

## **Effectiveness of Femi Tanganyika Plantation Company Project on Motivating Students to learn in Lower Moshi Kilimanjaro, Tanzania**

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### **Abstract**

This study was conducted to evaluate the implementation of Femi Tanganyika plantation company project (FTK) in Lower Moshi primary and secondary schools within Kilimanjaro region. The evaluation focused on three project activities which was provision of school lunch, facilitation of bus transport and rewarding best performing students. In addition to the three activities, the study also investigated the challenges facing the implementation and strategies for improvement. The study was guided by the context, input, process and product (CIPP) evaluation model developed by Stufflebeam in 1971. The study adopted a convergent design under the mixed methods approach and it targeted project village managers, heads of schools, students and teachers in Lower Moshi. The study sample consisted of 100 students, 20 teachers, 5 heads of schools and 5 village project managers to make a total number of 130 respondents. Questionnaires, interview guides and observation guides were used to collect the required and the collected data were analysed descriptively to generate frequencies, percentages and means with the aid of computer software (SPSS) version 22 and the presentation of quantitative data was done using tables and charts. Qualitative data were analysed thematically and presented in words being supported by direct quotations. The study found out that the three project activities are being well implemented and are bringing improvement to the quality of education in Lower Moshi. The study recommended a regular monitoring and evaluation of the project to enhance its implementation.

**Keywords:** project, education, implementation, effectiveness, evaluation

## 1. INTRODUCTION

Education is considered as an important factor for addressing different problems such as poverty, environmental destruction and social injustice across all communities. It is a tool for changing the behaviours, and lifestyles of people towards bringing personal and national development (Saqib, et al, 2020). Thus education is seen as the perfect means towards development (Overton, et al, 2020). For a nation to achieve sustainable development goals, one of the factors than needs to be well improved is the education provided to its citizens. Even the great leaders of Africa including Julius Nyerere of Tanzania and Nelson Mandela of South Africa acknowledged the importance of education for national development. For instance Nyerere, viewed education as a means of bringing about collective development and Mandela viewed education as the most powerful weapon for bringing changes across the world (Mulenga, 2001; Roszkowska & Filipowicz-Chomko, 2021).

By understanding its role to personal and national development, many governments in the world are making deliberate efforts to improve the quality of education provided in their countries (Budiharso & Tarman, 2020). For the case of Tanzania, the country from 2016 started implementing the fee free education policy whereby primary education and ordinary level secondary education has been regarded as basic education and was provided freely in all public schools in the country (United Republic of Tanzania, 2014). The implementation of this policy has resulted into an increase in the number of pupils in primary and secondary schools (Yusuph, 2019). This was a good achievement towards achieving the goal of education for all (EFA) policy which aims at ensuring access to education for all the school aged children.

In the Tanzanian context, most of the public primary and secondary schools are day schools (students spend the day time at schools and then get back to their homes). To improve school attendance as well as the academic achievements, learners need to be psychologically prepared and should feel comfortable while at the school. Research indicates the provision of school lunch was one of the best strategies to enhance students' school attendance and academic achievement (Gordanier, et al, 2020). However, the participation of students in school lunch was low as most of the public primary schools do not has school lunch programs. This has lead into stunting and thinness among primary school students especially in rural areas in Tanzania (Teblick, et al

2017). Hunger among students reduces their consecration during class time and also acts as a demotivating factor for their school attendance.

Another factor that affects the delivery of quality education in most of the public primary and secondary schools in Tanzania was lack of transport to and from school. Since most of the public schools have no established mechanisms for getting their students to school and out of the school, most of them depend on public transport. The time students spend on road looking for transport facilities greatly affects their academic performance as well as their school attendance (Yeung & Nguyen-Hoang, 2020). The issue of transport was even worse in rural areas where there are few transport facilities and therefore most of the students depend on bicycles or walking to schools. Therefore, these students spend a lot of time in the roads. They reach school late and therefore their concentration in academic matters was reduced (Sharma & Levinson, 2019). The issue was critical even in big cities like Dar-es salaam where pupils who use public transport always report late to schools, when the first lessons has started and they also had limited time to do homework or assignments at home due to the fact that they use most of their time on the roads either to or from school (Mlagala, 2016).

