there were 4788 chances in remoteness schools in all Dar es Salaam municipalities whereby 822 in Temeke, 1864 in Ilala and 2102 in Kinondoni. For instance, the schools mentioned in Temeke that had very low population of students were Mguva, Somangila, Kimbiji, Kisalawe II and Pemba mnazi. The government built those schools by considering space opportunity not population available.

The study carried out by Sunday and Olatunde (2011) in Ekiti State in Nigeria, employed location planning technique in order to distribute facilities in relation to education reforms. They discovered that there were imbalances in the relationship between population density and distribution of secondary schools by Local Government Area, the result could be the same in Dar es Salaam city. The useful school allocation considers physical and social aspects. For example, types of building, capacity, home, location of mode transport, time taken in home or school journey and parental

background. Community schools are intended to enable children from poor families to get education at the minimum cost. According to URT (2004), one of the SEDP goals is to improve access through advancing affordability by reduction of household education costs. The evidence of this is confirmed by the short distance covered by school students in their wards who live nearby the school. But unfortunately enough, the selections and post for Form One students are conducted by the government officials who just list the names of students and allocate the school without considering wards where individuals come from and distance from home to school.

The lack of location technique in Dar es Salaam city when building community schools has brought negative results for students and parents. Many of the students assigned to those community schools tend to be from outside of their communities (wards); therefore, they have to travel a considerable distance to get to school that may hinder the learning time. The amount of learning time is very crucial to student achievement because students involve into the learning setting with diverging levels of knowledge. Thus, when learning time is fixed, it is obvious that some students will learn at a high level, some at a moderate level, some at a low level and some will not learn at all due to being late and transport tension as well as tiredness (McKinney, 2000). The Constitution of the Republic of Tanzania (1977) states "everyone has the right to get education". To acquire this human right, students must have transport to get to and from school safe.

Student transport is very important although there is little attention by government which has led to significant impact on transport demands for students during peak

hours. As a result according to Lurdes, Didier and Pascal (2003) can facilitate drop out in schools for children from poor families. Numbers of studies have established that poor student attendance is an important predictor of school failure (Janes, 2009). Achievement gains in education are determined to a great degree by time-on-task and time allocated for learning. Students who spend more time on task tend to demonstrate more achievement gains than students who spend less time on task (Sanford and Evertson, 1983; McKinney, 2000).

The amount of time actually the student spent in the classroom has a direct correlation to a student's access to education (Babygeya, 2002). It means that when a student comes late, skips class or being absent for whole day he or she will face difficulty to access education that leads to catastrophe to achieve the best results. In order to improve education, the government requested public transport (daladala) operators to transport students at moderated fare but with the absence of any monetary compensation. Lurdes et al (2003) contended that it is unprofitable customers of school children at rush hours since more than 90 percent of public transport is dominated by the private sector (Surface and Marine Transport Regulatory Authority (SUMATRA, 2011) which increases in the number of incidents and discrimination concerning school children.

1.3 Statement of the problem

Transport is one of the major problems facing students in Dar as Salaam city to attend their classes at specific times due to distance where the schools are allocated. It is difficult for students to get to school in the morning as adult people and bus operators compete with them to board the public buses (Onyango, 2012). Transport has consistently caused

problems for students although the government is trying to make effort to improve it. The government has introduced city train and it is in the process to launch Bus Rapid Transit (BRT) for transport accessibility for all users but these cannot save transport for students since both are directed to the Central Business District (CBD) where few community secondary schools are allocated.

Also due to extent of the problems, some education stakeholders such as Community and Rural Development Bank (CRDB) have made efforts to reduce transportation problems for students. For example, CRDB donated five school buses to support students in Dar es Salaam city (CRDB, 2009) but due to high number of students, poor allocation of community secondary schools as well as traffic jams; it is difficult to satisfy students transport demands. According to Zakaria (2010) claimed that it take two to three hours to get home in the evening traffic madness. Unplanned location of community secondary schools has impact on student attendance because of inferior transportation net work. Students who are late to school and those who do not attend school regularly not only give up their opportunity for education but also interfere with other students' opportunity to learn by being late, absent or troublesome. There is limited understanding of the factors affecting student transportation with regards to school attendance.

1.4 Objectives of the study

The purpose of the study was to evaluate the factors affecting student transportation and their effects on school attendance.

1.5 Specific objectives

- To explore distance a student travels from home to school.
- To investigate student transportation cost to and from school.
- To analyze the effects of student transportation problems on school attendance.

1.6 Research questions

The proposed study was guided by the following research questions:

1. What is the distance a student travels from home to school?
2. What is the student transportation cost to and from school?
3. What are the effects of student transportation problems on school attendance?

1.7 Purpose of the study

Many parents do not have their own transport; they cannot get students to and from schools. Also it is illogical to expect all families to carry their children to and from school. Due to transport problems the students may quit going to school. As the results the student's grade and behavior go down, the student's self-respect decreases and everything else goes with it. Thus, the study intended to improve transportation for students by adjusting distance to and from school. This might stimulate student school attendance to enhance academic performance as students could maximize learning time.

1.8 Significance of the study

The focus of this educational research is directed toward determining the impacts of transportation problems on how can affect attendance. Therefore, the study may assist

education authorities to decide where a particular type of public school should be located depending on population and nature of settlement for students to access education easily in their areas. It provides an understanding of the relationships that exist between distance a student travel and attendance in order to balance the distance. It may help to maximize instructions time for students by minimizing transportation time. Also to minimize transport cost for students that can be the barrier to attend school hence to bring significant gains in academic achievement.

Furthermore, it may improve attendance so that a student can expand the social experiences, lessons, and acceptable behavior that help with fitting in and succeeding in school and life. Finally, the objectives under SEDP targeted community secondary schools to educate all students with emphasis on the access and quality education, despite barriers that impact student attendance. Therefore, this research linked to improve student school attendance as vital for education stakeholders in order to reach the goals under SEDP so that to bring significant change in education for economic and social development.

1.9 Definition of the terms

The following terms have defined for the target of this research study;

Transport is defined as the movement of goods or people from one place to another (Business dictionary, 2013). Encarta (2009), transport is to carry somebody or something from one place to another, usually in a vehicle. In this study, transport refers to student's means of travel to and from the school safely. It could be private cars, public buses, hired motorcycles, bicycles, school buses or on foot.

Attendance refers to ability of a student to be present in the particular school or classroom on the days when he or she is expected to be. It is the starting idea that involves learners in the processes of teaching and learning (Adams, 2009). In this study, attendance refers to ability of student to be physically available in the classroom or learning place in specified time. If a student comes late or skips school schedule can be considered as absent although he or she may be at school that day because of lack to meet instructional targets. A student should be full participation in all activities within and outside the classroom according to the school schedule. Therefore, student attendance is the act of being present at a particular place for specific time and occasion so that he or she can share teaching and learning processes.

Community is a group of people with the same interests and having things in common. Family, education, business, work, sport, religion, culture, all involves communities that we take for granted as a normal part of our lives (Aderson, 2011). Also community is defined as a local social system that is a set of social relationships which take place wholly or mostly within the locality (Thompson, 1996). Thus, community in this study is administrative division (ward) at local government level which has mandate to decide what priority for social development is and shares common interest.

Community school refers to the public funded school that serves as both education institution and centre of community life. The community school works in partnerships with other agencies to provide holistic services to children, family and wide community (Charles Stewart Motto Foundation (CSMF), (2006). In this study, community schools

are schools which have built by collaboration between parents in their wards and government through Local Government Authority (LGA) to improve access and quality education. Parents are involved in providing material and other incentives such as monetary and non monetary. They facilitate in improving social interconnection of the community for better achievement of their children.

1.10 Limitations of the study

This study has two fundamental limitations. The first appears from the geographical context of the study. This study has only got data from community secondary schools in Temeke Municipality. The study identified community secondary school students in one geographical zone that presents all schools in Dar es Salaam city. Therefore, the findings of this study may not be applicable to areas that experience different transportation characteristics. The second limitation is based on the sample which was used in this study. The sample was drawn from the population of community secondary schools most of which are Day schools. The results can only be generalized to those students studying in community, Government or private secondary schools which have no school buses or other alternative for students' transportation.

1.11 Delimitations of the study

This study is limited in its scope in the sense that it was only deal with community secondary schools in Temeke municipality in Dar es Salaam city. The study was conducted in two months duration. Furthermore, the study was demarcated in the areas of education aspects. The study dealt with transportation problems related to distance,

transport cost and their effects on school attendance whereas education covers various attributes that influence the achievement of education goals.

1.12 Conceptual framework

Figure 1.1 below shows the relationships that exist between variables of this study. The diagram indicates that moderate distance and low transportation cost accelerate transport accessibility. Transport accessibility generates good attendance that improves interaction for sharing skills and knowledge hence to develop awareness among students. Through attendance is where student's conducts can be adjusted to create acceptable behavior hence to improve attendance and achievement in education.

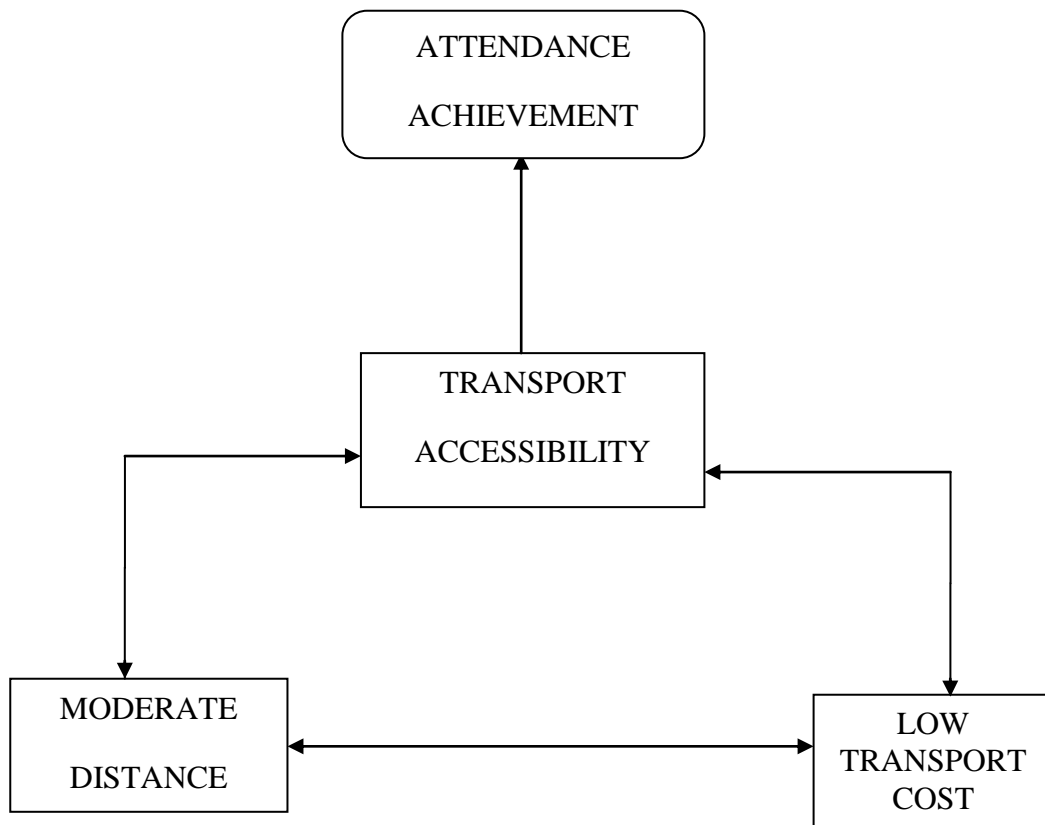


Figure 1.1: Conceptual framework

Source: Author's construct.

1.13 Organization of the Study

This study is organized in five chapters. Chapter one is presented the introduction, the background to the study, the statement of the problem, objectives of the study, research questions, purpose of the study, significance of the study, definition of key terms, limitations and delimitations of the study as well as conceptual framework of the study. Chapter two is presented the theoretical framework of the study, the literature review of related literature and the summary. Chapter three is presented the study methodology detailing the research design, geographical location, study sample and sampling procedures, data collection instruments and data analysis methods. Chapter four is consisted of data presentation and analysis where tabular and graphs presentation and narrative discussions of the data has conducted. Chapter five included the summary, conclusions and recommendations for practice and for future research which were drawn from the data analysis done in chapter four.

1.14 Summary

This chapter presents an overview of the study; it contains the introduction, context of the study, statement of the problem, objectives, research questions based on objectives, purpose of the study, significance of the study, definition of key terms, limitation and delimitation of the study, conceptual framework as well as organization of the study in which each chapter is detailed according to intended information.

CHAPTER TWO

2.0 REVIEW OF LITERATURE

2.1 Introduction

In reviewing the literature, focus is on previous studies conducted by some researchers on the related problems. The review identified the relevant theories to the study of transport network then the review was examined literature related to transportation problems for students and their effects on school attendance. The review of literature is involved the prior researches performed in Dar es Salaam city and other big cities in different countries to show how the issue is widely known.

2.2 Theoretical framework

Previous studies have indicated that transport problems for students stimulate bad behaviors including sexual relationship with adults due long distance a student travel to and from school. Transport accessibility may motivate not only student regularly school attendance but also punctuality and good health to learn; since motivation is generally regarded as being associated to human needs that in turn motivates learning behavior which may lead quality education.

2.2.1 Central place theory

Geographical theory such as central place theory can support learning behavior. The theory was originally published in 1933 by a German geographer Walter Christaller who studied the settlement patterns in southern Germany. Wiki (2012) described that central place theory is a market center for the exchange of goods and services by people

attracted from the surrounding areas. The central place is so called because it is centrally located to maximize accessibility from the surrounding regions. Central places compete against each other to serve as markets for goods and services. According to central place theory all areas have similar purchasing power of all consumers (students) and consumers will patronize the nearest market (school).

Students should attend the nearest schools which provide service that they intend to require and not to travel a long distance to find the same service which is provided within their communities (wards). The theory also assumes that transportation costs equal in all directions and proportional to distance. Some students consume a lot of money on transport to and from school while others are getting education in low costs. This theory will balance transport cost so as to reduce financial burden to students from low income earning families and motivates parents to support their children to attend to school regularly.

