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VOCATIONAL AND EDUCATIONAL ASPIRATIONS
AND EXPECTATIONS: A ZANZIBAR,
TANZANIAN SURVEY

A thesis presented in fulfilment
of the requirements for the degree
of Masters in Education
at Massey University

SEBTUU MUHAMMED

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This thesis is dedicated

to

my Grandmother

'Bi Sungura'

ABSTRACT

This study attempted to examine the educational and vocational aspirations of Form III students in the three regions of Zanzibar Island (Tanzania). Data was collected from a questionnaire administered to 340 students from 14 different schools.

The data was processed by computer and eight hypotheses concerning the effects of gender, geographical location and socio-economic status were examined.

The results revealed: that educational and vocational aspiration was very high; intention to continue with higher education was associated with scholastic performance; but the level of education aspired to and the reasons for continuing with education, had very little relationship with the choice of jobs.

Aspirations were found to be higher than expectations, therefore, jobs expected tended to be lower in status than those aspired to.

It was also found that female aspirations both educational and vocational were lower than male aspirations. Females also indicated lower parental encouragement than did males. In the choice of jobs, females showed some measure of limited choice to teaching, nursing and clerical jobs. Males showed more understanding of the "reality" of the job market than girls.

Urban/rural differences were not very clearly observed, except with respect to parental encouragement. Urban students also showed a wider range in their choice of occupations. Comparisons of the three regions indicated that students in the North had higher educational and vocational aspirations.

Socio-economic status was found not to be very predictive by itself. However, certain effects were observed when region and gender were taken in conjunction with it.

Some explanation of the results was attempted and some implications were drawn.

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INTRODUCTION

The present Zanzibar school system began in 1971 based on the principle that every person is entitled to free primary and three years of secondary education, a total of eleven years of education. The change had two aims:

- (i) to give equality of opportunity - in that all students would have at least a minimum level of secondary education,
- (ii) to raise the school leaving age from fourteen to seventeen, so that by the time, the students left school they would be of employable age.

The type of education provided in this, the first cycle, is purely general, but also makes general provision for one-sixth of the school time to be used for "Education for self reliance". The skills provided in this part of the programme are supposed to build self sufficiency and self dependency when the students leave schools. Schools are free to select projects to promote the students and the schools self sufficiency and which are adaptable to their circumstances. The projects range from farming, poultry keeping, lime burning to fishing, depending upon the locality of the schools. Their success depends upon the initiatives of the teachers and the Heads. The projects in some schools have contributed towards the running and upkeep of the schools.

The outcomes for the students themselves are not so clear. All Form III students (except those in selected colleges) sit for an examination (set by the ministry) at the end of the third form. The examination provides them with a school leaving certificate. About 35 percent of those who sit for the examination are selected for further education (1,300 students were selected out of 3,800 in 1980). Less than 1% of the selected go to the commercial college for a two year course in secretarial and business studies. The rest go on to one year of general education to get a National Form Four Certificate which is recognisable as a qualification, in the world of employment.

With the provision of education to all children to the level of Form III, a number of unforeseen problems have appeared.

1. Because of the greater number of years spent in school, students and parents form higher expectation. Schooling in Zanzibar is associated with employment. The employer in most cases is the government, but the new leavers cannot be absorbed into government employment.
2. The three year economic development plan (1977-1980) provided for Form IVs and above but not Form III school leavers.
3. So far, in the change of the education system, the future of Form III school leavers has not been considered thoroughly enough.

In view of such problems the main concern of the present study is to investigate aspects of the transition of Form III students from school to work. In particular, issues concerned with the attitudes and aspirations of leavers towards education and job choices. Behind the inquiry is the thought that too great a discrepancy between expectations and actuality may be in neither the pupils' nor the country's interests.

For the study, a survey of thirteen schools in the three regions of Zanzibar Island was undertaken. The report that follows provides an account of the survey, the background to it and the results achieved.

Chapter one deals mainly with a review of the previous studies on school leavers and related factors. Chapter two discusses the research design. Research procedures are dealt with in Chapter three. The findings are presented in Chapter four, and finally Chapter five is concerned with a discussion of the results and possible conclusions.