Before the introduction of fee free education policy, parents were making contributions to fund lunch at the schools. However, when the government of Tanzania insisted on free education, all the school contributions were banned. This led to some schools which had school lunch to stop due to lack of funds. To respond to the challenges that are associated poor nutrition at school and lack of transport facilities, different governmental and non-governmental organisations joined hands and came up with a number of strategies. In Lower Moshi, one of the Femi Tanganyika Planting Company initiated a project aiming at improving the provision of education in primary and secondary schools. In the education sector, the project aimed at proving school lunch, enabling transport and offering scholarship to the best performing primary and secondary school students (FEM, 2019).

The rationale for establishing the Femi Tanganyika planting company project in Kilimanjaro was to meet the demands of secondary and primary school pupils in Lower Moshi. The project was designed to combat truancy, illness and the inability of most students to acquire lunch. The project activities included building cook stoves in the schools to ensure that proper meals were prepared for both primary and secondary school pupils. Therefore in the education sector, the

crucial goal of FTK project was to increase access and quality education for both secondary and primary schools and provide them with good health care in lower Moshi. The project started implementing three objectives, bus transport, rewarding the best student and giving lunches in primary and secondary students in 2018 where five wards of lower Moshi in four wards of Arusha Chini, Mabogini, Kahe and Msituwa Tembo were involved. The project has been in place since 2018 but no evaluation has been conducted to determine its effectiveness. This gave a room for the current evaluation study to be conducted to determine the extent to which the project was achieving its objectives.

### **1.1 Evaluation Questions**

1. To what extent does the project provide lunch to primary and secondary school students in Lower Moshi?
2. How does the FTK project reward the best performing primary and secondary school students in Lower Moshi?
3. To what extent does the project provide bus transport to primary and secondary school students in Lower Moshi?

### **1.2 Evaluation Model**

This study was guided by the context, inputs, process and product (CIPP) model developed Daniel Stufflebeam in 1971. Stufflebeam viewed evaluation as the process of providing alternatives that will help decision makers to inform about the project or program being evaluated (Stufflebeam, 2005). The study was guided by the context, input, process and product (CIPP) evaluation model developed by Stufflebeam in 1971. Under the context evaluation, the evaluator determined the needs of the primary and secondary school students in lower Moshi to find out whether the project activities and objectives are meeting such needs.

For the case of inputs evaluation, the evaluator collected information on the available resources to determine whether time, physical facilities, financial and personal resources required for effective implementation of the project are available. On the part of process evaluation, the evaluator collected information on to determine the extent to which the proposed project activities are being carried out as planned. Finally, in product evaluation the evaluator determined the number of students who are provided with school lunch, bus transport and rewards to determine whether the objectives of the project are being achieved.

## **2. Literature Review**

One of the project objectives was to provide lunch to primary and secondary school students for the purpose of improving their attendance and academic performance. This was not the first project to have the objective, several other projects do the same in and outside the country and, therefore, empirical studies had been conducted on how such projects implement the provision of lunch to students. In the United States of America, Gordanier, Ozturk, Williams and Zhan (2020) analysed the effects providing universal free lunch to the school attendance and academic performance of middle school students in the state of South Carolina. This project was known as the community eligibility project (CEP). The researchers collected data on students' performance and attendance before and during the implementation of the project. Their study found that CEP leads to an increase in the performance and attendance of students and therefore it was recommended for the project to be expanded so as to improve students' school attendance and academic achievement.

