

# Assessing the Relevance of Education for Self-Reliance in Public Secondary Schools in Meru District Council in Arusha-Tanzania

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**Abstract**— Education for Self-Reliance has been in practice in Tanzania for several years since 1967. The country made reforms in various education policies and programs to ensure that students in secondary schools are provided with Education for Self-Reliance (ESR) to realize national education objectives. This study sought to examine the relevance of ESR in secondary schools on helping students to have independent living after graduation. The study was guided by the following objectives, to assess the relevance of Education for Self-Reliance and to ascertain the subjects empowering students in Self-Reliance in secondary schools. The study adopted the human capital theory developed in 1776 and adopted by Theodor Schultz in the field of education in 1969. The researcher used a mixed research approach and convergent parallel research design to collate data. A sample size of 192 informants was used to provide data in quantitative and qualitative terms. Quantitative data were analyzed with the support of SPSS program version 20, while qualitative data was analyzed through coding, categories and themes. Content and face validity of the instrument were observed and reliability tested in split-half system to obtain 0.80 correlation coefficient which showed the research instruments were valid and reliable. The findings postulated that ESR is relevant as it helps students to alleviate poverty, create employment, increase confidence, promote students' knowledge and skills and free them from crimes and immoralities after graduation. Also, the researcher found that physical education, music, fine arts, commerce, business studies, computer studies and agriculture are very crucial subjects in empowering students in Self-Reliance, however, teachers do not teach these Self-Reliance subjects in public secondary schools. Therefore students are completed secondary schools with inadequate skills for Self-Reliance which leads to unemployment, engaging in crimes and failure to seize opportunities around. The researcher further recommended that the Ministry of Education Science and Technology to contrive an educational policy framework to emphasize the teaching of ESR subjects in secondary schools. Also, training and retraining of teachers on Self-Reliance can be an effective way to provide ESR in public secondary schools.

**Keywords**— Assessment, Relevance, Education for Self-Reliance, Public secondary schools.

## I. INTRODUCTION AND BACKGROUND TO THE STUDY

The future of a modern societies depends on education being better organized in a way that prepare learners to think critically, address issues and challenges in their societies. Many countries across the world have been taking various acts to make education be a tool that help students get and apply the knowledge and skills they got from schools in solving social and economic challenges. In Tanzania, the first President of the United Republic of

Tanzania, Late Julius K. Nyerere introduced Education for self-reliance with the aim of enhancing experiential education, critical thinking skills and confidence among learners. A review of literature tells that, Self-reliance has been defined by various scholars differently. Olayiwola (2012) asserted self-reliance as the personal initiative in the ability and effort to identify, harness and manage effectively and efficiently the collective resources, human or natural in the immediate surroundings to uplift ones or people's life quality standard and condition for existence.

Also, Marinova and Hossain (2006) postulated self-reliance as the trust worth in one's present thoughts, skills, originality and belief in own capabilities in living. Therefore, one can portray that, self-reliance refers to individual application of knowledge, skills and competences to get essential needs such as food, shelter and clothes in a sustainable manner and with dignity. In consequence, it can be noted that, self-reliance education is the process of transferring knowledge, skills, attitudes and competencies to aid an individual to recognize his or her strength to apply for economic growth and self-development. Education for Self-Reliance is a philosophy developed by the late Mwalimu Julius Kambarage Nyerere in Tanzania. Wandela (2014) demonstrated that Nyerere introduced education for self-reliance in 1967. According to the Ministry of Education and Culture in Tanzania (2001) pointed the intent for providing Education for Self-Reliance was to develop student learning enquiry, critical thinking skills and self-confidence. Education for self-reliance is also synonymous to entrepreneurship education.

Education for Self-Reliance has been in existence and reflected in various education policies and programs from 1967 to the moment. Ministry of Education and Vocation Training (2005) entailed the specific competencies in training secondary school students is to enable the acquisition of knowledge, skills, attitudes, creativity and innovation critical in making individual self-reliant. The current curriculum for secondary schools required students to be trained in physical education, Agriculture, Commerce, Book-keeping, Home economics, Music, Fine art and natural sciences to empower them in Self-Reliance. Despite this laudable vision in education still, teachers do not teach these subjects in public secondary schools. This situation lead students in secondary schools to graduate with inadequate skills for Self-Reliance and thus become sufferers of unemployment in areas with abundant resources.

## II. STATEMENT OF THE PROBLEM

Education for Self-Reliance has been practiced in Tanzania for several years since 1967. The country made reforms in various education policies and programs to ensure that students in secondary schools are trained in Education for Self-Reliance Wandela (2014). Similarly, the Ministry of Education and Vocational Training introduced a curriculum for secondary education in 2005 and subjects such as physical education, music, fine art, agriculture, business studies and information and computer studies were introduced to empower students in Self-

Reliance. Education for Self-reliance plays a pivotal role in helping students to acquire knowledge, skills and attitudes for innovation and creation of employment after graduation Evans-Obina (2016). Despite all the government efforts to ensure students are provided with Education for Self-Reliance still, teachers do not teach Self-Reliance subjects in secondary schools. Therefore students are completed secondary school with inadequate skills for Self-Reliance. According to (Banks, 2016) found that schools have not translated into improved social-economic outcomes for young people and parents alike lament on the quality of education received at public secondary schools in Meru District. It is in this regard the researcher wanted to find out the relevance of Education for Self-Reliance on students in public secondary schools in Meru district council in Tanzania.

## III. OBJECTIVES OF THE STUDY

The researcher used the following objectives to guide the study;

- i. To explore the relevance of Education for Self-Reliance on helping students to have independent living after graduation in secondary schools in Meru district in Tanzania.
- ii. To ascertain subjects empowering students in Self-Reliance in public secondary schools in Meru district in Tanzania.

