

## **A Motivational Conundrum on Transition to Secondary Education: What Are the Sources of Information for Primary Pupils on the Next Levels of Schooling in Tanzania?**

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### **ABSTRACT**

*This research article is focusing on the analysis of motivation of primary school pupils towards secondary level schooling the study was conducted in Mpanda district council, Tanzania. The study applied a mixed research approaches with a survey study design. The study involved 286 participants; students in secondary and primary schools, Ward executive Officers, Village Executive Officers, Primary and secondary education Officers, Region Education Officer, School Board Chairpersons, Parents and other key informants as education stakeholders. Both probability and nonprobability sampling techniques were applied. Data collection methods used were questionnaires and interviews. SPSS and contents analysis were used to process data collected. Based on the advocacy of the sources, the study informed that sources of information on the relevance of secondary education were categorized into right and wrong sources. The former brings positive motivation whereas the later brings negative motivation. Overall, the study revealed that teachers, parents, successful people with post-primary education level and local Government authorities were right sources of information and models to primary pupils on the relevance of secondary education. However, Wrong sources included peer groups who failed to join secondary education or those joined but could not make it to completion to form four and unemployed graduates. The study recommends that knowledge, network, and information should be linked together. The community at large should tie hands together to share information that will play an advocacy role to primary pupils on the relevance of secondary education to help them cultivate both intrinsic and extrinsic motivation to participate into secondary education and lifelong learning process.*

**Keywords:** *Motivation; Education Stakeholders; Information.; Advocacy, Transition to Secondary*

## **INTRODUCTION**

The importance, role, and need for education in every aspect of human struggle from ancient time to present cannot be overestimated. In the like manner information transfer and sharing cannot be separated from educating successive generations. The paper presents the assessment of sources of information to primary pupils on the relevance of secondary education. Central to the study is the analysis of the sources of information to primary pupils on the relevance of secondary education and how these sources are inextricable to the motivation of students in the learning process. Information in learning process amid perceived preponderance role of education globally as a panacea to development agenda is highlighted in this paper. Sufficient and pertinent information about holistic education to children and students is important for facilitating accomplishment of the aim on massive investment in education for all realized. In the context of emerging global culture, competitive economies, invariably technology changes, social-political multipolar, and climate changes, education has proven beyond doubt as the only essential tool that is believed to equip country's citizens to withstand those waves, close development gaps across the continents and produce responsible citizens (UNESCO, 2009; OECD,2015; URT,2014).

Such information has to be shared to children as well students so that from dawn in their education journey they may understand and value education as a tool in the contemporary world. Globally, education has been accepted as a human right, ever ending global agenda, an ingredient to economic development and poverty reduction (UNESCO, 2014; DFID, 2013). The Millennium Development Goals (MDGs) 2015 and Education for All (EFA) goals among others, calls for every country to expand education opportunities and reduce gender parity in access to education. For example, the EFA summit in Jomtien Thailand in 1990, among other resolutions, resolved that countries should be committed to achieving universal access to free quality and compulsory primary education by 2015 but also expand opportunities to secondary education entry with special emphasis to removal of gender disparity at secondary level and beyond (UNDP, UNESCO, UNICEF, & World Bank, 1990). The perceived preponderance role on education as a human right for children without sharing to them the pertinent information why they need it as right privilege may not be sufficiently enough for children to be motivated to grab every available education opportunity. As noted elsewhere, developing

countries have for long struggled to implement EFA and MDG 2015 goals by marshaling their meager resources to the provision of education as means to face global social, political and economic turbulences. Lewin and CREA (2007) posits that, “the knowledge and skills that secondary schools can provide are central to closing gap between Sub-Saharan Africa (SSA) and the rest of the world in the capabilities of the labour force that can sustain growth”(p.vi). It is within the context Lewin and CREA (2007) espouses, that information on the preponderance roles that education is believed to have on individuals and the country at large have been the impetus for the holistic planning to expand educational opportunities throughout from the system, from primary to tertiary education. Further studies elsewhere indicates that primary education is no longer sufficient to cub immerging global challenges as such there is stressful need to expand secondary tier to incorporate the majority of youth to have at least secondary education (Lewin and CREA, 2007; OECD,2014).