The central place theory involves transport principle which states that the distribution of central places is most advantageous when as many important places as possible lie on one traffic route between two important towns, the route being established as straight and as cheap as possible and clients select the nearest outlet that carries a desired service (Chen, 2010). Eppli and Benjamin (1994) used central place theory in their study on the evaluating of shopping center; most respondents indicate that they traveled to the nearest center to purchase convenience goods and services. Community schools should be built in the areas where there is good connectivity for accessibility from all direction within the community. Since people get services from the nearest location, this

can be useful for supporting students to study in their communities to decrease unnecessary movement which involve harshness, wastage of learning time and financial burden.

2.2.2 Location theory

Feinberg (2005) explained the location theory that established by Johann Heinrich Von Thunen (1783- 1850). It based on location of cities and farms as well as to balancing both land costs and transport costs. It intended to ensure that perishable products are to be reached to the market place timely at low transport cost. A school in the city should be designed so that students can access transport as quickly as possible to avoid poor attendance caused by transport problems as well as cost. According to Weber's theory of industrial location, the total transportation costs will be lower when production site located near the market. He tried to determine the total costs of transporting raw material from both sites to the production site and product from the production site to the market.

The production site (school), therefore, will be located near the raw material (students) sources for a least transport cost (Encyclopedia Britannica, 2014). Nayati (2008) on locating school bus routes contended that all human beings have a natural tendency of selecting the shortest or the fastest path to go from one place to another. Similarly, transporters as well as travelers both prefer short and faster routes to cut operating cost and transportation expenses respectively. As the government policies attempt to adjust schools to increase access and quality education, it should first examine the basis for the initial location decisions in order to understand the impact of altering motivation. Dar es

Salaam city has experienced considerable population growth in recent years. This growth has produced new schools in areas outside the city and some of those schools are located where there are invisible public transport routes. It is important to consider location and design of the school site, preferably during the planning stages, in order to establish safe and efficient transportation.

According to Texas Transportation Institute (TTI), (2004) school location must contemplate demographics, utility and roadway access as well as topography to ensure the safest possible traffic environment. Sunday and Olatunde (2011) in Ekiti State in Nigeria, applied location theory to examine relationship between population density and distribution of secondary schools by Local Government Area; they found that there were imbalances in the distribution of education facilities. So the theory can help to balance population and social services.

Some students in cities want to consume education but transport problems including transportation cost affect where education produced as the result; education becomes expensive commodity for the mass to get it. Poor transport may accelerate lowly student attendance and truancy which are the first signs of deterioration of school and quality education. Thus, it is crucial to the government to do all it can to promote good school attendance habits among its students. Appropriate transport for students to and from schools should be essential precondition for the effective educational system. Through regular school attendance and punctuality students can progress academically hence to lead quality education. These geographical theories will adequately inform this study.

2.3 Transportation problems and their effects

2.3.1 Dar es Salaam city

2.3.1.1 Sexual relationship

A study done by Malisa (2009) provides information on the impact of transport problems and sexual behaviors among secondary school students in Dar es Salaam. The study indicated that some students engaged in sexual relationship with bus drivers/conductors/taxi drivers in order to overcome transport problems to and from schools. Those students who involve in sexual relationship with transporters as an alternative to save transportation time and cost endanger their life. The risks that may affect student's life include unwanted pregnancies and sexually transmitted diseases such as Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome (HIV/AIDS) infections.

Also it can create more problems if a student has established sexual relationship with taxi driver or bus conductor to be able to attend school than those students who struggle themselves to get public buses; students who engage sexual relationship may need extra time to spend with their partners which sometimes a student can consume a whole school day spending with his or her partner. Conclusion of this study shows that the information and education campaigns are needed to encourage students to change their sexual behavior to avoid both unwanted pregnancies and sexually transmitted diseases. The researcher could not explain if the students who engage in sexual relationship with bus operators and taxi drivers improve school attendance or increase attendance problems.

2.3.1.2 Conflicts during peak hours

Students who use public transport in Dar es Salaam city have been facing many problems including conflict with bus conductors and passengers. The conductors at the peak hours are not willingly to allow students to board the buses because of little amount of bus fare they pay. The study conducted by Peter, Christopher and Kazumari (2011) showed that some of bus conductors have limited number of students to be boarding to and from school at rush hours such situation leaves large group of students without any alternative. As the students try to force to get into the bus are pushed back and is when fighting with bus conductor begin. Onyango (2012) explained that it is a confrontation among the passengers so that the fittest win. The aggressive behavior for students and adults as well as students and conductors dominate during struggling to enter into the bus which ends up with students to remain as bus observers as shown in figure 2.1 below.



Peter et al (2011) in their discussion added that some students beg for help from drivers of pickup and trucks which jeopardized the life of students due to accident as well as the source of early pregnancy for school girls.

Figure 2.2: Transport problems for students during peak hours

Source: Onyango (2012).

Also the study revealed that students cannot participate effectively in different school activities which include within and outside the classroom as they come late or depart immediately after school hours in order to attempt to reach home early. This study considered hardship for students to board public buses as well as lateness but failed to identify transport cost which is the obstacle for student school attendance.

2.3.1.3 Gender based violence

Academic for Educational Development (AED) in 2009, commissioned the study based on the transport problems for girls in which public transport (daladala) seems to increase hardship for girl student to achieve education. Academic for Educational Development was trying to find out some gender issues such as girls being harassed verbally, sexually and discriminated in transport as they make their journey to and from school. The Academic for Educational Development found that girls do really meet different challenges such as oppression, discrimination, harassment and gender based violence from transport sector. It concluded that the access to secondary education for girls is weakened by barriers in transportation subdivision.

Disorganized and random growth of the Dar es Salaam city, together with migration from the small towns and lack of efficient public transportation system, had resulted in a disordered and a messy condition that affect transportation for students. The study focused on gender issue for girls while transportation problems affect both boys and girls to go to their respective schools and back home.

2.3.2 Kigali city, Rwanda

2.3.2.1 Transport situation at peak hours

Tabaro (2013) explains that students in Kigali city are competing with adult to board the buses during rush hours. As students attempt to get into the bus, they are pushed and pulled back hence to remain behind. There is no proper delivery for students to get to schools and back home; the results students are forced to walk long distance to and from schools to compensate both transportation cost and poor accessibility of public transport. The survey conducted by Igihe (2011) identified that every day students are exposed to the danger of remaining at the bus stop at unexpected times. Students are waking timely but it become cumbersome for them to board buses and they end up of coming late to school and arrive home at night which escalate discomfort of parents for safety of their children. This study cannot be used as a lesson in Dar es Salaam city as transportation problems in Kigali city may be the same, the transportation arrangement is not clear for students.

2.3.2.2 Students and sexual activity

Transportation problems for students have reported to affect girls due to involvement in sexual behaviors in Kigali-Rwanda. Isugi and Nyirabihogo (2011) stated that students have been hunted by sugar daddies and sugar mummies who use their own transport as traps to catch students since it is difficult to access transport. Most students walk along the roads as sometimes have not bus fare and immoral of bus drivers and conductors who do not accept them to board buses. During the march it is when adult people (sugar daddies and sugar mummies) prey for students and convincing them to sexual intercourse and rape; those students especially girls who accept the offer are vulnerable

to unwanted pregnancy and sexual transmission diseases such as HIV/AIDS. The increase of bus fares and lack of transportation arrangement for students facilitate many girls to drop out of the school. The study encouraged to use campaigns in order to raise awareness on sexual behavior for students to complete their studies.

2.4 Transportation for students in other metropolises generally

2.4.1 School buses

The study conducted by Nayat (2008) in Hyderabad city in India aimed to improve students' transport by locating proper routes for school buses to increase punctuality and attendance. Allocating routes and schedules for school buses intended to minimize transport cost, transportation time and to design student pick up and drop off points. Nayat explained that in Hyderabad city, a large number of the students live too far away from the school and cannot be expected to walk to school each day. Mahad, Khir and Rahma (2011) also studied transportation problems for students in Malaysia and found that among the main transportation problems are the distance between the academic block and the students' residences. School transportation plays a constant and important role in the live of students.

In Australia transport for students is given to those who travel for 5 kilometers or more and not for students who live within 5 km and where government school is available. Students living within 5 km of government school are required to attend that school. Students are not allowed to use school bus provided by department to travel beyond the government school; unless, otherwise they meet some criteria such as the department to encourage students to attend an alternative school to reduce congregate for the nearest

government school or students attending a school which is far away because of special study to meet educational needs such as subjects which are not taught at the nearest government school (Government of South Australia (GSA), 2013). It is important for any government to maintain public school transportation system in order to provide safe efficient and reliable transportation for its students for achieving national education policy.

2.4.2 Student transport policy

In other countries there is transport policy for students in which transport is provided free of charge or special arrangement for payment, such policy intended to improve attendance. According to Policy Group (PG) (2010) explained that Local Education Authorities (LEA) in Wales, facilitation of transport for students is compulsory with the purpose of enable the student's attendance at a particular location for teaching and learning processes. The Local Education Authorities must identify the best effectiveness utility of resources to supply the useful mode of transport such as public buses, rail transport or contract with private buses to carry students to and from schools. For instance, one of the policy states that "the local authority must have a regard in particular to any disability or learning difficulty of any student" (PG, 2010. p.4) that policy intends to support students who live far away from school to be provided free transport.

Provision of travel cards for students is another way to facilitate transport for students. Hertfordshire County Council (HCC) (2011) elaborates that the policy provides travel cards for students to travel to learning institutions in Hertfordshire. The card can be

used on public buses at all time of the day, any day of the week, and over any distance less or more than three miles (4.8 km). This system is possible in the cities where transportation system and arrangement are distinct to support such a policy. In the districts or municipalities such in Dar es Salaam it is difficulty since transportation network is poor and most of schools are allocated in unplanned areas.

2.5 Factors influencing attendance

The study done by Oghuvbu (2010); Education Consultants India Limited (Ed.CIL) (2007) identified that school and home factors affects student attendance. The social status and educational level of parent influence school attendance. Also geographical location of school, students' attitude towards school and subjects, inadequate supervision of students' activities by teachers and parents and poor teaching methods, lack of facilities affects students' school attendance. The Center for Mental Health in School (CMHS) (2008) added factors which are lack of consistency and uniformity to attendance and attendance policy within schools and districts.

Baker, Sgmon and Nugent (2001); CMHS (2008) grouped these into four, which are school, family, economic and student factor. Kottasz (2005) stated that absence can be viewed as a very personal decision based on both the ability to attend and the motivation to attend. The ability includes free from barriers such as transport accessibility and to meet the transportation cost while motivation contains intrinsic and extrinsic in which a student attracted to achieve in education.

The Virginia Department of Education (VDE) (2005) explained that safe and healthy schools that employ a challenging curriculum and reinforce high expectations for academics, behavior, and social responsibility, are schools that motivate students to attend. There is a vital link between effective educational strategies and student attendance rates. The Virginia Department of Education (VDE) (2005) also found that there are two dimensions of absenteeism: missing full days of school and missing some classes, but not others. By considering both full-day absences and skipping classes, educators can gain a broader conception of truancy and a more accurate sense of which students are experiencing some sort of barrier for learning.

The Center for Mental Health in School (CMHS) (2008); Kottasz (2005) and Baker, et al (2001) both studied attendance problems. They contended that every student absence jeopardizes the ability of students to succeed at school and schools to achieve their mission. The Center for Mental Health in School (CMHS) justified that some students who are absent from school engage in behaviors that are illegal in their communities.

According to Shahzada, Ghazi, Nawaz and Khan (2011) causes of absenteeism in Pakistan expressed that not only establishes the right of the state to make school attendance compulsory but also to do something more in order to carry out its social and political obligation. Shahzada et al (2011) emphasized that to ensure children get to school, state may be provided transportation at public expense and to guarantee the tools of instruction when they get there; the state may provide children with free text books and supplies.

School attendance problems provide another indication of the need to move forward in new directions for student support. The conclusion of those researchers is that if the students come to school from distant place without any organized transportation arrangement, their studies will automatically be negatively affected. The researchers may influence government to consider facilities at schools, transportation for students at public expenses, social status and geographical location of schools for transport accessibility as well as to design attendance policy that can be implemented in schools by school administrators to improve attendance.

2.6 School location

School location contributes much on school attendance since it minimizes transport problems. Sunday and Olatunde (2011); Oghuvbu (2010) examined school location planning and their attendant consequences on achievement of students in Nigeria. Sunday and Olatunde concluded that the community should assist the government by providing taxis and buses to facilitate movement of teachers and students to their schools. Boer (2005) studied on school location and transport problems. He observed that there are different changes in education such as administrative, financial and institutional changes, as well as changes in consumer behavior, have an impact on population concentrations, school location policies and school transportation.

Joseph and Olatunde (2010) explained that while some people enjoy minimum traveling distance to acquire education, some people in other places suffer by having to cover maximum distance to school. Thus, the study of school transportation must indicate the quality and cost implications of location and transport decisions to avoid the

disadvantages of long journeys and transportation cost for students to acquire education. School location as explained by researchers can be used as a lesson in Dar es Salaam city to construct community secondary schools.

2.7 Significance of student school attendance

One crucial element of a student's success in school is student school attendance. When student non-attendance increases, research is shown a corresponding decrease in student achievement. Jones (2009) and Student Welfare Directorate (SWD) (2010) support that students who attend school regularly have higher grades than students with high absences. According to The Parent Institute (PI) (2003) regular attendance is critically important, because students who miss school miss out on carefully planned sequences of instructions. They miss out on active learning experiences and class participation. They fail to get the opportunity to ask questions and to share skills and knowledge that promote retention. According to PI (2003), absentees are more likely to fall behind, and they are more probably to drop out.

Learning is a progressive activity; each day's lessons build upon those of the previous day(s) so it is unhealthy for student to skip some instructions. Many classes use lectures, discussions, demonstrations, experiments and participation as part of the daily learning activities. McCoy (2013) proposed that involving students in the process of integrating standards based lesson is essential. Such involvement engages students because it develops critical thinking, demonstrates that student ideas are valued, and helps students to be competence to share knowledge and skills. Those activities cannot be made up by those students who are absent, late comers or those who depart before school schedule.