## IV. SIGNIFICANCE OF THE STUDY

The findings of the current study would be beneficial to many stakeholders such as policymakers, students, teachers, parents and academic community. Policymakers would be aware and create an education policy framework to facilitate the provision of Education for Self-Reliance in ordinary level secondary schools to empower students in Self-Reliance. Teachers, students and parents would get knowledge on the importance of Education for Self-Reliance and accord their participation on the provision of Education for Self-Reliance in school to develop students' knowledge skills and competencies for entrepreneurship. Also, through parental associations, parents would be educated on the importance of ESR to their students in school. Thus they could support strongly the subjects which empower students in Self-Reliance in school. Notwithstanding, other researchers will use the findings of the current study for knowledge and referencing in further researches.

## V. LITERATURE REVIEW

In this section, the researcher made a critical review of literature from the scholarly work based on the objectives of the current study. From the previous investigation made by other scholars, the researcher identified research gaps which have covered in this recent study.

### 5.1 Relevance of Education for Self-Reliance

Bakar, Islam, and Lee (2014) assessed on entrepreneurship education in Malaysia basing on selected countries of Europe, China and Malaysia. The study discovered that entrepreneurship education helped youth to produce job opportunity for them and peers, eradicate poverty and provide knowledge and skills to seize the opportunity presented. Therefore self-reliance education instils knowledge, skills, attitudes and practices in students which are useful for job creation. Likewise, Munyoki, Justus and Ndemo, (2016) found that entrepreneurship education should be encouraged as a way of promoting entrepreneurial thinking in youth to venture self-employment. Therefore teachers in school should emphasize on development of various skills, knowledge and attitudes to inspire students' ability to create self-employment after completion of their studies.

Moreover, (Guha, Ranjan Kumar & Mamum, 2016) conducted a study on youth employment and entrepreneurship scenario in rural areas in Bangladesh. The study used a mixed research approach technique. The researcher reported that technical and financial assistance is needed to transform the endeavour of youth into a rewarding venture, ensuring quality in public education, providing skills in having market demand and organizing them into formal education. The researchers concluded that the public sector should give more emphasis on ensuring quality education, providing skills in having market demand. Moreover, the researcher added that there is a need for an organization to be more innovative to cater to the need for financial and advisory support in financial matters. Therefore public secondary schools should make efforts to ensure students are provided with quality education to develop knowledge skills and attitudes for innovation and creativity. Likewise, financial institutions should play their role in providing support in the provision of quality education to ordinary level students to meet the demand of the labour market.

In Thailand, (Homsin, Chantarasombat, & Yeamsang, 2015) investigated using knowledge management for developing secondary school students' public mind. The study adopted a mixed research approach in participatory action research. The finding showed that knowledge

management has an impact on students in creating appropriate behaviour, practices and learning characteristics. In the same line Paso, Chantarasombat, and Tirasiravech (2017) on looking strengthening Teachers learning management for Self-Reliance of students in Thai secondary school in China demonstrated that the process of participatory learning activities is the best level and appropriate for learning. The researchers identified a participatory learning model as the best practice in instilling knowledge in secondary school students that could be useful in their life. Therefore participatory learning approach provides students to learn from others and sharing experience of life. Teachers in school should encourage participatory learning approach to develop students' curiosity and creativity as a way to cultivate entrepreneurial thinking that would be effective to self-emancipation.

A similar study was conducted in Nigeria by (Uju & John, 2018) on the impact of entrepreneurial skills in reducing youth unemployment in Nigeria. The study pointed out that entrepreneurial skills and business play in youth employment by providing training to establish and grow business enterprise in local communities. Self-reliance education assists youth to turn things around them into opportunity. International Labour Organization (2006) report, declared that an argument for investment in youth entrepreneurship is to turn "necessity entrepreneurship into opportunity entrepreneurship" by instilling an entrepreneurial culture in young men and women, such that young people become entrepreneurs by choice rather than by chance or necessity". In this light, secondary school education should be in a manner that promotes positive entrepreneurship culture in youth to develop a business venture in local communities.

In Tanzania (Sanga, 2016) examined on Education for Self-Reliance as Nyerere's policy. The study was purely qualitative in the collection of data. The findings indicated that education should bring change to the learner by providing theoretical knowledge and skills to benefit society. The study concluded that education must be work-oriented, relevant and serve the community and creates problem-solving skills in students. In the same line (Slavtchev, Laspita, and Patzelt, 2012) found that entrepreneurship in education improves the quality of labour market matches, allocation of resources and talents, and increases the social welfare. Evans-Obina (2016) pointed out that entrepreneurship education serves as the engine of fuelling innovations, employment generation, economic growth, and social welfare. Despite the findings, secondary school students seem to be weak in

demonstrating knowledge skills and attitudes are the indicators of quality education. It is from this light education provided in secondary schools should aid students to develop theoretical and practical knowledge necessary for self-sufficient as well as meeting the social needs and expectations.

## **5.2. The Subjects Empowering Students in Self-Reliance**

This section sought to ascertain the subjects empowering students in Self-Reliance in public secondary schools. Uka (2015) carried an investigation on developing entrepreneurial skills in Secondary school students in Nigeria. The study was purely quantitative by using structured questionnaires. The researcher collected the data by using a survey research design. The findings indicated that students and teachers need knowledge of mathematics to be entrepreneurs. Therefore mathematics knowledge plays significantly in promoting Self-Reliance as it equips critical thinking and problem-solving skills. Thus there should be an emphasis on mathematics in secondary schools to develop student's entrepreneurship abilities and accounting.

Also, in Nigeria (Martin, 2014) insisted that all students in Secondary schools should study science and acquire vocational skills. The researcher recommended that the goal of education should be the building of the new community by producing individuals who can stand on their feet, men and women who are mentally free and independent. Similarly, the Ministry of Education and Vocational Training (2005) in Tanzania emphasized the teaching of natural sciences (Biology, Chemistry, Physics, Mathematics, Information and computer studies, Agriculture and Home economics) in secondary schools to help students to interact with their environment. Therefore, the teaching of science and vocational skills contributes to student's knowledge and skills which are essential in their life.