UNICEF and UNESCO (2007:29) elaborates that “Governments are supposed to develop forms of secondary education that are available and accessible to everyone and introduce a measure that to provide free education and financial assistance in case of need”. The needs for education by the majority beyond primary level should be well informed and versed among children and students as means to aspire them for lifelong learning process. In Tanzania for example, Human Development Report (HDR), indicated that ever growing population in Tanzania can possibly be a blessing if only the country will have an educated population for competitive advantages. Among suggested economic interventions for promoting human capital and skills development, the report suggests that,

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

The assertion goes in line with Tanzania Vision 2025 which aim at preparing

Tanzanian who are well-educated, knowledgeable and skilled to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels (URT, 2010a:2). As a strategic planning to the Tanzania country wellbeing, phases of Poverty Reduction Strategies I and II, regards education and particularly secondary education as direct weapon to fight poverty at family and national level, and asserts that it can happen if only relevant knowledge and skills are provided in secondary schools for the majority (URT, 2010b; URT, 2005; Wedgwood,2007).In the context of all this, candid information about educational attainment by individuals and the nation is needed among community members, more especially children and students as means to creating a sense of valuing education as the priority ingredient for the sake of improving state and citizen well-being.

Information is part and parcel of non-material motivation in learning endeavors. Briefly, motivation may be defined as the underlying force to human behavior that triggers readiness to engage in any activity (Lai, 2011; Mullins, 2010). Information is one among factors that may influence one's attitude to engage or disengage on particular activities (Mullin, 2010). Motivation as a force may be for its own sake or strings attached to the accomplishment of the activity. Considering learning process, motivation is intricate in the sense that it is multifaceted involving intellectual, physiological, and psychological aspects of an individual (Volet and Järvelä ,2001; Karlöf and Lövingsson,2005). For children, learning is scaffolding, continuous and active, an overt or covert activity and process that involve every member in the society, and information sharing is part of that ever ending process (Mullins, 2010; Verenikina, 2008; Wilson & Peterson, 2006). In the learning context, the motivation of learners should surpass all the activities a teacher, educators and stakeholders have to venture. Highlighting the importance of motivation above good policy and strategies, (Usher, 2012) explicitly has stated that,

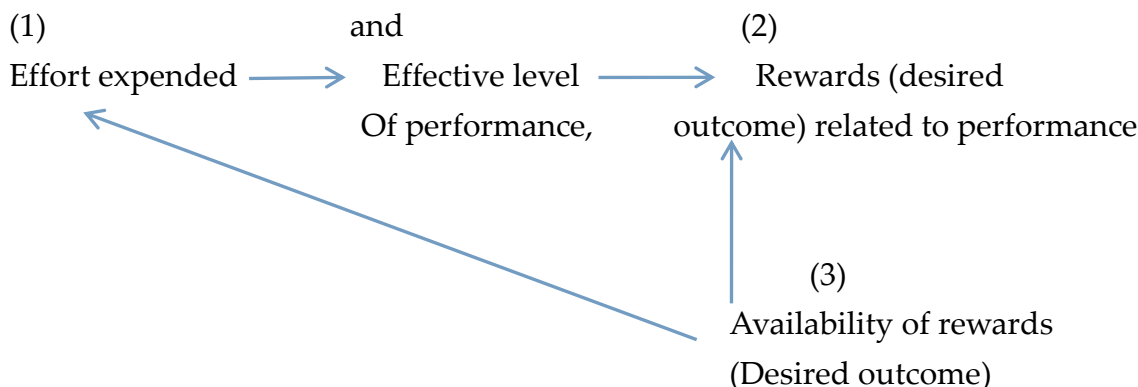
“Education reform advocates have dedicated huge amounts of time and energy to improving public schools and raising student achievement. But with attention currently focused on factors like improving teacher quality, overhauling curriculum and standards, and developing new assessments, one major factor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

achievement gains will be difficult if not impossible" (p.2).