Regular school attendance patterns encourage the development of other responsible patterns of behavior. Students who miss school are more likely to be at risk for anti-social or criminal behavior (SWD, 2010; CMHS, 2008). Attending school every day makes learning easier for student and helps students to build and maintain consciousness.

Also to arrive at school and class on time, ensures that student doesn't miss out on the important learning activities scheduled early in the day when they are most attentive as well as to learn the importance of punctuality and routine. It reduces the opportunity for classroom disturbance such as reviewing for students who have been absent or those who coming late. Lateness is considered as a partial absence and must be explained to the school the same way as other forms of absence (SWD, 2010). Students need to understand and participate in lessons and how the teachers coordinate that participation (Evertson and Harris, 1992). Students who attend regularly are more likely to involve in extracurricular school activities and to benefit from positive outcome associated with those activities.

Students who are frequently absent fall behind in academics and miss important socialization concepts that improve their ability to understand and follow directions or, eventually plan for the future (Calaveras Unified School District (CUSD), 2011). The regular student participation in daily classroom activities plays a significant role in a student's education achievement. It is also an opportunity for important peer interactions which structure avenues for young adolescents to form positive and healthy relationships with their peers (McCoy, 2013). The interaction between students-students

and students-teachers may enhance commitment and memory for students on what they have been shared during teaching and learning processes. Through interaction among the students may develop creativity, to correct some errors as well as slow learners can benefit from their fellows who have high Intelligent Quotient (IQ). Education administrators and stakeholders can learn from this review the importance of student school attendance.

2.8 Summary

The above studies indicate that further research should be conducted to study the impacts of transportation problems on student's school attendance in secondary school in Dar es Salaam city. There are factors that have been determined to have impacts on student attendance and achievement over which schools have no control such as, economic status and education of family; but researchers may explore those issues that schools can regulate. It is no longer acceptable to educate just a portion of some students while leaving other students without education due to problems to access transport. It is necessary to investigate accessibility of transportation on student's school attendance regardless socio-economic status of parents neither rich nor poor. Several of the studies reviewed focused on impacts of transport problems on student's sexual behavior, gender based violence, student achievement and factors influencing attendance as well as school location in general. Previous studies do not consider effects of transportation problems on student's school attendance. This research may increase the knowledge to understand the effects of transportation problems on student's school attendance so that to bring significance achievement in education for social and economic development.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter begins by describing the research design that is guided the overall research approach. It then provides information about the geographical location, weather condition and population of the study area. The chapter is also included the target population, sample size and sampling procedures, instruments of data collection, validity and reliability, data analysis and presentation and summary.

3.2 The research design

The aim of this study was to examine transportation problems and their effects on student school attendance. For this purpose Triangulation is used in this study. The researcher collected both qualitative and quantitative data at the same time and on the same event through questionnaire and interview methods (Omari, 2011). The quantitative method involves inferential approach or survey research design in which questions or observation is used (Kothari, 2004; Omari). It involves application of mathematical and statistical techniques which are very useful in research since researcher use numerous tables and charts to analyze the collected data.

The quantitative method is helped to analyze raw data which is collected through questionnaire and subjected to similar statistical analysis in order to provide solid evidences regarding student transportation problems and their effects on student school attendance. The Cross-sectional survey assists to collect intended information from different kind of people at once (Enon, 1995; Kothari). The questionnaire and interview

were used to determine if there is relationship between student attendance and transportation problems.

3.3 Geographical location

The Dar es Salaam city lies along the Western Coast of Indian Ocean. It is situated between 6° and 7° South of the Equator and between longitudes 33.33° and 39° East of Greenwich. It borders with the Coast Region in the North, West and South while to the East, the Indian Ocean. The total surface area of Dar es Salaam city is 1,397 square kilometers which is equivalent to 0.15 percent of the entire Tanzania Mainland area. Dar es Salaam city has three municipalities, namely Ilala, Kinondoni and Temeke as shown in Figure 3.1 and Figure 3.2 is just for Temeke Municipal. The Municipalities are divided into 10 Divisions, which are subdivided into 93 Wards, 448 Streets (Mitaa) and 8 Constituencies (URT, 2010).



Figure 3.3: Map of Dar es Salaam city showing municipalities

Source: URT (2004).

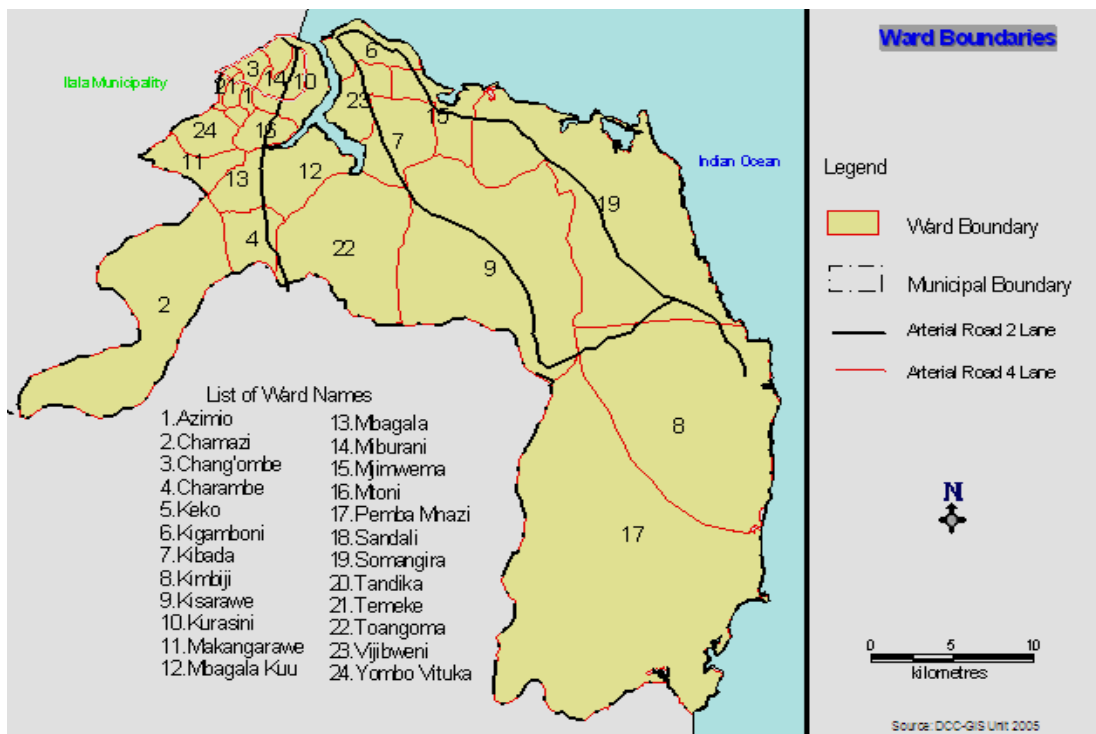


Figure 3.4: Map of Temeke municipality showing wards

Source: TMC (2005).

3.4 Population

Dar es Salaam is one of the world's fastest growing cities with the population of 4,364,541 as the official 2012 census, having increase from 2,487,288 as recorded in 2002 Census (URT, 2013). The population increase of 1,877,253 people represents an average annual population growth rate of 5.6 percent (URT). As the population in Dar es Salaam grows, the demand for public transports increase especially for people living far away from their places of work and schools. For example, in March 2010 Dar es Salaam city had the sum of 135,265 secondary school students and 3,256 teachers (URT, 2010) in 2011 secondary students were 174,521 and 6,138 teachers (URT, 2011).

3.5 Climate

The Dar es Salaam city experiences a modified type of equatorial climate. It is mostly hot and humid throughout the year with an average temperature of 29° C. The highest temperature season is from October to March during which temperatures rise up to 35° C. It is relatively cool between May and August, with temperature around 25° C. There are two main rain seasons; a short rain season from October to December and a long rain season between March and May. The average rainfall is 1000mm (lowest 800mm and highest 1300mm) (URT, 2010).

3.6 Population of the study

A population is defined as all elements that meet the sample criteria for inclusion in the study (Kothari, 2004; Omari, 2011). The target population for the study is comprised all students in Form II and III, headmasters/mistresses, academic masters/mistresses and discipline masters/mistresses. The total population was 2098 from 6 community

secondary schools in Temeke Municipality. Those schools were chosen randomly to represent other community secondary schools in Dar es Salaam.

3.7 Sample selection and sample size

A sample is defined as elements selected with the intention of finding out something about the total population from which they are taken (Omari, 2011; Kothari, 2004). The schools which sample was drawn were grouped into three categories as follow: Two schools from urban, two schools from suburban and two schools from peripheral which formed 6 community secondary schools. The students were selected randomly based on their streams and class levels. The number of sample was 600 students and 18 administrators to represent others since it is impossible to reach everybody in population (Enon, 1995). Form two and Form three students were used in this study because are the classes which are accessible compared to Form IV who were busy for preparing for National examinations. Form One was not selected because of being so new in school environment and they were not well organized as the study conducted in the second month of the year.

The study reached the population of 618 respondents after selected students randomly in their streams to form 100 students and 3 administrators in each school to 6 community secondary schools. The administrators were selected purposively according to their statuses to meet intended information of the study (Omari et al, 1989). The information was collected using the sample size of 618 students including administrators and guaranteed a valid representation for this study.

3.8 Instruments of data collection

Two instruments were used for this study; these are interview schedule and questionnaire.

3.8.1 Interview schedule

The interview schedule instrument was helped to gather intensive investigations from school administrators. The interview involves the oral questioning technique which employs face to face interaction (Kothari, 2004; Enon, 1995). Unstructured questions were used to collect data, since are flexible for supplementary or omit certain questions. This allowed the interviewees the opportunity to express their ideas using their own words instead of having to fit their thoughts and understanding into fixed sets driven by the researcher. Two important elements of interview technique were used. First, the length of the interview was not fixed; rather each interview was adequately long for rapport to be proven between the two parties. Second, because of the need for interviewer to allow interviewees the freedom to recall and explain on phenomenon from their perception, there was no dependence on a systematic list of questions. Instead, first question was come from the summary which is based on the guiding questions. The nature of the response provided the direction of which question was to follow the previous.

3.8.2 Questionnaire

The questionnaire as an instrument for data collection is used together data from large sample and diverse regions (Kombo and Tromp, 2006). The questionnaire is the most appropriate tool as it allows the researcher to collect information from a large sample with diverse background; the findings remain confidential, save time and since they are

presented in a paper format and there is no opportunity for bias (Kombo and Tromp; Kothari, 2004). The questions are stated with accurately the same wording and in the same order to all respondents. The form of questions involved three parts; closed form which require “yes”, or “no” responses; open form for free responses and structured that have fixed alternative questions in which responses for respondents are restricted to the declared alternatives to avoid respondent’s own words that are expensive to analyze (Kothari, 2004; Omari, 2011). The questionnaires were administered to collect information from the students.

3.9 Validity and Reliability

Validity is establishing whether the instrument content is measuring what it is intended to measure accurately. Reliability is the measure of the degree to which a research instrument produces consistent results or data after repeated by the same instrument (Omari, 2011). The researcher was conducted a pilot test of the instruments before using them in the study. The purpose of piloting the instruments was to test the correctness of the items to the respondents in order to improve the instruments and increase the reliability and validity of the instruments (Kothari, 2014). In order to address the validity, supervising experts were involved to assess content validity of the questionnaire and the issue of reliability, the instrument was piloted by classmates.

3.10 Data collection processes

The researcher was received approval letter for this study from Research Office at the Open University of Tanzania. Also the researcher obtained permission to conduct this study in Temeke municipality from District Education Officer (DEO) and Heads of community secondary schools before starting to collect data. The questionnaire were

copied and disseminated to each school selected. It was arranged that each school was visited at different day to allow collection of data accurately. The questionnaire contained 27 questions which are divided in two sections; 9 questions in section “A” and another 18 questions in section “B”. The section “A” was for those students who go to school on foot, and section “B” was for those students who use public transport. Respondents were asked to complete and return the questionnaires as soon as possible on that day (drop and pick). The data was collected in two ways, the first was to use questionnaire which was conducted with students in selected schools and secondly the interview that contained 6 guided questions was conducted to school administrators. The process of asking questions was anonymity to ensure confidentiality of the survey in order to create comfort and honest responses from respondents.

3.11 Data analysis and presentation

Data analysis is the process of bringing orderly structure and meaning to the mass the information collected. Data analysis consists of examining what has been collected in survey and making conclusions and interpretations (Kombo and Tromp, 2006). Once returned surveys were collected from all schools intended, the data was coded and presented in graphic using percentages and tabular form. The coding involved validating the findings from the questionnaires. The information collected was triangulated, proved and organized to ensure that the data was analyzed in a systematic way in order to come to some useful conclusions and recommendations. Because this study was attempted to describe certain relationship between distances, transportation cost and to identify effects of transportation problems for student school attendance, both descriptive and statistical were utilized.

3.12 Limitations of the Study

- ❖ The study is limited to the sample used that was drawn from the students' population of community secondary school in Temeke Municipality.
- ❖ The study results are limited because the schools used may not be typical of other schools in municipalities in Dar es Salaam city or in the country.
- ❖ The study results are limited because they were based on Form II and Form III students, other classes were excluded in this study.

3.12 Summary

The chapter describes the methodology that used to facilitate the research. The chapter is included the introduction, geographical location in which study conducted and its population and climate, the research design that involved quantitative and qualitative to collect the data in the field whereby questionnaires and interviews utilized respectively. Also the population of the study, sample selection and sample size, instruments of data collection, validity and reliability, data collection processes as well as data analysis and presentation of the findings are presented in this chapter.

CHAPTER FOUR

4.0 ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter describes what was happening after surveying on transport problems for community secondary school students in Dar es Salaam city. Data on distance a student travel from home to school, transport cost and the effects of transportation problems for students were collected through questionnaires and interviews. The questionnaires were given for students while interviews were administered to individual school administrators who provided their views on transportation problems for students. After gathering all information from surveyed schools and inserting the data in the coding book then the data was analyzed in term of percentages and presented in bar graphs and pie charts. After that, the evidences from the literature review were used to discuss the findings.