Likewise, (Ndem, 2016) investigated the status of teaching pre-vocational subjects in the junior secondary school level in Nigeria. The study was a purely quantitative study in the collection and analysis of data. The researcher used descriptive survey methods and self-structured questionnaires used to collate data. The researcher identified that the teaching of pre-vocational subjects such as agriculture and home economics, instructional material were available. The researcher further recommended teachers to adopt demonstration and project method instead of story methods in the teaching of pre-vocational subjects. Thus, the teaching of pre-vocational subjects in

secondary schools has a strong influence in helping students to become self-reliant after graduation by inculcating skills and attitudes of entrepreneurship.

Also, (Naezer, 2017) conducted a study on empowerment through sex education rethinking paradoxical policies in India. The researcher employed a qualitative approach to get data via document analysis, observation, interview and focus group discussion. The researcher found that sex education is useful in youth and insisted that there should be different strategies for sexual knowledge building and should include learning by doing and online learning. Therefore sex education in secondary schools is required to help students to understand sexual orientation and to have Self-Control. Also, sex education can be used by youth as an opportunity to provide sexual knowledge to others.

Moreover, (Major & Offor, 2019) investigated on entrepreneurship skills acquisition for economic development among secondary school students in Nigeria. The study was a quantitative study using entrepreneurship skills acquisition questionnaires in collecting data. The researcher found that students in Nigeria acquired farming and home economic skills while business managerial, electrical, fine arts, and computer skills acquired by students in secondary schools in South-South- Nigeria. The researcher further added that National educational policy in Nigeria identified the following skill-based entrepreneurship subjects such as Agriculture, Applied electrical, Auto-mechanic, Book-keeping, Accounting, Building construction, Commerce, Computer education, Electronics, Clothing and Textiles, Food and Nutrition to be taught in secondary schools. Therefore to empower students in Self-Reliance in Meru district, there is a need to make necessary efforts to ensure students in secondary schools taught entrepreneurship subjects.

The researcher noted some gaps in the previous investigations. Majority of the studies were conducted in other countries such as Nigeria, China, Bangladesh, India and Malaysia. Also, most studies, the researchers employed a single method in collection and analysis of data. Few studies were carried out in Tanzania. Furthermore, there was no similar study carried in Meru district council in Tanzania which raised the researcher's desire to ascertain the relevance of Education for Self-Reliance in Meru district in Tanzania.

## VI. METHODOLOGY

The study is mixed research whereby qualitative and quantitative methods used to collate data from the field. Almeida (2018) identified that mixed research methods promote greater understanding of stakeholder perspectives on the nature of the intervention. Therefore the adoption of the mixed research aimed at getting a deeper understanding of the problem. The targeted population of the current study were parents, graduated youth, students, teachers, head of schools and district education officer for secondary schools in Meru district council in Tanzania. Teachers and students were selected from four secondary schools in Meru. The researcher used Yamane's formula of 1976, whereby a sample size of 192 participants was obtained through purposive and non-purposive sampling techniques. Teachers and students were obtained through simple random sampling while parents, head of schools, district education officer and graduated youth were obtained via judgmental, convenience and snowballing techniques.

Before the process of data collections, the researcher tested the validity and reliability of the questionnaires and interview whereby for the case of validity, instruments were observed by research experts to seek if it could measure the intended goal. Also, in reliability, the researcher used the split-half method and obtained 0.80.

Therefore, upon the coefficient, the researcher concluded that the instruments were reliable to collect the required data and continue with the process. The researcher used computer software known as SPSS program in the analysis of quantitative data while in qualitative data, the researcher used the content analysis method. Notwithstanding the researcher observed norms and standards of researching by seeking participant consent, anonymity, confidentiality, research permits and acknowledging sources of data in the investigation.

## VII. RESULTS AND DISCUSSION

In the presentation and discussion, the researcher organized the findings based on the research objectives as follows.

### 7.1 Subjects Empowering Students in Self-Reliance

The section intended to seek the distribution of teachers by teaching subjects in secondary schools. The aim was to ascertain who were the teachers involved in teaching Self-Reliance subjects in secondary schools. The participants involved were heads of schools, teachers and students in secondary schools in Meru district in Tanzania. The following were the responses from the participants as indicated in figure 4.1