In Tanzanian context, a study was conducted by Teblick, De Deken, Vanderbruggen, Vermeersch and Teblick (2017) who aimed at determining the prevalence of stunting and thinness among primary school aged children in Arusha region. The aim of collecting data on these aspects was to develop a targeted nutritional support program. The study adopted a cross sectional design whereby anthropometric measurements of all 1379 students at Baraa primary school were measured and compared to the world health organisation (WHO) reference data using Pearson's chi-square. The study found the basic anthropometric data from the study participants were significantly lower than those suggested by WHO. The study concluded that under nutrition was prevalent among primary school children in Arusha region. To improve the nutrition status of these children, the study led to the implementation of school lunch programme that was sponsored by a Belgian non-profit organisation.

Another objective of the FTK project was to reward the best performing primary and secondary school students. This was expected to be done supporting them and giving scholarships for secondary and post-secondary studies. Different scholars have researched on the effectiveness of implementing such rewarding systems towards improving the acquisition of knowledge, values and skills to students. One study was conducted in the United States of America by Waddington and Berends (2018) aiming at examining the impact of the Indiana choice scholarship program

on students' achievement for low-income students in upper elementary and middle schools. The program targeted the best performing students in public schools who were then transferred to private schools. Longitudinally, the study analyzed students' performance data from public and private schools. The study revealed a significant drop in the performance of shifted students compared to the performance of students who remained in public schools. The study therefore concluded that the program has failed to improve the academic performance of low-income students.

Another study on rewarding system was conducted in Indonesia by Saraswati, Ratminingsih and Utami (2020). The aim of the study was to investigate the types of rewards used in teaching focusing on the frequency of rewarding, the context in which reward was given and how students and teachers perceived rewarding. This was a qualitative study involving 112 first grade students and 4 first grade teachers selected from Bali secondary school in Indonesia. Researchers collected data through observation, recording and note taking. The study found out that teachers commonly used verbal and object rewards and the teachers perceived the giving of rewards to positively influence students' academic performance. The study, therefore, recommended of proper designing and implementation of rewarding systems so as to make the learners creative and motivated.

Most of the students in primary and secondary schools in Lower Moshi depended on public transport from home to school. The schools did not have transport facilities and, therefore, one of the objectives of the project was to provide bus transport for students from home to school and vice versa. The issue of how transport was provided has been researched by a number of scholars. For instance, Yeung and Nguyen-Hoang (2020) conducted a study to examine the effect of school transport modes on a child's academic achievement in America. Regression analysis was employed whereby data were collected from through Household travel survey. Findings found out those children who are dropped off from private vehicles, and to a lesser extent, walk to school, have higher test scores than children who ride the bus. Therefore, the researcher concluded that the mode of transport affects students' academic achievements and thus recommended for improvements in the provision of transport facilities to the students to and from school.

In Tanzanian context, Mlagala (2016) conducted a study to examine the impact of public transport system on the academic performance of primary school student in Dar es Salaam, Tanzania. The study used mixed method whereby data were collected from 54 respondents including 35 students and 9 teachers through questionnaire and interview. The finding revealed that students who use public transport arrive to school late when the first classes have started. They also fail to get enough time to do homework or revise at home because of limited time. Furthermore, their time for homework and private studies was spent on the way struggling to board the public buses. These findings imply that students' transport to and from home was a matter of great concern. This was why one of the objectives for the implementation of FTK project was to assist students' transport. However, the project has been in existence for more than twelve years but no single evaluation study has been conducted to assess its effectiveness. It was important then for the current study to be conducted to evaluate the implementation of projects activities and one of the focus areas was on the extent to which the project provides bus transport to primary and secondary school students in lower Moshi.

The reviewed empirical studies have identified the importance of providing lunch students. The studies have shown that there was a positive relationship between students' participation on feeding programs and their academic performance and school attendance. The studies also have shown that rewarding systems at all levels of education motivate students and therefore improve their academic attainments. Moreover, the studies have shown the existence of a positive correlation between the mode of transport used and students' school attendance and academic achievement. However, despite the fact that provision of bus transport, school lunch and rewards to students in primary and secondary schools in lower Moshi are among the objectives of the FTK project, there was no current study that has been conducted to evaluate the achievement of these objectives. Therefore, this study was conducted to fill the gap by evaluating the implementation of FTK project in primary and secondary schools in lower Moshi, Tanzania.