Table 4.1: Community secondary Schools surveyed

S/No	NAME OF SCHOOL	SCHOOL CATEGORY		
		Urban	Suburban	Peripheral
1	TEMEKE	√	-	-
2	KEKO	√	-	-
3	ABDUL JUMBE	-	√	-
4	MBAGALA	-	√	-
5	MIKWAMBE	-	-	√
6	VIJIBWENI	-	-	√

Source: Fieldwork (2014).

Table 4.2: Number of students surveyed

S/N	NAME OF SCHOOL	Number of students surveyed			Public transport users		Pedestrians	
		Boys	Girls	Total	Boys	Girls	Boys	Girls
1	KEKO	48	52	100	42	40	06	12
2	TEMEKE	46	54	100	28	43	18	11
3	ABDUL JUMBE	60	40	100	32	24	28	16
4	MBAGALA	44	56	100	32	34	12	22
5	VIJIBWENI	49	51	100	32	31	17	20
6	MIKWAMBE	52	48	100	38	42	14	06
TOTAL		299	301	600	204	214	95	87

Source: Fieldwork (2014).

4.2.1 Distance a student travel from home to school

The first question in this study was to verify how far a student lives from the school in which he or she enrolled. This question was intended to estimate the distance a student travel to seek secondary education for those students who use public transport (daladala). Different questions were asked related to distance from home to school. These questions involve information about the students who study within the communities (Wards) where secondary schools are established and students who come from outside of their communities. According to literature review, the community schools which introduced through SEDP in 2004 intend to increase access and quality education mostly for poor people who cannot afford transportation cost and to reduce distance for students which accelerate school dropout.

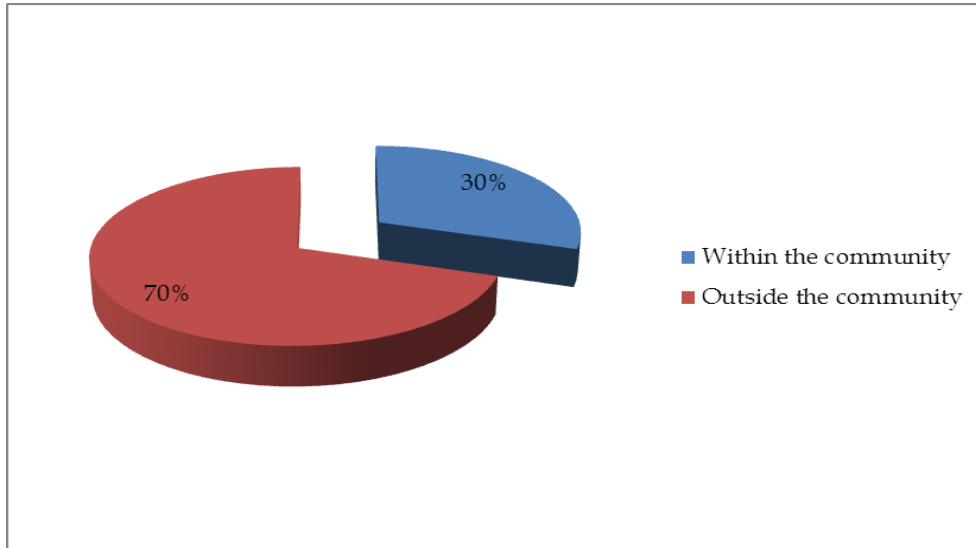


Figure 4.5: Students who study within and outside their wards

Source: Fieldwork (2014).

The pie chart above illustrates data collected in this study that 70% of students surveyed study outside of their wards and only 30% study within their wards in Dar es Salaam city. This analysis is supported by previous study conducted by Sunday and Olatunde (2011) in Ekiti State in Nigeria, by using location theory found that there is imbalance between population density and distribution of secondary schools by Local Government Area; this leads students to move far away out of their community to get education. Such circumstance has brought inferior student school attendance due to lack of proper transportation arrangement for students. The result of this question can be explained that many community schools in Dar es Salaam city still have students who travel across their wards where they live to study in other communities. Thus, the most students who study in community secondary schools come from outside the communities where they live which contributes transport problems among students.

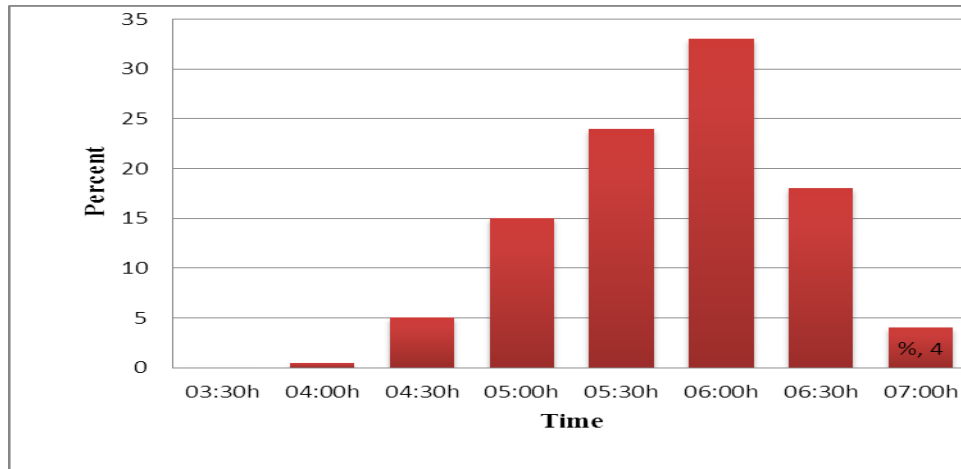


Figure 4.6: Time students start their journey to school

Source: Fieldwork (2014).

The study tried to estimate distance a student travel from home to school by considering time that student starts the journey to time reaches to school. The survey noted that students who enrolled far away from their communities wake up early and start their journey timely in the morning in order to compensate time lost on the transportation. More than 44% start their journey between 04:30 to 05:30. Please, see the figure above.

The question provided clear picture that students have to wake up early for them to get transport before peak hours to start in the morning. Such students do not have time to revise their learning material in the morning before going to school; it is possible for those who study nearby since they may wake at 04:00 to make self study up to 06:30 when may start their journey to school and can arrive on time. Those who study distant have time limit for self preparation at home in the morning.

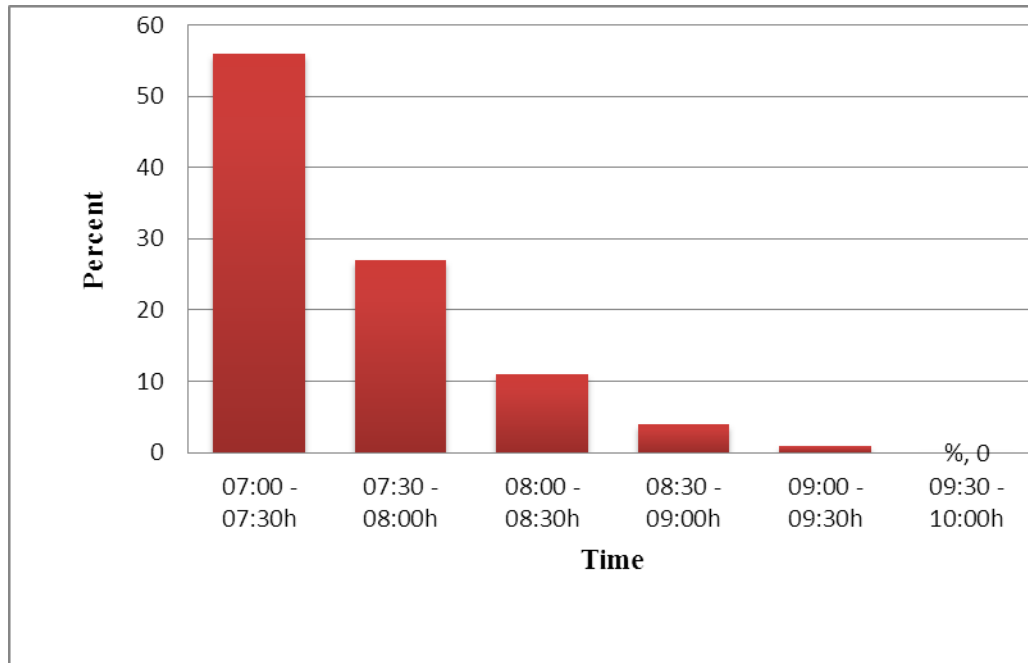


Figure 4.7: Time for student to arrive at school in the morning

Source: Fieldwork (2014).

The study intended to know the time a student arrive at school in order to determine time interval from time to start the journey to time when a student reach to school. According to the data collected, the graph above illustrates clear that over 15% of students arrive at school at 08:30. Some students start journeys to school at between 04:30 to 05:30 (Figure 4:2) arrive at 08:30 as illustrated above; the approximately 3hours to travel to school in the morning. This occurs as many students waste time of learning by waiting daladala at the bus stops and at the peak hours is when the public buses are passing through the bus stops where many students are waiting for in order to avoid them. As the students get the bus very late delayed to school too and on the way they face traffic jams that add difficult for students to reach the learning place timely. When a student meets transport problems in the way to school not only becomes too late but also tiredness because of scrambling to board the public bus.

Moreover, students are not allowed to have seats in the bus so they remain holding pipe while carrying their school bags on their back. One of the objectives of SEDP is “to maximize time on task and provide incentive for students to learn” (URT, 2004. p.11). This has been impossible to increase time for learning as some students due to lateness and tardiness do not engage in learning activities effectively. According to Africa Development Bank (ADB) (2011) inadequate of instructional time is among of factors that leads poor quality of education. Transportation problems also according to this analysis affect school surroundings as 27% arrive at school before class hours but they cannot participate in school cleanness successfully. The environmental neatness is crucial for good health for both students and staff members in teaching and learning processes.

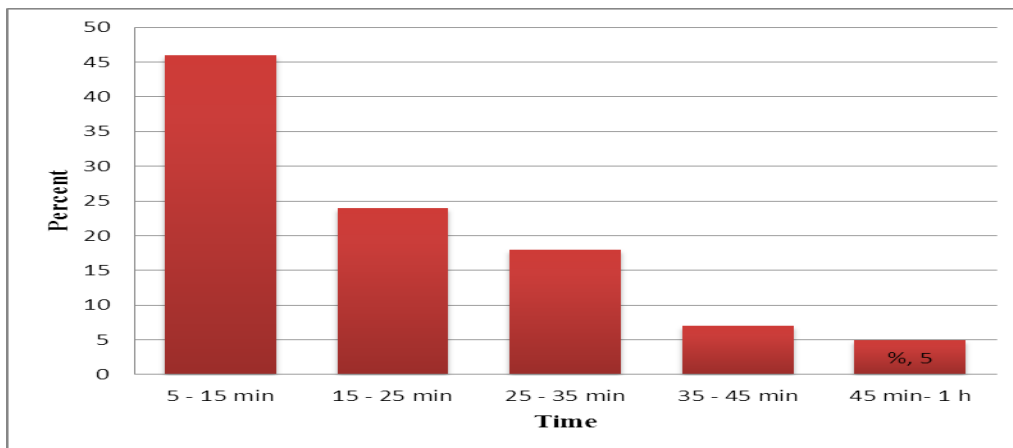


Figure 4.8 : Time a student spends to walk from bus stop to school

Source: Fieldwork (2014).

The question was asked to know the distance a student travel from bus stand to school. Based on the previous discussion in this survey, some locations of schools are far away from the bus stops. Most community schools located at places where there are not public transport routes. Some students after dropped from the buses walk to school a

long distance. In the graph above shows that 30% students spend between 30 minutes to an hour to travel on foot to reach at school. According to Chain (2010) in the previous discussion stated that it is most advantageous when as many important places (schools) as possible lie on one traffic route between two important towns, the route being established as straightly and as cheap as possible and clients select the nearest outlet that carries a desired service. So a school should be accessible simply after dropped from the public buses to avoid inconvenience situation as some students waste a lot of time and energy unnecessarily after dropped from buses.

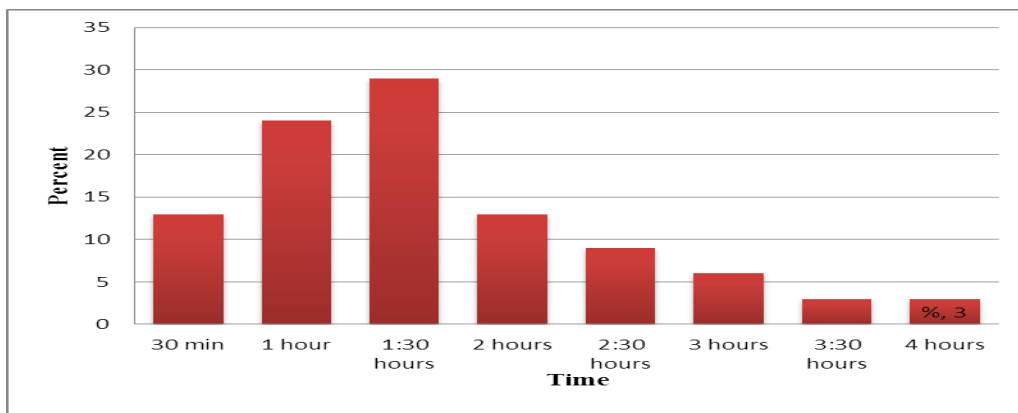


Figure 4.9: Time a student consumes from home to school

Source: Fieldwork (2014).

The study also aimed to determine time a student consumes to travel from home to school in the morning for those who travel by public transport. The data collected is shown that students spend much time on the way to school. The survey revealed that 34% of students who are public transport users spend 2 hours to 4 hours to get to school. This is due to nature of transport connectivity that contributes delay on the way

as more time is used for waiting buses. The above figure illustrates how students utilize the time of learning on the way to school.