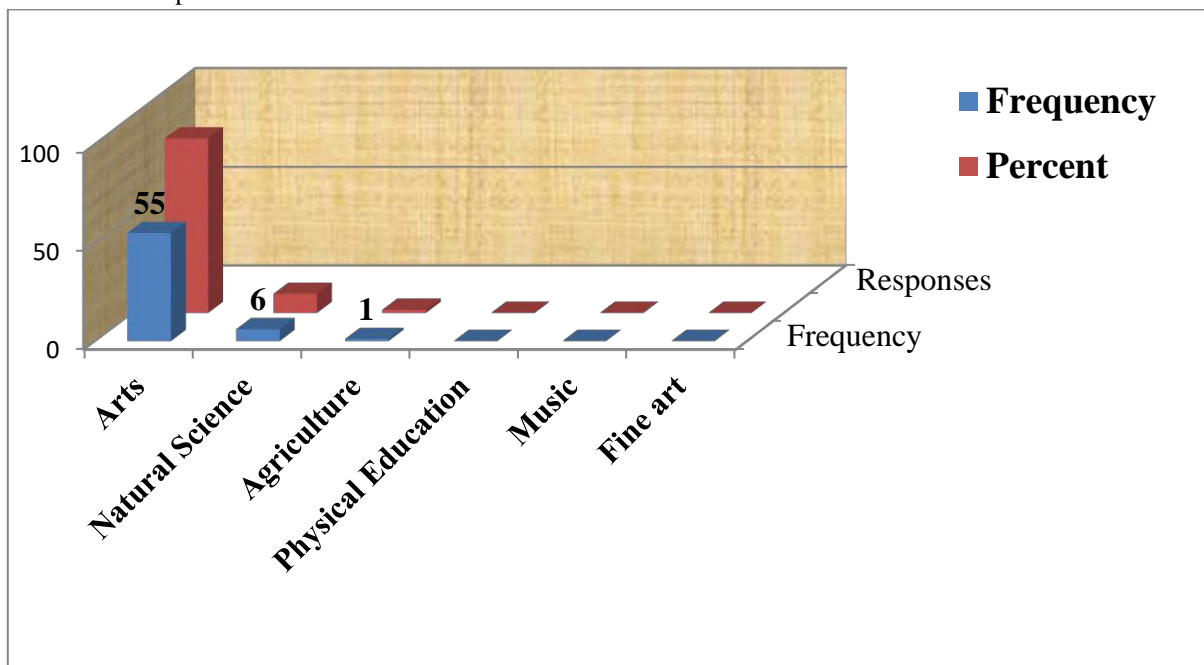


Fig.4.1: Teachers by Teaching Subjects in School (n=62)

Source: Field data August 2020

The findings in figure 4.1 highlight the distribution of teachers by teaching subjects. The study demonstrated that 1.6 per cent of the teachers were teaching agriculture in all selected secondary schools in Meru district council, while the majority of the teachers (88.7) per cent were teaching arts subjects. Some subjects such as fine art, music, physical education, and business studies there were no teachers allocated to teach such subjects. From the findings, the researcher concluded that agriculture, natural sciences, fine art, music, bookkeeping, commerce and physical education are very crucial subjects to empower grandaunts to involve in Self-Reliance after graduation. Nevertheless, the findings indicated that these subjects, except agriculture, teachers do not teach in school. Likewise, the researcher found that teachers in school teach Agriculture in theory than in practice that can not aid students to develop the required competence. In line with the findings, (Major & Offor, 2019) in Nigeria found that students in South-South Nigeria acquired farming and home economic skills but did not acquire a business, managerial, electrical, fine arts, and computer skills while in secondary schools. The researcher also postulated that skill-based entrepreneurship subjects such as Agriculture, Accounting, Building construction, Electronics, Clothing and textiles, food and nutrition should be in secondary schools to empower students in Self-Reliance. Similarly, (Ndem, 2016) found that teaching of prevocational subjects such as Agriculture and Home economics has a

strong influence in helping students to become Self-Reliance after graduation.

The government of Tanzania is insisting that students should involve in Self-Reliance after completing secondary whether in lower secondary or higher education. In line with this statement (MOEVT, 2005) demonstrated that Self-Reliance subjects (natural science, business studies and aesthetics) should help students to interact with their environment, demonstrate knowledge in understanding management of financial resources, entrepreneurship skills and attitudes that contributes to the personal development of the learner by providing essential living skills. Similarly, to the human capital theory, it insisted that education should aid students to develop skills, attitudes and competencies to become a human capital and contribute to economic growth. Therefore, in the selected public secondary schools in Meru, students are unable to achieve this objective because there were no teachers in schools allocated for teaching Self-Reliance subjects which lead students to complete secondary education with inadequate skills for Self-Reliance.

Also, the researcher interested to seek from students which subjects the participants like most in schools. The aim was to seek how the subjects conformed can contribute to the development of Education for Self-Reliance in students. The findings represented in figure 4.2

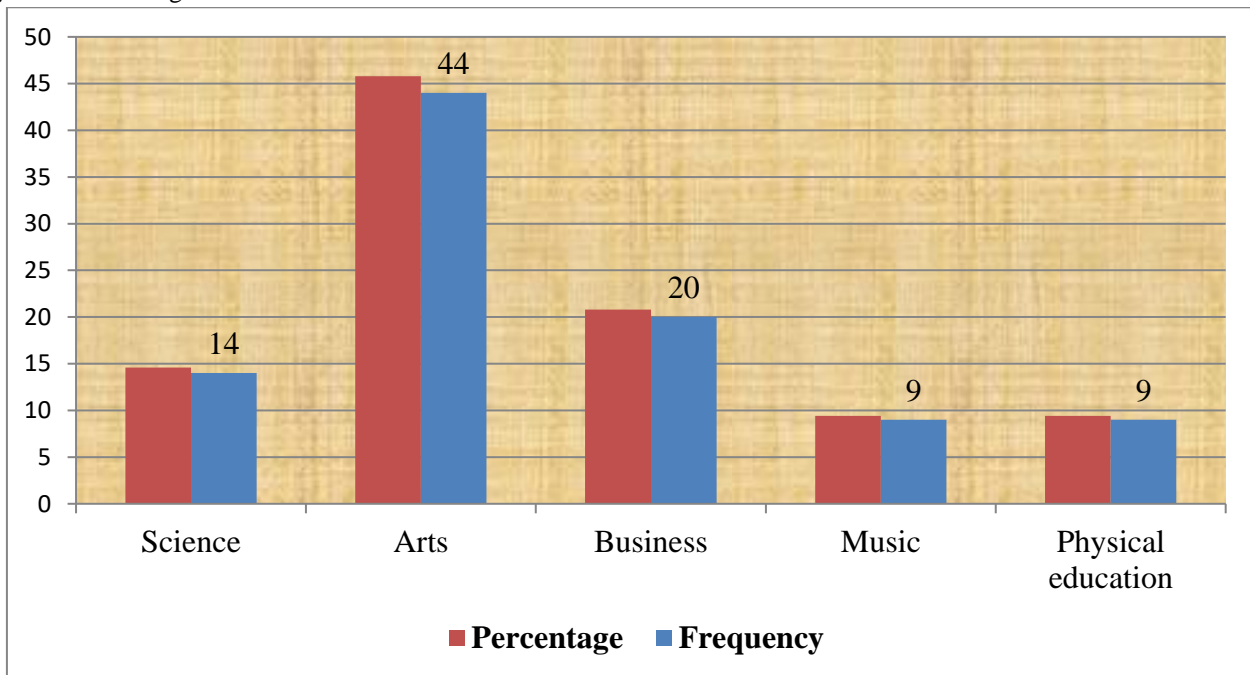


Fig.4.2: Students Favourite Subjects in School (n=96)