### **3. Research Methodology**

The study adopted a convergent design under the mixed methods approach. The design helped the evaluator to collect both qualitative and quantitative data at the same time. The advantage of using this design was that the weaknesses of one form of data were supplanted by the strengths

of the other form. Additionally, the collection of qualitative and quantitative data at the same time enabled the researcher to use little time in the process of data collection. The study targeted project village managers, heads of schools, students and teachers in Lower Moshi where FTK project was being implemented. The evaluator made use of both probability and non-probability sampling techniques to obtain the study sample which consisted of 100 students, 20 teachers, 5 heads of schools and 5 village project managers to make a total number of 130 respondents.

Questionnaires, interview guides and observation guides were used to collect the required data whereby teachers and students responded to questionnaires while heads of schools and village project managers were interviewed. The evaluator also visited the sampled schools and observed the provision of school lunch and availability of bus transport to students. The collected data were analysed descriptively to generate frequencies, percentages and means with the aid of computer software (SPSS) version 22 and the presentation of quantitative data was done using tables and charts. Qualitative data on the other hand were analysed in themes emerging and presented in words being supported by direct quotations. The evaluator adhered to the ethical principles in research which involve informing the participants, asking for voluntary participation, maintaining confidentiality and protecting the respondents from any harm.

#### 4. Results and Findings

- **Extent to Which the Project Provide Lunch to Primary and Secondary School Students**

One of the FTK project objectives was to provide lunch to primary and secondary school students in Lower Moshi. Therefore, it was important for the evaluator to collect data so as to determine the extent to which this objective was being achieved. Since the school lunch was aimed at benefit the students, the evaluator started by asking students to indicate in their questionnaire whether they agree or disagree with eleven statements on the provision of lunch. The findings on this question are summarized in table 1.

Table 1 Students' Responses on Lunch Provision by FTK project (n = 96)

Statements	SA		A		U		D		SD		Mean scores
	f	%	f	%	f	%	f	%	f	%	

Pupils are always provided with food at school	75	78.1	20	20.8	0	0	0	0	1	1	4.75
The food is provided on time	48	50	47	49	1	1	0	0	0	0	4.49
There is variety of food types.	37	38.5	31	32.3	15	15.6	11	11.5	2	2.1	3.94
Distribution of food is fairly done	36	37.5	51	53.1	7	7.3	2	2.1	0	0	4.26
The food provided at school is delicious.	30	31.3	55	57.3	6	6.3	5	5.2	0	0	4.15
The food is served in clean utensils	27	28.1	62	64.6	6	6.3	1	1	0	0	4.2
The food is prepared in clean environment.	27	28.1	55	57.3	12	12.5	2	2.1	0	0	4.11
The food provided at schools caters for balanced diet	27	28.1	38	39.6	27	28.1	4	4.2	0	0	3.92
The food provided gives students relief from hunger	27	28.1	44	45.8	15	15.6	7	7.3	3	3.1	3.89
The amount of food provided to pupils is sufficient	23	24	61	63.5	11	11.5	1	1	0	0	4.1
The food provided is of good quality	22	22.9	51	53.1	19	19.8	3	3.1	1	1	3.94

**Source: Field Data (2021)**

Data in table 1 show that 78.1% of the students agreed to the statement that pupils are always provided with food at school and only 21.9 % of the students disagreed on the same. This implies that majority of the students who participated in the study were very positive to the statement that food was provided in their schools. Having this large number of students who agree on the statement was an indication that the objective of providing school lunch to primary and secondary school students in Lower Moshi was being achieved by the project. The provision of school lunch to pupils was a good move towards improving students’ academic progress as suggested by Schwartz and Rothbart (2020) who contended that students’ participation in school lunch enhances their school attendance as the result improves their academic achievements.