This can be summarized by explaining that time spent by students to travel to and from school is approximately four to six hours per day. The finding is supported by Zakaria (2010) who stated that it takes two to three hours to get home in the evening traffic madness. So, the student wastes three hours to go to school in the morning as well as three hours to get back home. The classroom concentration for students who come far away from the school is very little; unfortunately enough six hours have been used by student on transportation. This is happen because many students are enrolled to schools which are distant from their communities or students' resident. If the student spends six hours on the way to and from school, there is less time for him or her to participate in learning effectively. Thus, since there are many community schools in Dar es Salaam city, transport time for students should not exceed a half an hour to arrive at school and this may encourage them to share all school activities mentally as well as physically.

4.2.2 Transportation cost for student

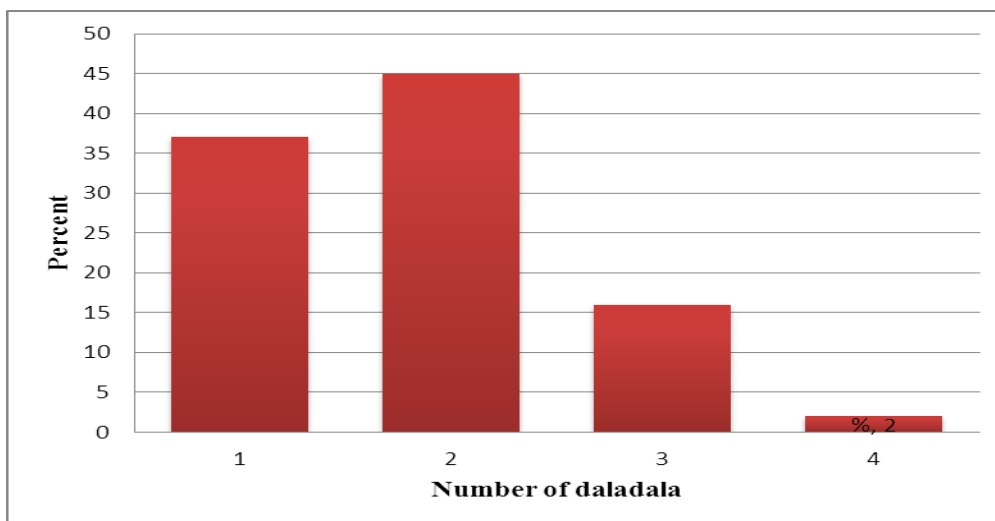


Figure 4.10: The number of daladala a student use to get to school
Source: Fieldwork (2014).

One of the questions to find out transportation cost was given in this research. The survey question asked students on numbers of public buses they take to get to school in the morning. The more the students exchange public buses to get to school the more amount of money for transport increases. As the transport cost increases, frustrates students from poor families to undergo learning difficulties as they miss to get to school regularly. The survey revealed that some students take 3 or more buses in the way to school in the morning which is burden for low earner families.

The graph above denotes that 45% of total students surveyed use two different buses to get to school in the morning, and 16% exchange three buses for single journey. As the students exchange more than one public buses intensifies both transport cost and distance where a student is enrolled. A student can substitute more than 2 daladala depends on the school location where he or she is studying. This is because many community secondary schools are allocated far away from the main roads which are official public transport routes. In the other areas especially sub urban and rural, students use informal min buses that carry them from official bus stops (main road) to where the school is situated.

According to Oghuvbu (2010) and Ed.CIL (2007) stated that one of factors that influence student attendance is geographical location of school. The poor location of community secondary schools in Dar es Salaam city wastes learning time and cost affordability. The central place theory in previous discussion in this study assumes that transportation costs equal in all directions and proportional to distance in which consumers (students) will patronize nearest market (school). This study exposed that if

central place theory is applicable in the field of education may help to balance transportation cost for all students hence to minimize financial burden for parents and guardians who spend a lot of money to support their children to get education.

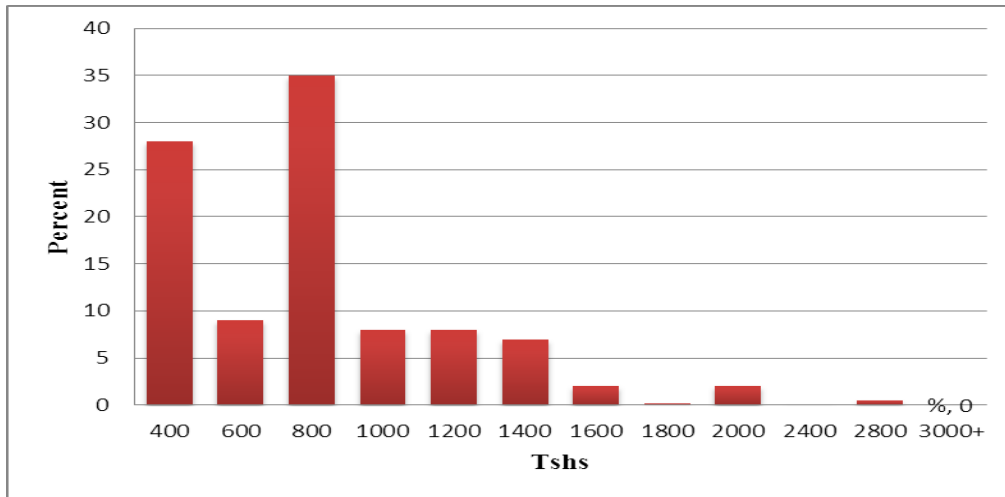


Figure 4.11: The amount of money a student spends per day on transport

Source: Fieldwork (2014).

4.2.3 The effects of transport problems for students on school attendance

Questions regarding effects of transport problems were asked to verify how transportation hinders student school attendance. The questions include the following: If the students attend the first period, the number of periods a student miss, student's ability to get a bus fare, times a student miss to get to school because of lack bus fare, how daladala operators affect student school attendance, how many times public bus operators resist student to board the bus, alternatives that a student use to compensate after failure to access public transport, to know why students escape from school before the school schedule, time to arrive at home and other factors related to transport that affects student school attendance.

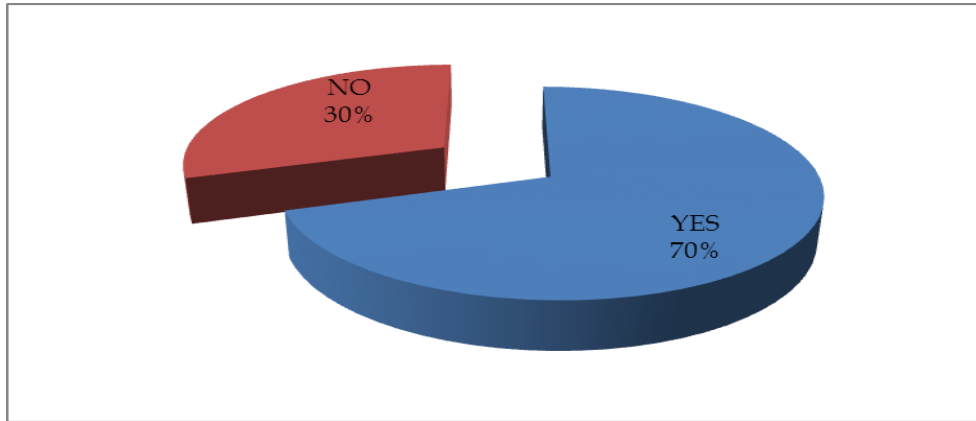


Figure 4.12: The responses of students on ability to attend the first period

Source: Fieldwork (2014).

The question concerning ability of student to attend daily the first period was asked. The data collected was analyzed and the result presented in pie chart above indicated that 30% of students do not available in the classroom when the first period begins. The result indicated that three students in each ten students never attend the first period. It alarming that future academic achievement is going to be undermined for our young and national at large. The prior study by SWD (2010), lateness is considered as a partial absence and must be explained to the school the same way as other forms of absence. Students who are frequently absent fall behind in academics and miss important socialization concepts that improve their ability to understand and follow directions (CUSD, 2011). In nutshell, latecomer students do miss out on the important learning activities scheduled early in the day that affects their learning processes and future.

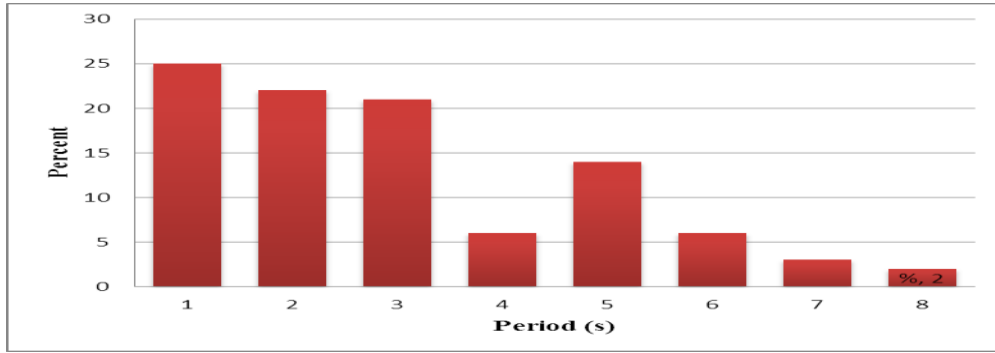


Figure 4.13: The number of periods a student misses per week

Source: Fieldwork (2014).

Another question was asked for those students who do not attend the first period to clarify on how many times they miss to attend the first period in average per week. The data obtained from survey is shown in the graph above that 14% miss five periods per week while 11% miss more than five periods per week. By taking simple calculation, it indicates that a student who enrolled far away from his or her community misses 20 periods per month even though he or she attends to school daily. As explained before that attendance is not merely to be present at a particular place but it is to arrive on time and involves in all activities according to the school schedule. Failure to that, there is absenteeism within present that creates attendance difficulty.

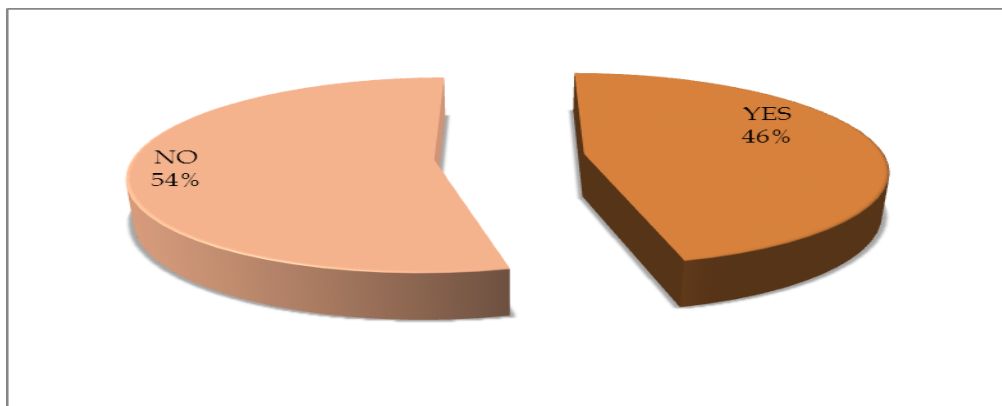


Figure 4.14: Student’s capability on getting bus fare

Source: Fieldwork (2014).

In order to find out more bottle necks caused by transportation problems for student on school attendance, the question concerned a student fail to attend to school simply because has no money for transport was asked. According to students responses as illustrated in pie chart above, 46% of students denoted that they had been failed to go to school as they could not money for transportation. The data indicates that the nearest a half of total students surveyed their families cannot afford to provide cash daily for their children that influence poor school attendance.

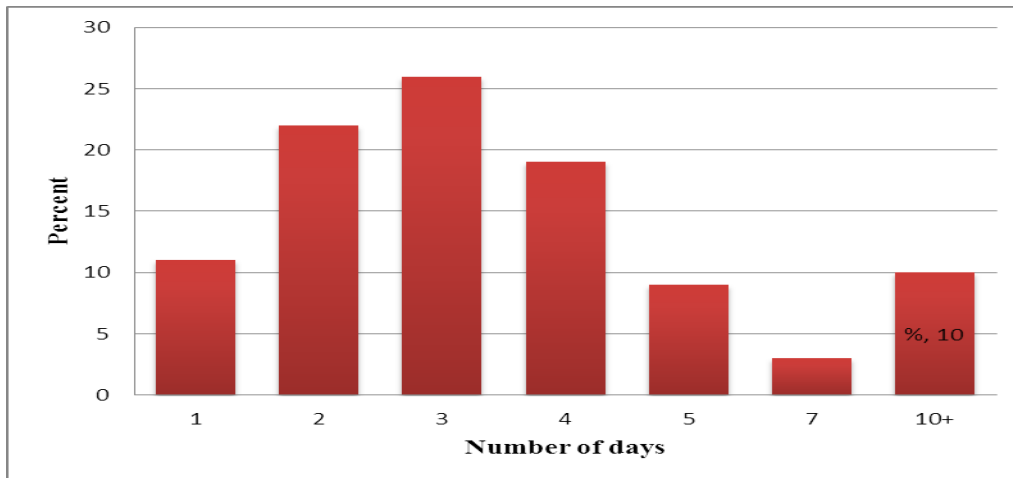


Figure 4.15: Number of days a student misses to get to school per month

Source: Fieldwork (2014).

The students were requested to mention on how many times they have missed to get to school per month. The question required them to estimate the number of occurrence such situation in previous month. The result from that question was not quite good especially for those students who responded to miss 10 times per month to be 10%. Such students cannot grow academically since they spend about a half of learning time outside the school. Sometimes the students can be discouraged to attend school due to lack of consistency of parents or guardians to provide transportation expenditure for them. The graph above indicates how a situation is.