While it is plausible to improve educational output and outcomes through improvement of infrastructure, reforming of educational policies, reforming curriculum, and investing into teacher human resources yet it is imperative to underscore the place and role of motivation in teaching and learning process. In order to transform teaching and learning process for achieving learner's maximum potentials, the student's motivational aspects should be educators focus and practices. Nature and type of information as a motivating factor in learning process may be explained in auspicious of motivation theories. It is documented that there is no single theory that can exhaustedly explain the concept of motivation, however, the commonality to almost all theories, is the fact that no performance of learned response may take place in the absence of motivation (Mullins, 2010; Huitt, 2011). Motivational theories as applied in an organization may as well be the guidance in the learning organizations like schools, a place of formalized learning avenues. According to Mullins (2010), motivation theories are categorized into two major groups, the *content* group which explain what motivates individuals. The ideal to this group is an attempt to understand those specific things or needs that motivate individuals in the pursuit of their values, needs, and life goals.

The *second* group of motivation theories is that of motivation as a process which emphasis on the actual process motion. While the former seeks for what of motivation, the later seek for how of motivation. Unlike content theories, process theories attempt to identify variables that influence the motivation of individuals and how behaviors are initiated directed and sustained in the process of motivation. Availability of many theories attempting to explain nature, features and dimensions of motivation in organisations, education organisation being among serves to provide a framework within which attention may be directed when it comes to motivating the individuals throughout their lifelong learning process (Wilson & Peterson, 2006; Mullins, 2010; Karlöf & Lövingsson, 2005; Volet & Järvelä, 2001). The study was guided by expectancy theory by Vroom, here referred to as Vrooms' expectancy theory. The rationale underlying this theory is that people are influenced by the expected results of their actions, as such motivation is said to be a functional relationship between; (a)effort expended and perceived level of performance,(b)the expectation that rewards or desired outcomes will be related to performance, and (c)the expectation that rewards or expected

outcomes are available (Mullins, 2010).The analogous presentation of the relationship of three parts that make the general expectancy theory is shown in Figure 1 below:



**Figure 1: General Expectancy Theory**

Source: Mullins (2010)

The theory serves to illustrate how available information to children on relevance of secondary education may explain intrinsic and extrinsic motivation in their academic journey. From the Figure 1 above, the three factors for effective motivation are interdependent and imperative. The effort that a learner expends in an activity should worth the reward and the same should relate to an individual’s life goals or desired outcome as explicitly linked to the level of information available to them. It is expected that motivation will occur when there exist to a certain degree any of the three factors presented in the figure above. Applying Mullin mathematical analogous, strength of motivation will depend on the formula:  $Motivation = Effort\ expended \times Reward\text{-related\ to\ the\ performance} \times desired\ outcome$  (Mullins, 2010). Information is therefore a vital part to help a learner connect what is taught at school and the reality of it in everyday life. This, in turn, will affect the effort to invest in a learning activity for the desired goals. Underscoring the role of information in motivation of learners, Brophy, 1987, p.40) posits that,

“Motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)".

In the context of reviewed literatures, it is noteworthy acknowledging that information is important as an element that may influences learners’ choice of what to engage in learning and for how long. Notwithstanding the studies that

were reviewed and the findings thereof, government efforts, social participation availability of widespread communication and technology could serve as reliable media to disseminating pertinent information to children and students on the relevance of secondary education to foster learning behaviors among students in primary and secondary schools. However, available studies, especially in Mpanda district does not disclose explicitly among the available sources of information to children and primary school students, what are the right sources and what sort of information do they share with them. The existing gap that the study has attempted to fill is substantiating the available sources of information and the nature of information available to children and primary school students that influence their choice and stay in education and training process.