Concerning the distribution of food, 90.6% of the student participants agreed on the statement that the distribution of food was fairly done. This implies that majority of the students who took part in the study were satisfied with how the food was distributed. Fair distribution of food means that each student gets the same share and there was no discrimination in the distribution of food. Having no conditions for food distribution was an indication that the FTK project fulfils its

aim of providing food to the primary and secondary school students in Lower Moshi without discriminations. However, 32.3% of the students were either of no option or disagreed on the statement that the food provided caters for balanced diet. This implies that, though the project provides lunch to all the students, the lunch provided was not considered to cater for balanced diet by most of the students.

Failure to provide balanced diet may not effectively stabilize the health of students and therefore their concentration in class activities may not be improved. This was in agreement to what was observed in Arusha region by Teblich et al, (2017) that under nutrition was prevalent among primary school children in the region. For this case, under nutrition does not mean that students are not provided with food at the school, the food was provided but it does not contain all the necessary nutrients.

The evaluator further inquired information from village project managers and the head teachers to determine so as to confirm the information collected from students' and teachers questionnaires. During the interview with village managers and heads of school, the provision of school lunch was seen to be given high by the project in all the schools. For instance, the village project manager "1" had the following to say;

*All the schools in my village are offering school lunch to the students. We acknowledge getting support from the FTK project. Before the project, funds to support school programmes were raised from parents. However, some parents were not making such contributions and therefore affecting the provision of lunch. But since the establishment of the FTK project, lunch programmes in all the schools are sustainable (VPMI personal interview 27<sup>th</sup> May, 2021).*

Responses from the village project manager indicate that the project had achieved to provide school lunch to the schools located in the village. Furthermore, the project had made the provision of school lunch to be consistent compared to the one funded by parents which was implemented occasionally. Providing students with school lunch was a good step towards improving students' learning. According to Gordanier et al (2020), providing students' lunch at schools improves their school attendance and their academic achievement. Therefore, when

pupils are provided with school lunch, they will always attend schools and participate effectively in the academic activities and hence improve their academic performance.

- **Awarding the Best Performing Primary and Secondary School Students**

Another activity stipulated in the FTK project document was awarding best performing primary and secondary school students. This activity made up the second evaluation question whereby the evaluator wanted to determine how the project awarded the best performing students in Lower Moshi primary and secondary school. To achieve this, a rating scale was prepared with ten items indicating awarding strategies and the students and teachers were asked to indicate whether each rewarding strategy was much applied, applied, somehow applied or not applied at all. Their responses were analyzed to generate mean scores according the scale the highest expected mean score was 4 and the lowest one was 1. The results of analysis have been summarized in table 2

**Table 2: Students and Teachers Responses on Provision of Rewards by FTK Project**

<b>Rewarding activities by FTK</b>	<b>Students' mean</b>	<b>Teachers' mean</b>
Giving the best performing students certificate of appreciation	3.43	2.90
Giving the best performing students electronic accessories such as computers	3.19	2.55
Giving the best performing students leisure parties	3.05	2.55
Giving the best performing students money	3.83	3.85
Giving the best performing students new uniforms	3.01	2.75
Giving the best performing students package of gifts	3.18	2.95
Giving the best performing students Scholarship for higher education	2.83	3.00
Giving the best performing students Scholastic materials such as books, exercise book, pen, ruler	3.27	3.10
Giving the best performing students sport tools	3.22	3.20
Giving the best performing students tours outside the school	3.18	2.60

**Source: Filed Data (2021)**

Table 2 shows that the mean scores for students and teachers on whether the FTK project gives the best performing student's certificates of appreciation were 3.43 and 2.90 respectively. This means that most of the students and teachers who responded to this question indicated the

provision of certificates to the best performing students as being mostly applied. Providing certificates of appreciation to the best performing student acts as a catalyst to the recipient and other students to work hard so as to be appreciated. The use of certificates of appreciation was more valued by students than just the use of verbal rewards Saraswati et al, (2020). This was because empty words are likely to be forgotten so easily but the certificate will remain for a long time. Therefore, the use of certificates of appreciation was an indication that the FTK project was achieving its objective of awarding the best performing primary and secondary school students in Lower Moshi.