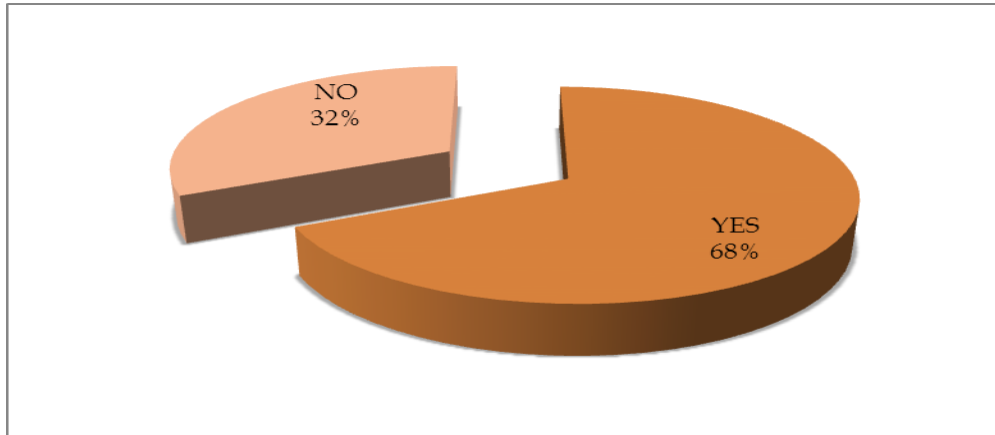


Figure 4.16: Students' responses on daladala operators

Source: Fieldwork (2014).

Moreover, the study designed a question to determine what extent the daladala operators affect student school attendance. As previous discussed in this study, it is a battle during peak hours to board the bus between daladala operators against students and students against adult people (Onyango, 2012). It becomes imperfect enough when bus conductors push the students away from boarding the buses or to leave the adult people at the bus stop to escape students who are waiting for transportation. Some public buses allow only two or three students to get into the bus while other students remain at bus stop for unexpected time. The responses to that question indicate that 68% of total students surveyed reported that are rejected by daladala operators. This finding is supported by Peter et al, (2011) who stated that some of bus conductors have limited number of students to be boarding to and from school at rush hours such situation leaves large group of students without any alternative. According to Lurdes et al (2003) contended that it is unprofitable customers of school children at rush hours. The pie chart above indicates the circumstances clear presented.

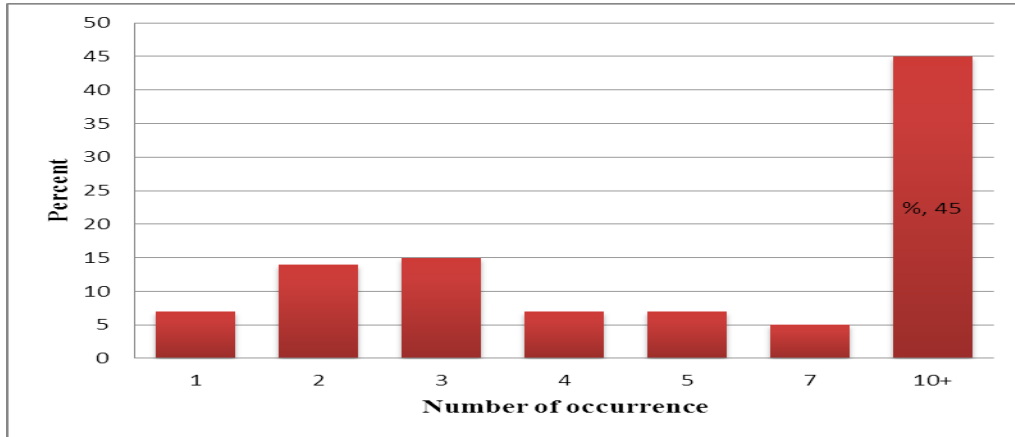


Figure 4.17: Number of times students rejected by bus operators

Source: Fieldwork (2014).

The students who responded positively, were requested to answer the question that needed to estimate on how many times daladala operators rejected them in average per month. The survey is denoted that 45% of all students surveyed reported to be castoff to access transportation for more than 10 times per month. Even if there are different reactions by the government, Non Government Organizations (NGOs) and individuals on public bus operators to ensure they carry students; the problem still exists. This increases hardship for students to attend school regularly. The above graph represents responses provided by students on harshness from bus operators.

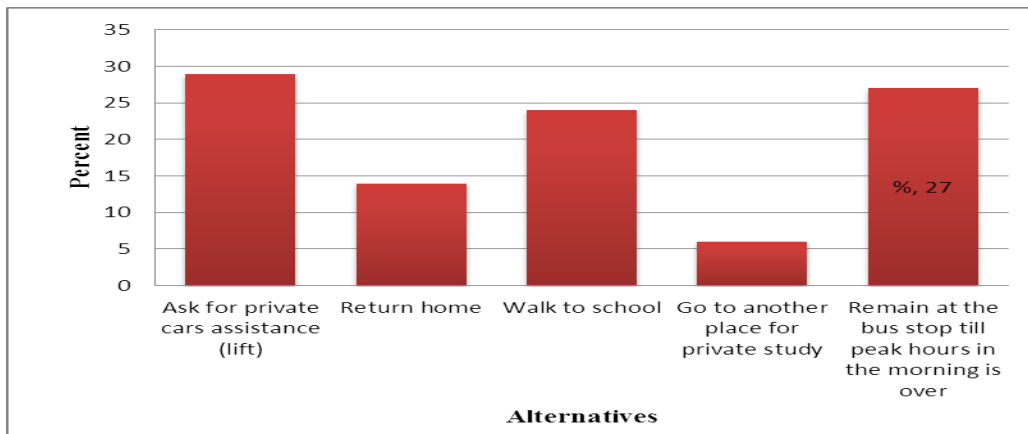


Figure 4.18: The alternatives used by students after transport inaccessibility

Source: Fieldwork (2014).

Furthermore, the question concerning inaccessibility of transport was asked. The researcher wanted to reveal some hidden situation by asking what a student does, when the transport is very difficult to access in the morning. Sometimes a student cannot able to access transportation in the morning hence decides to find alternative way to ensure that he or she reaches to school and other places. Some students are creative enough to discovery solutions to transportation problems and others are enjoying those problems since they do their own business apart from school.

The above graph shows that only 20% of students opt to return home or visiting to different places by escaping the school. The 80% of the rest have alternatives to get to school although some options can produce negative effects for students attend to school safely. As the previous argument in this study shows that transport problems accelerate sexual behavior for students who accept the lift from adult people. Peter et al, (2011) denoted that some students beg for help from drivers of pickup and trucks which jeopardized students' life due to accident as well as the source of early pregnancy for school girls. The evidence can be seen from the results that 29% of students who seek alternatives to schools depend on private cars assistance (lift). The finding is similar to previous study conducted by Isugi and Nyirabihogo (2011); Malisa (2009) stated that students have been hunted by sugar daddies and sugar mammies who use their own transport as traps to catch them since it is difficult to access transport. As the transportation becomes complicated affects student school attendance and according to CMHS (2008) students who are absent from school engage in behaviors that are illegal. The statement can be supported by this study, as shown in the graph above that 6% go to different places to study privately.

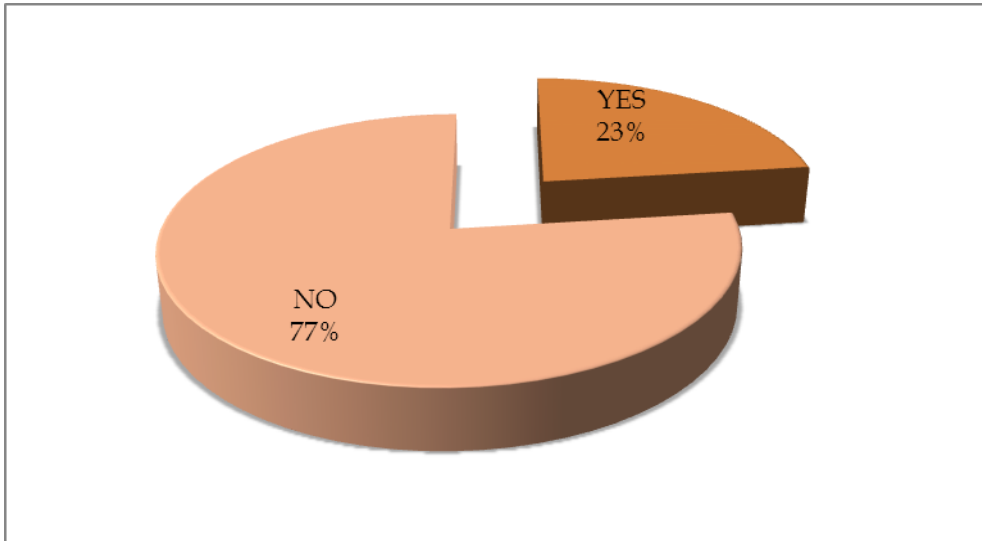


Figure 4.19: The students outflow from school during the afternoon session

Source: Fieldwork (2014).

The student school attendance in the afternoon was also assessed. The question about the habit of outflow from the school before school schedule was asked. The results from pie chart above indicate that 23% of total students surveyed agree to escape the afternoon session. Those who agreed were asked to give the reason why they leave before the school timetable and their responses were recorded on the graph below.

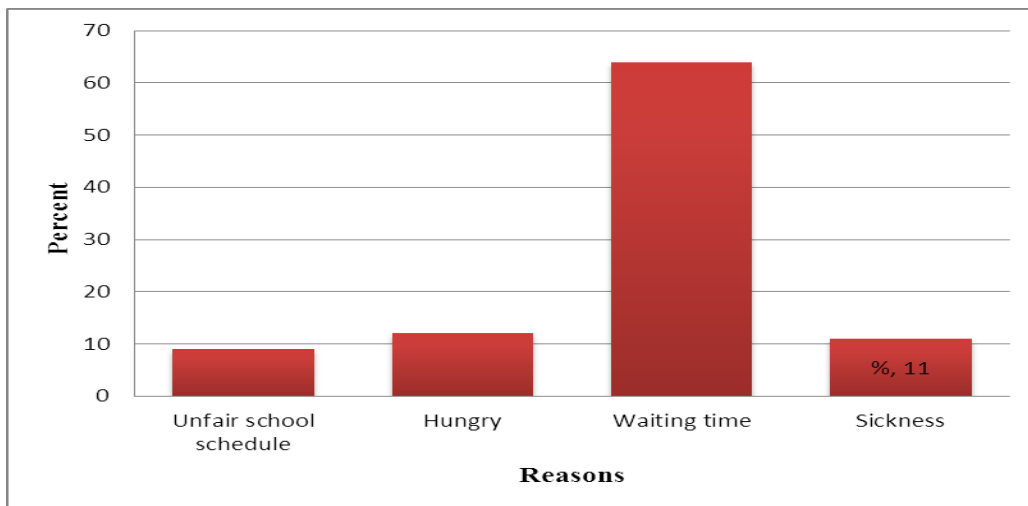


Figure 4.20: The reasons that lead students to escape the afternoon session

Source: Fieldwork (2014).

The above graph is demonstrating the different reasons that lead students to leave the school early in the afternoon before class session. From the graph above, it indicates that 64% of students leave before the end of school timetable due to the transport problems. It is easier for individual student to board the bus than crowd who wait the public transport at once. As the study revealed, transport problems for students not only affects morning student school attendance but also afternoon sessions. The study is supported by Peter et al (2011) that students cannot participate effectively in different school activities as they come late or depart immediately after school hours in order to attempt to get transport early before peak hours in the evening begins. It is clear that some students never take part in sports and games, clubs and some subjects that are taught in the afternoon.

Additional to that 9% hate school schedule because some schools conduct remedial programmes that start after normal class sessions and school administrators require all students to participate; these programmes do not influence students enrolled at schools which are outside of their communities. According to SUMATRA (2010) travel time in Dar es Salaam urban routes was 61.7 minutes while the maximum recorded travel time was 226 minutes and passenger waiting time outside CBD was 17 and maximum was 89 minutes. It is remarkable that average time for both traveling and waiting time is 3 hours which increase hardship for students who come from far away to follow school schedule effectively.

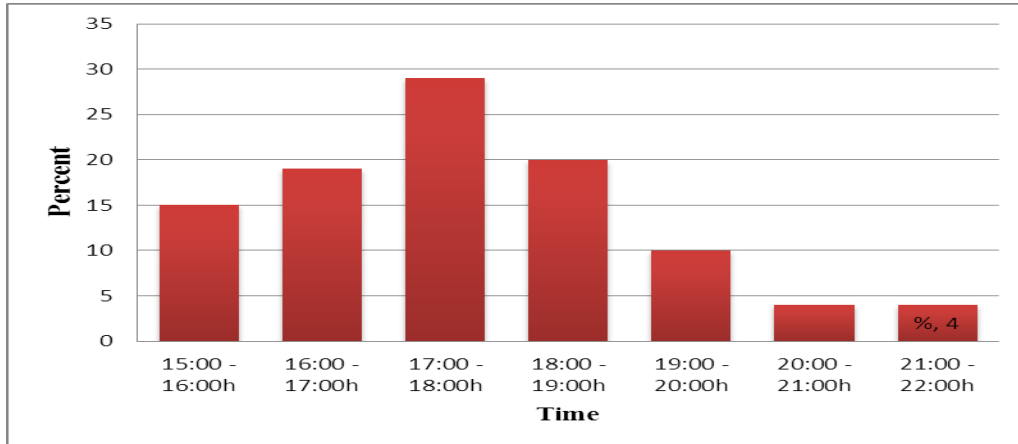


Figure 4.21: The time that students arrive at home

Source: Fieldwork (2014).

Another question concerning time a student arrives at home was asked to know if the transport problems affect the preparation of student for next day. A student needs a time to make his or her brain to relax either by allowing the brain to recall or to reduce stress after school. As the proverb says that “tomorrow begins today”, when students come from school timely can prepare uniform, make revision at home or do homework before go to bed. Unfortunately enough, some students leave early in the morning and return back home during night time.

The study revealed that 18% of students surveyed arrive at home between 19:00 to 21:00 as shown in the graph above. The previous discussion in this study denoted that it takes two to three hours to get home in the evening traffic madness (Zakaria, 2010). Some students in Dar es Salaam remain at the bus stop for several hours waiting for public transport. That condition leads some students to be blamed at their homes due to early to school and late to arrival at home; this can cause some into temptation and others in the hands of devils. This result is supported by PI (2003) that in order parents to help their children attend school regularly, they have to set a time for their children

for doing homework each evening and a time for going to bed. Unfinished homework and too little sleep are common reasons why parents hear the words, “I do not feel good,” on school mornings.