### **Methodology and Methods**

The study employed a mixed research approach and was conducted in Mpanda district, Katavi region. A cross-section survey was designed to govern field operations (data collection aspect). Through stratified simple random, snowball and purposive sampling techniques, the sample size of 286 was designed and used in the study. Participants of the study included ward executive officers, ward education officers, school board chairpersons, Head of schools, parents and students. Both Primary and Secondary data were collected from the field and other sources respectively. The study involved methods Interviews and document analysis on qualitative aspect and questionnaire on quantitative aspect. Methods used are reflected in Table 1 bellow: -

**Table 1: Sample Composition of Respondents by Category**

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

**Source: Field Data, (2018).**



Quantitative data (from Likert questionnaire) analysis was done using SPSS while qualitative data was handled through content, discourse and thematic analysis.

**Results and Analysis**

Qualitative responses obtained through interviews, focus group discussion, observations and open-ended questions were coded, forming categories and themes on the basis of objective and questions. Key to the objective was to assess sources of information available to primary school pupils on the relevance of secondary education. Three specific area of concern were assessing the sources, categorising sources with regard to the influence they exert on learner’s behaviours, and attitudes of respondents over the sources. To assess the sources of information available to primary pupils on the relevance for secondary education, respondents were asked to rate on five level, eight items Likert questionnaires that were administered, incorporating literature review based factors that directly influence student learning process. Likert scale were composed to range from Strongly Disagree, Disagree, Uncertain, Agree and Strongly Agree was conducted (Strongly Disagree=1, Disagree=2, Uncertain=3, Agree=4 And Strongly Agree=5). Multiple response analysis was conducted to ascertain the frequency results on the responses which were later used as criteria to recommend whether the sources were regarded as the right sources or not in informing primary school pupils on the relevance of secondary education. Table 3.1 below summarises the findings from questionnaires respondents with regard to the contention.

**Table 2: Summarised Responses on the Right Sources of Information**

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

**Source: Field Data, (2018)**

Observation from Table 3.1 above, revealed that 251(34.10%) of responses agreed, 200(27.20%) of responses were not certain, 165(22.40%) responses strongly agreed, 79(10.70%) disagreed, and 41(5.60%) strongly disagreed about the presence of right sources of information to primary school pupils. Findings

in Table 3.1 above indicates that majority of respondents, about 251(34.10%) did agree with the contention, followed by 200(27.20%) those who were not certain and finally 165 (22.40%) those who strongly agree. Further, the analysis indicated that of all the questionnaire responses, about 416(56.50%) responses indicated agree to the contention and only 120(16.30%) of responses did not agree. The implication of the findings reveals that the majority of questionnaire respondents perceived positively that there are right sources of information to primary pupils on the relevance of secondary education. Based on the implications of central tendency and measure of dispersion implications in informing the nature and meaning of meaning of the findings, Further analysis was conducted on the frequency of response on each of Likert items to ascertain respondents’ perceptions of the presumed available right sources. The statistics findings from each item were summarized and presented in Table 3.2 below;

**Table 3: Response Statistics on Right Sources**

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

**Source: Field data, (2018)**

Based on Likert item rating values (Strongly Disagree=1, Disagree=2, Uncertain=3, Agree=4 And Strongly Agree=5), Table 3.2 above reveal that there was 92 valid case with variation in total number of responses as per items, where, the lowest total response was 289 for item related to media and the highest was 398 for item related to teachers. A close observation from the findings in Table 3.2 above on the median and skewness further revealed that teachers item had the highest median score 5, followed by parents, NGOs and COs, local government authorities and people with secondary and above education level items, with a median score 4. The rest items had a median score

3. Further, the findings in Table 3.2 above reveal a be negatively skewed scores in all items. Moreover, to fully capture rationale behind the choice made, it was important to assess respondent’s attitudes on the available right sources in relation to informing children on the relevance of secondary education. Juxtaposition analysis of SPSS frequency results of single Likert items exported to excel lead to established matrix table for comparative analysis over the “right sources”. Table 3.3 below, presents the findings;