Source: Field data August 2020

Figure 4.2 indicated that 9.4 per cent of the participants adapt physical education in school, also 9.4 per cent prefer music, while 20.8 per cent were conforming in business. It also indicated that 45.5 per cent was in line with arts subjects and 14.6 per cent interested in natural sciences. These findings demonstrated that the majority of students (54.5 per cent) conformed to Self-Reliance subjects such as natural sciences, physical education, music and business studies in selected schools in Meru district in Tanzania.

Despite the participants' preference on these Self-Reliance subjects still, participants are not taught these subjects in school except natural science (biology, physics, chemistry, mathematics) and agriculture which taught in one of the selected schools. Also, in the selected secondary schools, teachers do not teach physical education, music and business studies in class. Notwithstanding in the schools, natural sciences are taught in a very challenging environment which can not aid students to develop the required competences. The researcher also observed that teachers are inadequate as well as teaching and learning resources to students to achieve competence. For example, in all selected secondary schools in Meru, teachers for mathematics, physics and chemistry are inadequate. Likewise, libraries, laboratories as well as laboratory instruments are also inadequate that setback development of natural science in the selected secondary schools. The situation hinders the development of entrepreneurship education. With the findings, (Uka, 2005) in Nigeria found that mathematics knowledge is crucial in teachers and students to make entrepreneurs. Thus, the government of Tanzania through the Ministry responsible for education should provide adequate teachers and teaching and learning resources as well as motivating teachers and students to promote mathematics skills to enhance entrepreneurship.

Just like in mathematics, students in secondary schools should be encouraged to conform to other science subjects. Figure 4.2 indicated that only 14.6 per cent adapt science subjects in the selected schools. The findings implied that students do not prefer science subjects in school because these subjects are provided in a very challenging environment. For example, the researcher found that in the selected secondary schools' teachers who were teaching science subjects were very few 11.3 per cents while the majority of teachers 88.7 per cent were in line with arts subjects. Also, teaching and learning resources like laboratories and laboratory instruments were inadequate to motivate students to adapt to science in schools. The findings were contrary to (Martin, 2014) that all students in secondary schools should study science and acquire

vocational skills. Therefore students in secondary schools should be encouraged and motivated in science subjects by eliminating all barriers which prohibit the development of science in schools.

Moreover, figure 4.2 demonstrated that students were conforming to business studies in the selected secondary schools in Meru. Business studies include commerce and Book-keeping. Although students prefer the learning of Commerce and Book-keeping, in the selected schools in Meru, neither Commerce nor Book-keeping is taught in the selected schools. The findings are contrary to (MOEVT, 2005) which required secondary schools to train students in business studies to aid them to demonstrate knowledge and understanding management of financial resources, entrepreneurship skills and attitudes of entrepreneurship to contribute to the personal development of the learner and providing essential living skills. Therefore there is a need for the Ministry responsible for education in Tanzania to ensure students in public secondary schools are trained in business studies to achieve the educational objectives in secondary schools. Also, there should be an allocation of adequate teachers with sound knowledge in Commerce and Book-keeping to motivate student learning.

Also, figure 4.2 showed that 45.5 per cent of the participants were in line with arts subjects in the selected secondary schools in Meru. The findings implied that these students conformed arts subjects because teachers are adequate compared to science and business studies. Although students prefer arts subjects in school, the subjects do not empower them in self-reliance.

Similarly, figure 4.2 showed that music and physical education preferred by students by 9.4 per cent each. Although teachers in schools do not teach physical education and music subjects to empower them in self-reliance, students indicated their preference in these subjects. The finding implied that in the selected secondary schools in Meru District, there are some students whose talents are not met in the general education curriculum. Therefore this can raise the need for authorities concerned with education to find alternative ways to reach and develop students' talents in secondary schools in Tanzania.

## **7.2 The relevance of Education for Self-Reliance**

In this objective, the researcher wanted to find out at what extent Education for self-reliance is relevant to ordinary level students in public secondary schools in Meru district council in Tanzania. Participants involved were teachers from public secondary schools, heads of school, youths,

parents and DEO for secondary schools in Meru. Figure 4.3 highlighted the findings on the relevance of self-

reliance education.

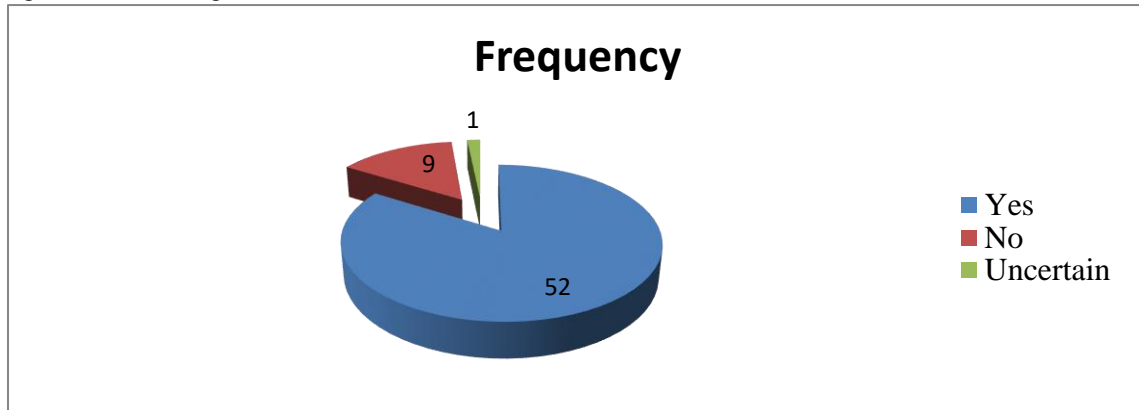


Fig.4.3: Teachers on the Relevance of Self-Reliance Education (n=62)