Furthermore, such situation acts as catalyst for truant and absenteeism among students who always leave at home early and come back late. This may happen because some students have a pair of uniform so they need to clean it, others due to tiredness and time for self preparation for academic purpose may cause school seepage.

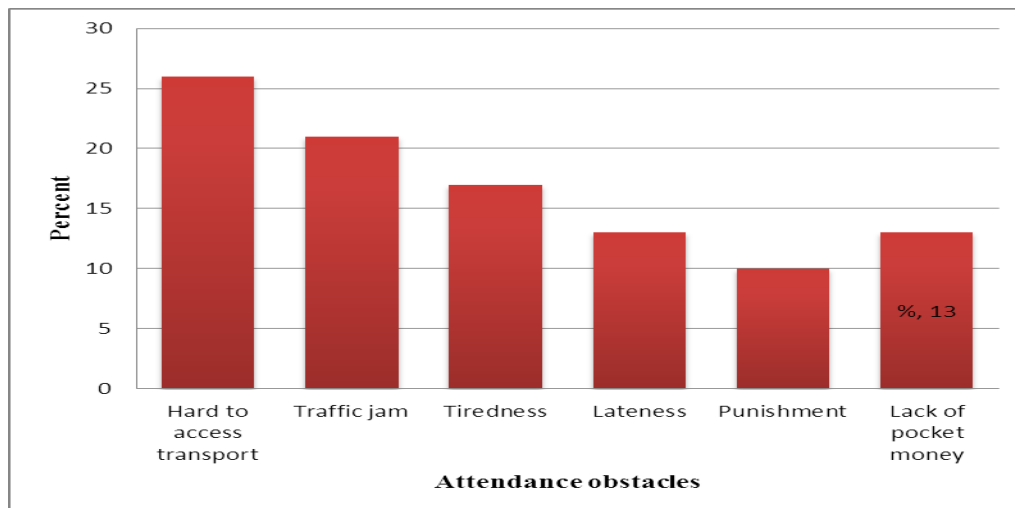


Figure 4.22: The factors that hamper student school attendance

Source: Fieldwork (2014).

Finally, the survey wanted to identify other factors related to transport that contribute student poor attendance at community secondary school in Dar es Salaam city. The above graph, you can see the varieties of responses ranging from traffic jam, tiredness, lateness or lack of pocket money. As the students spend a lot of time on transport to and from school, some students consume much energy on waiting and boarding buses that sometimes involve crush, push and pull. Also traffic jams increase trouble as students are strictly to seat hence promotes tiredness.

When a student meets the same obstacles on transport both in the morning and in the evening, eventually may facilitate lateness to wake up in the morning and automatically late to arrive at school on time. The latecomers are punished by their teachers in order to make students to be active as well as to participate school schedule effectively. Some students fear to get corporal punishment and manual work, as the result a student who is late to catch up the early bus will not come to school or once he or she arrives at school too late will hide outside the school such a way affects student attendance. Apart from that, students from unwell off families may miss to attend school because they lack pocket money. The student becomes active only if he or she is enough energy to involve in teaching and learning processes but weak ones is difficult to concentrate and sometimes hate instructions from facilitators.

4.3 Conclusion

The findings have revealed that students have been affected by transportation problems mentally, physically and economically. It is not fair to let a student to spend a lot of energy, time and money to travel to seek education far away while the same schools that provide the same services are near to his or her resident. Some students remain at the bus stop for long time waiting for transport to and from schools. That condition leads some students to be blamed at their homes due to early to school and late to arrival at home. Due to the present of mushrooms of community secondary schools in Dar es Salaam, a student does not need to use more than one public bus (daladala) to travel for seeking ordinary secondary education; otherwise there is special school for special students.

The students cannot avoid public transport due to lack of alternatives means such as bicycle or school buses which may help to reduce students' harassment from public buses. Improving access and quality education may not be easy, and some of the students cannot be able to meet them in community secondary schools if government might not plan alternatives transport for students.

4.4 Information collected through school administrators

Table 4.3: Number of administrators interviewed

S/N	Sample of respondents	SECONDARY SCHOOLS												Total
		Keko		Temeke		Mbagala		A.Jumbe		Vijibweni		Mikwambe		
		M	F	M	F	M	F	M	F	M	F	M	F	
1	Head - Master /Mistress	1	-	1		-	1	-	1	1	-	1	-	06
2	Ac. Master/ Mistress	1	-	1	-	1	-	-	1	1	-	1	-	06
3	Disc. Master /Mistress	1	-	1	-	-	1	1	-	1	-	1	-	06
TOTAL													18	

Source: Fieldwork (2014).

4.4.1 Problems relating to student school attendance

The administrators were asked if at the schools there are problems related to students' school attendance. The all administrators interviewed agreed that there are many problems including students who do not attend school for the whole day or more. Some students come to school once a week and others attend at school but skip classes as

some students come late and others escape classes before the end of school time table. One of the Head Master said “*attendance problems for a student begin when the student lack to fit the school schedule from morning to evening*”. As the attendance becomes poor obvious may facilitate deficient in teaching and learning.

Again, he explained that teacher’s good supervision promotes positive behavior for student to attend school. This explanation is similar to Oghuvbu (2010) and Ed.CIL (2007) that inadequate supervision of students’ activities by teachers and parents and poor teaching methods, lack of facilities affects students’ school attendance. For instance, if the teacher on duty always arrives at school timely and to make follow up for those who are overdue as well as absenteeism by collaborating with class teachers can discourage attendance problems. Good supervision increases morning attendance especially for those who do not face transport problems.

4.4.2 The lack of punctuality among students

Some students are not able to attend the first period that start at 08:00 as well as the second period. There are many reasons for students to be unpunctual including transportation problems and the nature of students themselves. The discipline master in one of the school stated: “*A student who lives near the school may delay to attend first period but a student who lives far away can be punctual apart from transport problems because of early to wake up and learning interest*” As discussed early in this study by Oghuvbu (2010) and Ed.CIL (2007), students’ attitude towards school and subjects influence attendance behavior. So attendance is poor not just because of transport and distance from school although this might be in fewer cases. This habit leads poor

academic performance because students who are late lack to meet school schedule. For instance, academic mistress explained that:

Students come to school too late as transport problems concern; consequence of this is to bring negative effect on school time table. The school schedule starts at 07:30 but most of students come late so that even cleanliness is not completed on time. The internal examinations cannot conduct on time allocated especially in peripheral schools.

One of the school administrators who probably summarized the best the overall perception of the problems of latecomers students was academic mistress from one of schools surveyed who said:

When we set up examinations time table to start the first subject at 08:00, most students arrive at 08:30; then we extend time instead the first subject starts at 09:00. Not only internal examinations but also National examinations schedule students fail to meet time allocated. She also asserted that Form Four (IV) student in 2012 did not do basic mathematic examination because he arrive more than a half an hour after the subject had been begun.

It is uncomfortable for student to miss final examination since it brings psychological effects and destroys future life of student as well as community in general. Some heads of schools and academic masters in surveyed school demanded that the past years s of many students were travelling long distance but in the year 2014 at least some students are coming from nearest areas. Although the measures have been taken by the government to ensure students to study within their wards where they live; still most of

students in community secondary schools in Dar es Salaam city study out of their communities (Figure 4:1).

4.4.3 Measures school administrators use to solve attendance problems

Different measures have been taken to find a way of improving attendance at school but it is difficult to control due to the fact that students have reasons beyond their ability. For example, students claim that transportation cost hinders their school attendance. The students are unable to get bus fare themselves and poor transport accessibility; instead they depend on their parents or guardians and on transportation depend on public buses. If the family which the student comes from cannot provide money for bus fare is obvious that student may remain at home. The discipline master stated: *“Sometimes punishment is given to them such as manual work but we consider being unfair”*. Another discipline master condensed the views that:

The student whose home is far away from school, not only needs transportation cost but also pocket money for buying some food. It is cumbersome for student to stay without food for the whole day. Students who travel long distance often wake up early and return back home at night, so they must have some money for consumption at school.

Additional problem for those students who come far away from their communities (wards) arrive at school too late. The late comers contend that in the way to school face problems such as traffic jams and poor transport accessibility for them to get to school on time: such situation also hinders some workers who depend on public transport. The late students cannot participate in school surroundings cleanness that leads a few students who come on time to do extra work concerning school cleanness. Thus,

lateness affects both cleanness of school environment and academic achievement because they do not attend the first periods.

In order to improve behavior of students to attend school on time, some schools administrators are designed negative and positive motivations. Students who arrive at school on time are given an opportunity to go to the school library for private study before class hours and those who are coming late from at 07:30 to 08:00 are the ones who deal with school surroundings cleanness. Others are punished by giving them “piece work” to make them to come on time. The academic master asserted: “*some late comers try to escape punishment by remaining outside the school until break time when they intermingled with their fellow students who come outside the classrooms for break*”. Such habit of students to hide outside the school accelerate poor attendance in the morning as well as students miss periods (subjects) which start from 08:00 to 11:20. One of the academic mistress complaining that more than 30% of students do not attend the first period effectively every day as transport concerns. A student can miss almost five periods per day which is very dangerous for academic achievement. The discipline master from one of surveyed school pointed out that:

There are some students who never come on time such students we take action of recording them and then to communicate with their parents. Inappropriately, a few parents or guardians respond while others fail to come but we do not stop to encourage and disturb students to ensure that the number of latecomers and truancy is decreasing.

It is difficult to eliminate lateness totally since students come from different direction; demand of public transport for users differs as well as students use different traffic

routes. Also it is known in Dar es Salaam city that students are not acceptable by daladala operators due to half bus fare they pay, this leads them to be rejected to board the buses and a student can remain at the bus stop for long time waiting for transportation.

4.4.4 The students' behavior who do not attend to school regularly

When the question concerning administrators' experience with regard students' behaviors who do not attend to school, different views were given. There are students who miss the school for the whole day. According to respondents this group contains two categories of students. When administrator was asked to identify those groups, the academic master stated:

The first group involves students who leave at their home intend that they are going to school but do not reach at school, remain between home and school. When transport is difficult to access, some students decide to visit their friends or relatives and others go to hiding places. This group involves cruelty and indiscipline students. In their hiding places, they engage in smoking, lottery, pool table, sexuality and others go to the beach for breezing and swimming.

The Head Mistress was also explained the behavior of students and nature of transport in the first group which its journey to school ends up before school campus, she stated:

Transport problems have affected students' behaviors, some students hide themselves in the bushes in pairs and lift is the source of students to engage in early sexual intercourse. One of the hiding places was Malela

bush around Tuangoma ward. We conducted the surprise attack by involving school administrators and Local Authorities in the ward level. The students who hide away from school were latecomers from outside the community and they put out of site to avoid punishment. If those students engage in school activities, they become busy with learning hence to avoid behavior that may destroy their future.

The second group involves students who remain at home for different reasons. Some students state that they lack bus fare, pocket money that supports their life at school and sickness. In order to solve those problems, school administrators try to communicate with parents and guardians to get feedback on their children. One of the Head masters explained:

We have drafted a letter that we send to the parent or guardian to call them to discuss the issue concerning their children but they do not respond. Due to long distance where the students come from, it is complicated to know whether they receive a letter or not. The long distance a student come from affects ability of school administrators to make follow up for students who attend poorly at school.

4.4.5 Student school attendance is affected by transport problems

Transport problems affect student school attendance in diverse ways. For example, a student fails to be present at time when the first period begins, some students run off during the afternoon session in order to struggle for transport and occasionally clubs and sports are hard to conduct due to few students who remain in their respective places after others escaped. The students who face transportation problems come late and run

away before the school schedule. Transportation problems demolish learning health of students because they spend a lot of time to think the way to school in the morning and back home in the evening. Similarly, a student who lives far away from the school escapes class before the time due to lack of pocket money. Also transportation problems have accelerated other cases which some school administrators point out as:

4.4.5.1 Students ask for bus fare from school administrators

There are many cases for students to face school administrators to beg for bus fare by claiming that they have lost their money or they were not given transport cost at home. This affects students to behave as beggars and sometimes they lack of credibility to administrators and teachers who provide such help. That situation leads some students to ask for private cars assistant (lift) which accelerate another problem of student to involve in sexual behavior with adult; that know as sugar dad and sugar mammy as it has been noted in this study.

The lift is also dangerous especially for those students who climb the trucks that carry sand because the boards of trucks are open hence can easily overturn students. Some parents or guardians cannot afford to give their children bus fare and extra cash to spend at school. Occasionally students who are given bus fare without extra cash opt to walk a long distance to compensate for money for consumption at school. Walking long distance affects students to come to school at late hours as well as tiredness that eliminate active participation in teaching and learning processes.

4.4.5.2 Parents' worries escalate for safety of their children

Some parents and guardians have been complaining about the time their children arrive at home in the evening. The academic master explained that *some parents decide to visit at school where their children study and they come with different notions. One of the queries is "Why my child comes too late from school often?"*. Students wake up too early in the morning but they also arrive at home late at 20:00 to 21:00. He added that some parents are not agreeing with the statement that it is due to transport problems but also some students take advantage of transport problems to involve in bad behaviors. He gave more information that:

Transport problems is the source of bad behavior for some students as they remain at the bus stops for long time decide to change direction or to beg lift from private cars hence sugar daddies and sugar mummies start to emerge. Others go to another place for doing their own business out of school. Moreover, there are some students who walk long distance to back home after failing to get transport cost or to meet traffic jams and long time for waiting public buses, such circumstances make possible for student to arrive at home too late.

4.4.6 The administrators' opinions

Numerous alternatives were given by school administrators in order to solve transport problems for students. Most of administrators demanded that the LGA should ensure students are not schooling outside of their wards in order to avoid transportation problems. Schools should collaborate with public bus operators to transport students from the schools where there are no traffic routes to official public transport routes. For example, from Mikwambe to Mbagala-Kongowe where there is official public transport

routes to different directions. Such a way can be taken by the LGA or central government to ensure there are official buses that can be arranged to pass specific routes in different locations to carry students to and from schools.