**Table 4: Responses of Right Sources on the Relevance of Secondary Education**

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

Source: Field data, (2018)

Close observation from eight items that were presumed as right sources, a number of questionnaire respondents as indicated in Table 3.3 above showed that, 41(45%) agreed that parents were the right source to pupils, 21(23%) strongly agreed that parents were the right source,16(17%)were not certain whether parents were the right source for pupils,10(11%) disagree that parents were the right source, and 4(4%) strongly disagree that parents were that right source. Consequentially, whether teachers were a right source to pupils, 2(2%) strongly disagree, 2(2%) disagree, 9(10%) were not certain, 30(33%) agreed, and

49(53%) strongly agree. Concerning people with low education or no formal education at all as a right source, respondents indicated that 10(11%) strongly disagree, 12(13%) disagree, 31(34%) were not certain, 26(28%) agreed, and 13(14%) strongly agree. A non-governmental organisation (NGOs) and other Community organisation (CBO) as another right source, findings indicated that 2(2%) strongly disagree, 7(8%) disagree, 34(37%) were not certain, 29(32%) agreed, and 20(22%) strongly agreed. Local government item was yet another item that a study presumed as a right source. The findings on this items further reveal that 3(3%) strongly disagree, 6(7%) disagree, 22(24%) not certain, 44(48%) agreed, and 17(18%) strongly agreed. Peer groups were also considered, the findings reveal that 9(10%) strongly disagree, 12(13%) disagree, 33(36%) were not certain, 27(29%) agreed, and 11(12%) strongly agreed.

Another area to consider was people with secondary education or more than secondary education as the right source of information to pupils. It was indicated by the respondents that, 3(3%) strongly disagree, 12(13%) disagree, 24(26%) were not certain, 31(34%) agreed, and 22(24%) strongly agreed. The last item to consider was the Media which 8(9%) strongly disagree, 18(20%) disagree, 31(34%) were not certain, 23(25%) agreed and 12(13%) strongly agreed. The findings summarised in Table 3.3 above, clearly revealed that as the right source of information to primary school pupils on the relevance of secondary education, out of 92 respondents who rated Likert item for teachers, about 49 individuals equivalent (53%) , strongly agreed that teachers were the right source of information, followed 44(48%) respondents who agree that local government authorities were the right sources, followed by with 41(45%) respondents who agreed that parents were right sources and finally 31(34%) respondents who agree that people with secondary education or above are right sources.

## **Discussion**

The analysis of the data reveal three important facts with regard to sources of information to primary school pupils on the reveal of secondary education. First, if taken myopically, there are right sources of information to primary school pupils. Second, the sources that inform pupils on the relevance of secondary school are divided into two categories, positive and negative based on the agree uncertainty and disagree criterion. The third fact is that the positive sources influence primary school pupils positively on the relevance of secondary education as opposed to negative category. The facts are further supported by

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

Teachers in particular primary school work very hard to make sure that their pupils pass standard seven national examinations and also they tell their students that if they pass they will join the secondary school and in future, they would be teachers like themselves or any employee in the government (Interview, EO3).

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

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

Another very important right source of information that was mentioned and discussed by students was the people who have an education from secondary level and above mostly those who are successful and employed. It was found from the discussion that secondary education and above was relevant to an individual's well-being and improved standard of living. One student from primary school, for example, confessed that,

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

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

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

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

If you cannot stand firm, you will not proceed with secondary education. When I passed my examination and selected to join this school (community school), my friends who for bad luck were not selected were telling me that I will not make it because there is no one passes form four examination from these community school only very few students do, and this they kept telling me whenever I was with them (FS<sub>21</sub>).