Source: **Field Data August 2020**

The researcher asked participants from teachers to indicate whether Education for Self-Reliance is relevant to ordinary level students in Meru district. Figure 4.3 showed that 85.5 per cent of the participants replied "Yes" it is relevant while 12.9 per cent answered "No" and 1.6 per cent was uncertain. The findings indicated that the majority of participants (85.5 per cent) found that Education for Self-Reliance Education is relevant to ordinary level students in secondary schools. The results also demonstrated that participants viewed Education for Self-Reliance as the best education that can help students to develop knowledge and skills for Self-Reliance. Some teachers, 12.9 per cent neglected Education for Self-Reliance, is relevant to the students in school. The findings implied that participants could not see its relevance because teachers do not teach Self-Reliance subjects in school. During the interview one of the interviewees quoted;

Education for Self-Reliance was indeed helpful in students, but today it is not taught in school. It is

a loss to the parents because if the students lost his or her four years in school and he finished with inadequate skills for agriculture and other domestic chores, it's a problem (Interviewee sixteen August 2020).

Besides the awareness of the participants on the relevance of ESR in school, they showed that students completed ordinary level secondary education with inadequate skills for Self-Reliance. It is contrary to the idea of the human capital theory, which viewed education as a tool to develop skills, attitudes and competences in students necessary for Self-Reliance.

In the same vein, the researcher asked participants to explain the relevance of Education for Self-Reliance to ordinary level students in public secondary schools. The findings showed that Education for Self-Reliance increase students' awareness, create employments, increase innovation, enhances development, reduce crime and immorality and reduce poverty as represented in table 4.1

Table 4.1: Teachers Description on the Relevance of ESR (n=62)

Teachers Responses	Frequency	Percentage
Increases awareness	13	21.0
Create employments	18	29.0
Enhances development	6	9.7
Innovation	8	12.9
Reduces poverty	10	16.1
Free crime and immorality	7	11.3
<b>Total</b>	<b>62</b>	<b>100.0</b>

Source: Field Data August 2020



The result in table 4.1 demonstrated that 91.9 per cent of teachers were able to explain the relevance of Education for Self-Reliance to students in schools. Also, participants understood that ESR plays a pivotal role in students’ lives, as represented in table 4.3. Participants described that ESR in school helps the student to have awareness in their environment. They can be able to seize opportunities around them, create employment and free from crime and immorality. It demonstrated that participants had concern on the relevance of ESR. Also, the findings showed that the teaching of ESR in school is very minimal. For example, in the selected public secondary schools, agricultural science, music, physical education, fine arts and business studies are not taught in the selected

secondary schools except agriculture which was only taught in one school. Funny enough teaching of these subjects in secondary schools is optional; however, are crucial subjects to empower students in Self-Reliance. Notwithstanding, these subjects are work-oriented that can help students to develop problem-solving skills as noted by (Sanga, 2016) who found that education must be work-oriented, relevant, serve society and creates problem-solving skills in students.

Moreover, the researcher asked students to mention the significance of Education for Self-Reliance to ordinary level students. The aim was to seek the participants’ awareness on the relevance of ESR in their daily life as the findings represented in figure 4.4

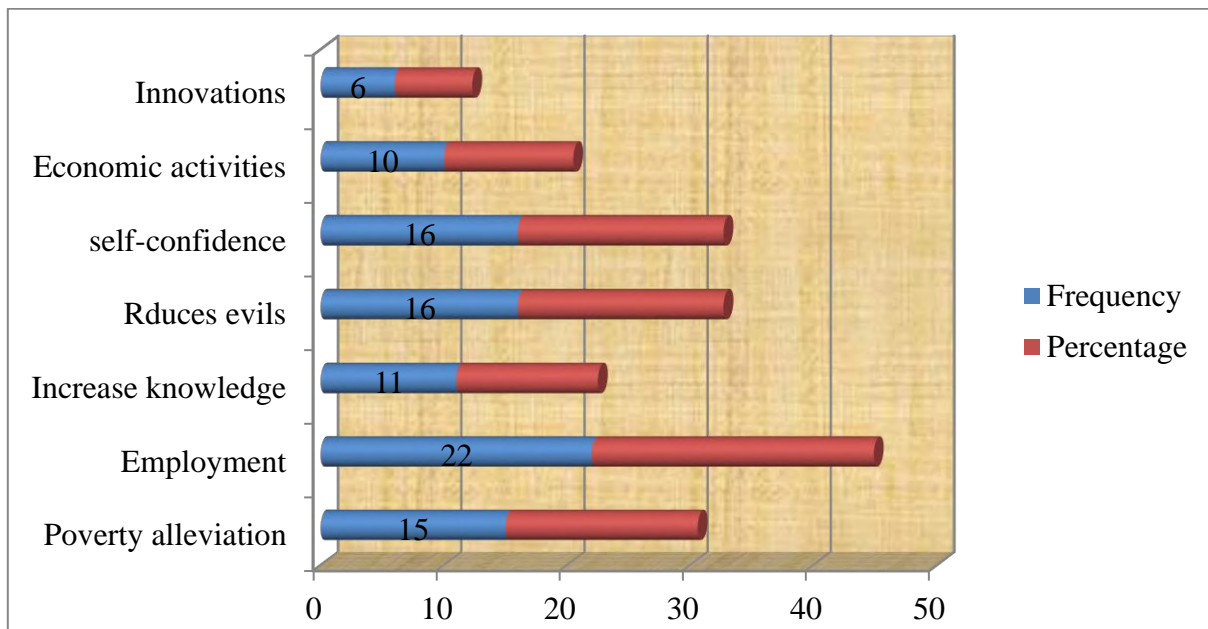


Fig.4.4: Students on the Relevance of Education for Self-Reliance (n=96)