When they were asked on who will pay for such transport; one of school administrators said:

It is possible if parents or guardians could be involved in the whole process. The good arrangement might encourage parents to pay their transport contributions in terms or semesters to school administrators who will be responsible to pay the school bus operators. This can help both student to go to school safely and parents to assure of their children to arrive to and from schools on time as well as to avoid children who might hide themselves before reached to school.

In the same vein, a school administrator from one of the schools surveyed also made the following brief on advantage of shuttle buses by stating that “*shuttle buses may help to increase student school attendance hence to manage and eliminate the tendency of some students who pretend to come late and absenteeism due to lack of bus fare*”.

The maximum school administrators provided the similar views that community secondary schools that have large areas may be helpful for building hostels or boarding schools to support students who travel a long distance. Furthermore, hostels can create a balance between communities (wards) specifically in the urban where many students are produced but the number of students required in each ward school is limited. Some of school administrators contended that extremely community secondary schools in Dar es Salaam city do not have facilities such as laboratories and libraries which motivate

teaching and learning processes. That statement is supported by Oghuvbu (2010) and Ed.CIL (2007) who noted that poor teaching methods, lack of facilities affects students' school attendance.

The availability of school facilities will encourage learning habit hence positive motivation for student school attendance. School should be allocated in the area where there is traffic connectivity and public transport routes to facilitate movement of workers and students. Poor school location contributes fundamental transport problems and high transport cost for both students and their teachers. For instance, a student who uses public transport can walk on foot from the bus stop for more than a half an hour to arrive at school; this increases tiredness and decreases time consumption for learning. Thus, the selection system of students to join in community secondary school should be done sensitively in order to place students at school that is within or nearby their residents.

4.5 Summary

The summary of the findings is based on the research objectives of this study.

4.5.1 The distance a student travel from home to school

Based on the findings, it is clear that transportation problems still the biggest issues that affect students who come far distance between students' residence and where school buildings allocated. The data collected through questionnaires in this study shows that 70 percent of students surveyed study outside of their wards. This leads students to move long distance from their communities to get education. Also the data obtained indicates that 44 percent of students start their journey between 04:30 to 05:30 and

according to the findings, 15 percent arrive to school at 08:30 to 09.00. The survey revealed that 34 percent spend 2 hours to 4 hours to reach to school; this is due to nature of transport connectivity that contribute delay on the way as more time is used to wait for transport. If one can consider travelling time, it is clear that some students are not benefiting from community schools where they live as the result they travel long distance to acquire education that contributes poor attendance.

4.5.2 The transportation cost for student

The findings revealed that 35 percent of students exchange two public buses and 15 percent substitute three buses to get to school in the morning for a single route consecutively. When the students substitute more than one public bus increase both transportation cost and distance where a student is enrolled to study. According to the data collected, transportation cost is very high to be affordable by students from unwell off families. The study noted that 45 percent of students surveyed spend 800 shillings per day to and from school; a student requires 24,000 shillings per month for paying transport cost only. This increase households education costs as the result they failed to support their children to attend school, hence regularly school attendance cannot be achieved as the most parents live under poverty line.

4.5.3 The effects of transportation problems on student school attendance

The responses obtained through questionnaires indicate that students who enrolled far away from their communities miss 20 first periods per month even though they attend school daily. The findings showed that 46 percent of students denoted that are seized up to go to school as they are not supported to get money for transportation by their parents or guardians. Some students are rejected by daladala operators as 68 percent responded

to this immoral behavior. Students were asked on how many times bus operators reject them to board the buses; 45 percent have been castoff to access transportation for more than 10 times per month.

As the transportation become difficult to access students use different alternatives. The data showed that 29 percent of students depend on private cars assistance (lift) and 20 percent opt to return home or to visit different places by escaping the school. These alternatives put students in hands of devils including sugar daddies and sugar mummies who use their own transport to trap them easily. Also the data revealed that 23 percent of students escape the afternoon session and the reason provided by 64 percent of students surveyed was to get extra time to struggle for transport. Furthermore, the study found that punishment, tiredness and lack of pocket money are among of factors that affect students' daily school attendance.

The data extracted through interviews provides intense information that some students face difficult to attend to school regularly and punctually as well as to arrive late at home due to transportation problems. The habits of some students to arrive home at night escalate discomfort of parents for safety of their children. School timetable is not work effectively as some students arrive to school too late affect academic and school environment which must be cleaned by students before class hours.

Some students take transportation problems as advantage to involve in illegal behaviors such as sexual activities, gambling and pool table; others behave as beggars due to ask for bus fare from their teachers frequently. The school administrators suggested that the

government by collaborating with other education stakeholders to build hostels and boarding schools to solve the attendance problem. Moreover, Local government have to design transport arrangement for students so that to increase attendance.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to evaluate the distance a student travel from home to school, student's transport cost and the effects of transport problems for student school attendance in community secondary schools in Dar es Salaam city. The chapter is provided the summary of the findings and concluding remarks based on the analysis of the data collected. A part from that, the chapter is presented the limitations and the suggestions for further studies based on this study outcome.

5.2 Summary

Based on the findings of study conducted, it is found out that most of the students in Dar es Salaam city face transportation problems. From the result, it is clear that there are many transportation problems faced by students who enrolled far away from their communities that affect their school attendance. There is a relationship between the transportation problems and the level of student school attendance. The results are shown that the transportation problems are related to student school attendance due to traffic jams that contribute students to be late for school, transport cost; harassment of students from bus operators and students to spend more hours a day on transportation affect student regular attendance in Dar es Salaam city.

Also the study revealed that transport is not so difficult for students who travel from urban areas to rural areas where the schools located. For instance, student from

Temeke, Tandika, Kurasini and Mbagala can access transport easier to school allocated in sub urban and rural areas such as Tuangoma, Chamazi and other outskirts of the CBA than students who travel toward urban schools. Students travelling from urban areas to peri-urban or rural areas are facing only transport cost and time. While students in urban areas are facing transport problems such as traffic jams, difficulty to access the public buses, transportation cost and time. This is due to the fact that transport demand in the morning is high from the sub urban and rural areas to urban centre where many employees and business men are competing for transportation toward their respective areas in CBA.

The findings of this study also indicated that there are variables within the transport sector that affect students and their school attendance. Based on the reviewed studies and school administrators' accountability requirements, educational leaders should find it necessary to focus on areas of transport for students and individual circumstances of the student, as well as on the attendance policy in order to meet the diverse needs of the students to attend school regularly.

5.3 Conclusion

This study is about the transportation problems faced by students in Dar es Salaam city and their effects on student school attendance. Different articles and journals of previous study related to this research have been referred. Based on this research, the three objectives were used to identify the transportation problems faced by Dar es Salaam city students. The questionnaires and interview schedule have been provided to

the respondents. The respondents had helped a lot by providing their responses and suggestion regarding the intended questions of research to them.

The study found out that Dar es Salaam city students do face transportation problems. Both students and school administrators have agreed that transport problems affect student school attendance in Dar es Salaam city. The research revealed that among the main transportation problems are the distance between the students resident and the school where students enrolled, transportation cost, traffic jams that lead setback on the way for some hours for students who travel toward urban areas and unacceptability behaviors of some bus operators to reject students especially during peak hours. Thus, student participation in learning at school is jeopardized by transportation sector.

Transportation for students in Dar es Salaam city is a serious problem that does not need gentle explanation and might take long time to be solved but it is possible to reduce the distance a student travel to get education. The short distance the students travel may automatically eliminate transport problems for them. It is cheap to build schools in remote areas where space is available but without transportation arrangement, it is difficult to produce quality graduates. As liberalization of education takes place, economic and market demands, the graduates of our nation must become competitive in skills and knowledge so as to meet the world labor market. The governments have to find alternatives to ensure students are free from transport problems hereafter in order to intensify student school attendance hence academic achievement.

5.4 Recommendations

5.4.1 Recommendations for practice

Through analysis of the data and research conducted for this study, the following recommendations for the community secondary schools in Dar es Salaam city are suggested in order to maximize student attendance.

- ❖ The school administrators maintain or develop strict guidelines for student attendance and monitor factors that could hinder a student from attending school on a regular basis and if necessary to report to LGAs in all levels.
- ❖ Transportation problems in Dar es Salaam city can be reduced by building community schools along the way that has official public transport route for students to get to and from school easily. This can be supported by LGA to provide shuttle buses for the students to move to and from the special bus stops and school by appointing drop and pick points.
- ❖ More than one ward which is adjacent can apply central place theory to collaborate to build comprehensive school that can accommodate all students from those wards. Instead of building four schools in four different wards; only one school can be built to save transport cost, distance as well as lateral expansion of the city that escalates difficult for obtaining social services. The school buildings should be vertically to use small space available at the centre and not horizontal that consumes a lot of spaces that contributes to build schools remotely from the city hence transport problems for students arise.

- ❖ Central government by collaborating with LGAs, parents and other education stakeholders can set up of school hostels or boarding schools with low expenses in space available in those community schools located in remoteness to control the distance. This may help students who do not get opportunity to study within their wards as the result they travel long distance.
- ❖ The findings noted the need for LGAs to provide more transportation interventions and assistant to make transport arrangement for those schools with a high number of students who are enrolled from far away and struggle with regular school attendance.
- ❖ All social organizations, agencies and well to do people should provide assistance for students from unfairly wealthy families in the form of food and bus fare to support their learning through LGAs and school administrators hence to improve attendance.
- ❖ All members of the society and the social agencies should realize the importance of education for children. Whenever they see a student outside the school during school hours they should make explorations and if possible assist the school in attacking the problem. A minor positive tactic on the part of the community can do wonders for students who hide outside the school during class hours. They should also collaborate with the school by seeing that school children do not attend the place where betting, pool tables or showcases are conducting during the school hours.

5.4.2 Recommendations for future research

Since the size of the sample was small from community secondary school only, it is suggested that this study be repeated using both school categories that have no school buses in government, community and private schools in Dar es Salaam city to determine if similar results are obtained to validate the findings of this study.

It is recommended that repeated this study after some years may produce different results and determines if transportation problems gaps increase or decrease due to government intervention as students continue enrolled in those schools every academic year.

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Appendix 1: Questionnaire for students*THE OPEN UNIVERSITY OF TANZANIA**MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY**STUDIES*Gender: Male Female School Form Please answer the following question:Do you walk to school often? YES NO If **YES**, answer the questions in **Section A**. If **No**, answer the questions in **Section B**.**Section A****(i) Distance from home to school**

1. Name the place where you live: Ward District

2. How long would it take you to walk from home to school?

15-30 min 30 min-1hour 1.30-2 hours 2-2.30 hours
3-3.30 hours

3. At what time do you start your journey to school?

4 am 5am 5.30am 6 am 6.30 am 7am 4. At what time do you arrive at school? 7-7.30am 7.30-8.00am 8-8.30am 8.30-9.00am 9-9.30am 9.30-10.00am **(ii) The effects of transport problem**

5. Why do you usually walk to and from school? I usually walk because:

(a) I live nearby the school (b) There is no public transport route that leads to the school 6. Have you ever failed to attend to school on time? Yes No

7. If YES, how many first periods (average per week) do you miss?
 4 6
8. Do you ever fail to attend school because you walk long distance? Yes
 No
9. If YES, on average, how many times do you miss to get to school per a month?
 1 Time 2 Times 3 Times 4 Times 5 Times
 7 Times 10+

Section B

(i) Distance from home to school

1. Name the place where you live: Ward District
2. At what time do you start your journey to school?
 3.45am 4am 4.30am 5am 5.30am 6am
 6.30am 7am
3. What time do you spend to walk from the bus stand/ main road to school?
 5-15 min 15-25min 25-35min 35-45min 45-1hr
4. How long would it take you to travel from home to school?
 30min 1hr 1-30 hrs 2hrs 2.30 hrs 3hrs 3.30hrs
 4hrs
5. At what time do you arrive at school? 7-7.30am 7.30-8.00am
 8-8.30am 8.30-9.00am 9-9.30am 9.30-10.00am

(ii) Student transport cost

6. How many daladala do you take to get to school in the morning?
 1 2 3 4

7. How much money do you spend on transport per day to and from school?

Tsh.400 Tsh.600 Tsh.800 Tsh.1000 Tsh.1200
 Tsh.1400 Tsh.1600 Tsh.1800 Tsh.2000
 Tsh.2400 Tsh.2800 Tsh.3000+

(iii)The effects of transport problem

8 Do you usually attend first period (subject)? Yes No

9 If NO, how many first period do you miss per week?

1 2 3 4 5 6 7 8

8. Do you ever miss to attend school because you lack bus fare? Yes No

9. If “YES”, on average, how many times do you miss to get to school per a month?

1 Time 2 Times 3 Times 4Times 5 Tim
 7 Times 10+Times

10. Do you ever fail to attend to school due to reluctance of daladala operators to pick you up, even if you have bus fare? Yes No

11. If “YES”, on average, how many times do you miss to get to school per a month?

1 Time 2 Times 3 Times 4Times 5 Times
 7 Times 10+

12. What do you do if the transport is very difficult to access in the morning?

- (I) Ask for private cars assistance (lift) (ii) Return home
 (iii) Walk to school
 (iv) Go to another place for private study
 (v) Remain at bus stop till peak hours in the morning is over

13. Do you sometimes leave at school before the end of class hours? Yes
No

14. If YES, what is the reason?

15. At what time do you arrive at home?

3.00-4.00pm 4.00-5.00pm 5.00-6.00pm 6.00-7.00pm

7.00-8.00pm 8.00-9.00pm 9.00-10.00pm

18. Apart from distance and transport cost, what other factors related to transport that can affect your school attendance?

Appendix 2: Interview questions for school administrators

THE OPEN UNIVERSITY OF TANZANIA

*MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY
STUDIES.*

Title (Designation) Gender: Male Female

Date Organization Ward

QUESTIONS

1. Does your school have problems relating to student school attendance?
If so what are they?
2. Are there students who are not punctual to attend first periods?
What do you think are the reasons?
3. What might school administration do to solve those problems?
4. What is your experience with regard to students' behaviors who not attend to school?
5. Do you think that transport problems affect student school attendance? How?
6. What should be done by individual, Local Government and government to ensure that students are free from transport problem?

THANK YOU