It is, therefore, notable that these items were also sources of information to the community, but the nature and influence of the information play a very

significant role in decision making of primary school pupils upon completion of primary level education cycle. As one respondent put it clear when responding to the question how the information from these sources influences pupils, he said,

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

However, some pupils and students were against parents being the right source. They asserted that many parents in rural area still don't see secondary education as yet another opportunity. Some of them if you pass standard seven examinations it marks the beginning of hatred from some of the parents, fearing hassles from politicians for children who don't report to the schools they have been selected and some even said their parents have instructed them to haphazardly attempt their final standard seven examinations to exempt parents from problems. Pupils from one FGD when discussing reasons why some of their friends have no interests to join secondary schools, among many things that were explained, one pupil admitted that,

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

The sources of information to primary pupils as revealed from the study includes; parents, teachers, peer groups, NGOs, siblings, media, local government authorities, people with no formal schooling, and people with secondary education. The study also revealed that only the small portion of the sources of information gives positive information about secondary education and the majority are not certain about nature of the information they are attributed to. As have been indicated from the findings, the sources that seem to encourage pupils to participate secondary education whether implicitly or explicitly were rated high but those which were implicitly or explicitly

contributing to discouragement were not regarded as right sources. Further, this informs that even parents may play either side of right and wrong sources of information to primary pupils depending on the role they play in advocating secondary education to their children. According to the findings, the extent to which items were decided right or not right source of information on the relevance of secondary education depended very much on the advocacy that item has on secondary education as were regarded by respondents. This is supported further when stipulated in (URT, 2008) that family members and teachers are sources of information to children when their children learn and associate with them about matters of importance from their home and the world surrounding them. The findings are supported by other studies which have indicated how important is parental and community involvement for sustainable learning of children (Crouter & Booth, 2008; Hornby, 2011; UNICEF/UNESCO, 2007).

Information is power in guiding and sustaining learner's decision to undertake any course of study. As noted by McCombs (1991), one among seven assumptions for student to be optimally motivated to learn is through recalling information, supposedly information on the relevance of what is being taught. The student's belief and facts are shaped and modified along with shared experiences, observations, intuitions, values, fears, which to the great extent are derived from the proximity parents, peers, and identifiable institutions (Berkman, 2015). The study, therefore, has established the fact that there are right and wrong sources of information on the relevance of secondary education. The right sources include parents, teachers, local government authorities, NGOs, and successful people with post-primary education level. Wrong sources were peer groups who failed to report to school or reported and dropped out, secondary graduates without success and those who are not yet employed. However, the most prominent right sources were teachers, parents, and local government authorities. Elaborating the roles of professional and parents on the life of the children, pupils in this context, Hornby (2011) argues that, while psychology and teachers are believable experts on children development and carrier choice, parents are experts of their children. This mean that informing children of the pertinent information on secondary education and beyond is the task not only experts or professionals but to parents as well as parents, though not expert in formal training context, have rich and abundance information that may be invaluable to expert to assist work and motivate children to learn.



## **Conclusion and Recommendations**

Students participate in learning and grow into responsible citizens through scaffolding from responsible adults (Brophy, 1987). The paper elucidates the centrality of role-playing and modeling sources of information for primary pupils on the relevance of secondary education. It has been disclosed that there are two types of sources, right and wrong source of information. The study substantiated that right sources are those sources that trigger and energizes a positive behavior to participate into learning process among primary pupils, even to further their studies beyond primary schools whereas those wrong sources tend to distract primary pupils from participating into the learning process and furthering their studies.

Further, it has been revealed that right sources of information to primary pupils on the relevance of secondary education that also motivates them to participate actively into the learning process included teachers, parents, people with education beyond primary education but with success, local government authorities including villages and ward education officers and politicians in their advocacy of development projects in their areas. The wrong source of information included people with secondary education and above who did not succeed and peer groups that did not excel to secondary or dropped from their studies. Surprisingly, albeit its prevalent and accessible, mass media were not underscored as a right source of information. It is recommended that knowledge, network, and information should be linked together. The community at large should tie hands together to share information that will play an advocacy role to primary pupils on the relevance of secondary education to help them cultivate both intrinsic an extrinsic motivation to participate into secondary education and lifelong learning process.

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