Source: **Field data August 2020**

Figure 4.4 highlights that majority of students 95.8 per cent had awareness on the relevance of ESR to students in secondary schools. Participants mentioned innovations, self-confidence, engagement in economic activities, poverty alleviation as well as the creation of employment as the determinants of ESR skills in students. From the findings, students understood that ESR is profitable in their daily life after graduation. Despite the significance mentioned through observation, the researcher observed, ESR is provided in a way that cannot yield knowledge,

skills and attitudes necessary for innovation and creativity. For example in the observation of the selected schools, there was no evidence of income-generating project that aided students to learn practically except in one school which practised beekeeping, vegetable gardening, and banana cultivation, however, they had a small piece of land.

This picture was taken in the school environment practising beekeeping (micro bees) as indicated in figure 4.5.



*Fig.4.5: Bee Keeping Project in a School*

Source: **Field data August, (2020)**

Figure 4.5 indicated the school practising beekeeping project. This practice showed that teachers were innovative in their environment. Therefore, students could practice beekeeping in their school environment. The findings implied that students got an education in such an environment can have an opportunity to imitate and do similarly in their life after graduation. Therefore the schools are needed to introduce and practice different economic activities to help students to learn practically and develop self-reliance attitudes.

#### **Helps students to create employment**

The researcher asked participants to explain the relevance of Education for Self-Reliance to the students. The findings showed that 29.0 per cent of the participants said that Education for Self-Reliance help students to create employment. Like teachers, also 22.9 per cent of students argued that it helps in the employment creation after graduation. The findings implied that Education for Self-Reliance promotes useful skills and knowledge in students which are crucial in solving problems of employment. Nevertheless, an interviewee in school 1 pointed out that ESR contributes to students' skills in various areas which are essential in their life that means students develop Self-Confidence after graduation to involve in different economic activities. The participant argued that ESR provides skills for doing variety of projects. One of the interviewees said;

Tracing back in the history of Education for Self-Reliance students have a variety of skills that they could use in various projects when they

completed school. Currently, our students completed schools with inadequate skills for life. It's not the teacher's faults because they provided what to teach students in school. It is contrary to the previous time when there was a variety of subjects in schools to infuse Self-Reliance skills (Interviewee one, August 2020)

The findings from the interviewee showed that schools should provide training to develop skills for business ventures in students. Uju and John (2018) in Nigeria found that entrepreneurial skills and business play in youth employment by providing training to establish and grow business enterprise in local communities. The findings are contrary to the current situation whereby the subjects taught in school do not aid students to develop adequate skills for the creation of employment. Thus there is a need for the Ministry of Education to review the curriculum and introduce subjects that can help students to develop knowledge skills, competencies and attitudes for entrepreneurship.

#### **Increases knowledge to the students**

Also, the findings in figure 4.4 indicated that 11.5 per cent of the participants from students suggested that Education for Self-Reliance develops student knowledge and skills. Just like students in table 4.1 participants from teachers, 16.1 per cent explained that ESR develops knowledge in students for solving their prevailing problems. The findings demonstrated that Education for Self-Reliance help to develop problem-solving skills in students. Thus it develops Self-Confidence in students as well as essential

living skills and knowledge of their surrounding environment. During the interview, an interviewee in school 2 argued that ESR plays in students because it provides skills for life and thus reduces youth lamentation to the government about employment issues. The participant quoted;

ESR is useful because currently, the world has changed in a way which requires a person to be creative to survive. For example, it is not easy to get a job, even if you have a degree. Therefore ESR is useful in school to assist students to develop knowledge and skills so that they could have independent living after graduation (interviewee four August 2020).

The findings indicated that the participants viewed Education for Self-Reliance as a crucial education needed by students to develop knowledge and skills necessary for life. Despite the relevance of ESR in the student's life, the researcher observed that in the selected schools in Meru, teachers do not teach Self-Reliance subjects. Therefore there is a need for the government to ensure subjects such as physical education, music, fine arts, information and computer studies are taught in secondary schools to develop students' knowledge and skills to empower them in Self-Reliance.

#### **Help students to engage in economic activities**

When the researcher asked participants to explain on the relevance of Education for Self-Reliance to the students 10.5 per cent from students pointed that it helped students to engage in various economic activities while 9.7 per cent of teachers argued that it enhances development in students. Therefore, the findings demonstrated that Education for Self-Reliance develops practical skills in students to use in the creation of several economic activities. In the same vein, the researcher asked one of the interviewees to explain how they helped students to develop life skills in school. The interviewee replied;

In our school, we teach agricultural science to help students to acquire life skills. We know that most of our students are from agricultural community so we think it's better at least to give them agricultural skills because the majority of these students end in form four thus they can use the skills to invest in agriculture and improve their welfare. Unfortunately, this subject is optional; therefore few students conformed in agriculture (Interviewee five August 2020).

From the finding, it postulated that heads of schools found ESR as a useful education that should be provided to the

students to help students to develop skills and knowledge for engaging in economic activities. ESR acts as a bridge that connects grandaunts and the community. Inline to the findings (Evans-Obina, 2016) found that entrepreneurship education serves as the engine of fuelling innovations, employment generation, economic growth, and social welfare. Therefore the findings highlighted that ESR is useful to develop knowledge, skills and attitudes in students for engaging in different economic activities. Thus there is a need for teachers in the school to teach Self-Reliance subjects to develop student's knowledge, skills and attitudes for entrepreneurship.

Also, another interviewee provided that the current education system has a problem. The interviewee asserted that nowadays, students learn things in school not useful to them. The interviewee quoted;

I wonder a kind of education provided nowadays because currently when a student completed school, they do not have adequate skills for self-management. They depend on their parents to guide them for everything contrary to the previous years. This shows that there is something wrong in school because many things previously taught in school currently are not found in school. I remembered we learnt agriculture and domestic science when we were at school, and these subjects were useful to provide essential living skills (interviewee two August 2020).

The findings postulated that participants valued the contribution of Education for Self-Reliance in students. Also, it indicated that parents are aware on the kind of education currently provided in students which cannot aid students to be Self-Reliant. Thus the government is required to take necessary initiatives to incorporate practical subjects to make students to acquire essential living skills and engage in different economic activities after graduation.

Moreover, the researcher interviewed youths already graduated in ordinary level secondary education. The researcher aimed to seek their perception on the relevance of Education for Self-Reliance in their daily life. The interviewee argued that Education for Self-Reliance provides knowledge and skills for life. During the interview one of the interviewee narrated;

I studied in two different schools before I completed form four. In the first school, there was cattle project and vegetable gardens, so each student ordered to participate in the management

of cattle and watering vegetable gardens. However, teachers did not teach Agriculture formally in class, we practically did, so I got skills on keeping cattle and garden care. We thought as if we were harassed by the teachers. Then I have been shifted to another school where we only engaged in-class activities. Today I remembered the first school. I got knowledge of cattle rearing and garden care which currently supporting my life. The interviewee added that if students could understand the importance of extracurricular activities in school, they could participate fully in those activities (Interviewee three August 2020).

The findings implied that participants also understand the value of ESR in secondary schools. The interviewee was able to remember the first school whose education contributed some skills and knowledge in his life because something practically inculcated in his mind. In the other hand, the interviewee did not remember the second school because they were free dealing with only in-class activities. The findings revealed that the best education is the one which inculcates knowledge and skills of doing various activities and help an individual to be a human capital. Concerning what education should bring to students (Becker, 2013) in discussing human capital theory supported that human capital is the knowledge, information, ideas, skills, and health of individuals. Thus, education should aid student to develop knowledge, skills and attitudes to help them to be human capital.

#### **Free from crimes and immoralities**

Figure 4.4 also indicated that 16.1 per cent of students argued the relevance of Education for Self-Reliance is to reduce crime in the community while participants from teachers 11.3 per cent provided that it helps to free from youth from crimes and immoralities. Education for Self-Reliance develops work attitudes in students to involve in a variety of economic activities to get essential needs. Also, the researcher found that in Meru district youth graduating in secondary schools with inadequate skills for Self-Reliance are unable to engage in various activities to get essential requirements. Therefore some of them were engaging in illegal practices although the district has abundant resources. Thus the government and community should take necessary initiatives to ensure students are trained in Self-Reliance in secondary schools to develop a safe community.

#### **Helps to alleviate poverty**

One of the relevance of ESR explained by the participant from students was to alleviate poverty by 15.6 per cent. Participants provided that ESR in school promotes the essential knowledge and skills for investments. ESR develops student understanding on variety of activities to be performed to get their needs. Like students, 16.1 per cent of teachers in table 4.1 indicated that Education Self-Reliance helps to reduce poverty in the community. Reduction of poverty is one of international agreement in achieving sustainable development goals by 2030, and Tanzania is among signatories. Therefore for the country to achieve the goal, ESR should be promoted in public secondary schools to develop students' knowledge, skills and talents for entrepreneurship and contributes to the economic growth.

## **VIII. CONCLUSIONS AND RECOMMENDATIONS**

### **8.1 Conclusions**

The study sought to assess the relevance of Education for Self-Reliance in public secondary schools in Meru district council in Tanzania. Based on the research objectives and the study findings, the researcher found that subjects such as physical education, music, fine arts, agriculture, commerce, Book-keeping and information and computer studies are very crucial in empowering students in Self-Reliance. Despite the usefulness of these subjects in Self-Reliance, the researcher found that teachers do not teach these subjects in the selected secondary schools except agriculture which was only taught in one of the selected secondary schools. The researcher also found that education for Self-Reliance are very relevant to ordinary level students in public secondary schools in Meru district as it helps students to alleviate poverty, engage in economic activities, increase self-confidence, enhances knowledge and skills, create employments and free them from crimes and immoralities after graduation. Although participants viewed Education for Self-Reliance as compulsory education required by students in Meru district in Tanzania, the researcher found that there is no emphasis in secondary schools thus; many students are graduating in secondary schools with inadequate skills for self-reliance which affected their lives. Therefore the researcher concluded that there is a need for the government to emphasize the teaching of subjects such as physical education, music, computer and information studies, fine arts, agriculture, home economics, commerce and Book-keeping as indicated in the curriculum for secondary education to empower students in Self-Reliance.

## 8.2 Recommendations

The study revealed the relevance of Education for Self-Reliance to ordinary level students in secondary schools in Meru District. The researcher recommended the following to ensure its provision in secondary schools.

- i. The government through the Ministry of Education Science and Technology to plan an education policy framework on the emphasis of the teaching of physical education, music, fine arts, commerce, Book-keeping, agriculture, home economics, information and computer studies in public secondary schools to empower students in Self-Reliance.
- ii. Teachers in schools should be provided with in-service training through seminars, workshops and professional development to raise their knowledge and skills on the provision of Education for Self-Reliance in secondary schools. Just like in-service teacher training pre-service teachers should be well prepared in the teaching of Self-Reliance subjects to facilitate the provision of Education for Self-Reliance in school.

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