Concerning giving money to the best performing students as awards, data in table 5.5 show that students and teachers scores the mean scored of 3.83 and 3.85 out of 5 respectively. This implies that most of the teachers and student who responded considered the giving of money to the best performing students to be much applied by the project. This was an indication that the project has succeeded in proving monetary rewards to the best performing students. Rewarding students by giving them money was a motivation to students who receive the money as well as others who may also wish to be awarded. This argument was further supported by Saraswati et al (2020) who contended that students who are given rewards strive to keep themselves at the best levels and those who are not given do strive so as to reach the standards for being rewarded.

Furthermore, heads of schools, head teachers and village project managers were interviewed on the same issue to determine the extent to which FTK project has been rewarding the best performing students in lower Moshi. Their responses indicated that sometimes students are rewarded as one of the head teacher from school “2” said;

*Students have been provided with various gifts by FTK when they perform well in their studies. These gifts include tuition fees in higher education for example form one to four, form five and six or various colleges such as vocational training colleges (HOS2, personal interview, 28<sup>th</sup> May, 2021).*

Responses from this head of school was indicates that the project offers some kinds of support in forms of rewards to the students who demonstrate excellence in their studies. Providing students with motivation will make them to work hard. According to Waddington & Berends (2018); Saraswati, et al (2020), rewarding students at all levels of education has a positive impact to their

academic performance. Therefore, as FTK awarded the best performing students, these students are motivated so as to maintain the status of being rewarded and the ones who are not rewarded will work hard so as to get the requirements for them to be awarded. This will ultimately improve their academic performance. During the interviews, it was also revealed that schools in corroboration with FTK management have set the criteria for students to be awarded as well as the kinds of rewards given. This was made evident by the head of school “3” as she said the following;

*At this school the students who are doing well have been awarded by FTK various prizes for learning. Students who ranked first to tenth in the national exam form two were awarded a sum of money to help them buy various school supplies (HOS3 Personal interview, 1<sup>st</sup> June, 2021)*

The response from this head of school implies that the school has established the criteria for rewarding students. Having such criteria minimizes some complains of favoritism during the rewarding process. Therefore, each student knows what was required for him to achieve so as to receive the gifts. This will make the students to strive in achieving the standards so as to be eligible for receiving the rewards. As students will be struggling to perform according to the established standards, their academic performance as well as the general school performance was likely to be higher.

The village project managers also acknowledged that the project has been rewarding the best performing students. However, the compared to the other two objectives (lunch provision and offering bus transport), the provision of rewards to the best performing students was somehow low in some of the schools. For instance, one project manager said;

*FTK has given prizes to those who do well in the national examinations, with good results in the form two and form four national examinations. But the rewarding was not done in all the schools and all the years (VPM1 27<sup>th</sup> May, 2021).*

The response from the village project manager shows that the project has been awarding the best performing students but not in all the schools; additionally, these finding suggest that the rewarding process was not done in all the years. This could be due to lack of funds to make the rewarding process to be sustainable. Moreover, it may be due to the fact that students in some

schools do not achieve up to the required standards for them to be rewarded. Awarding students in some schools and not doing the same to other schools may make the students to think that the rewarding system was biased.

To confirm the responses from teachers, students head teachers and village project managers, the evaluator conducted observation on to collect data on how the project has been awarding the best performing students. The evaluator observed files indicating student rewarding whereby most of the observed aspects confirmed to the success of the project in rewarding of the students in primary and secondary schools in Lower Moshi. For instance, all the visited schools had list of the students rewarded and actual students which have been rewarded recently. Therefore, there was an agreement between students' responses and the results of observation. This implies that FTK project was achieving the objective of rewarding the best performing students in the secondary and primary schools within Lower Moshi.

- **Facilitating Bus Transport for Secondary and Primary School Students**

Providing bus transport to and from school among secondary and primary school students in Lower Moshi was another activity being implemented by the FTK project. This service was aimed at improving the attendance of students and hence enhancing their academic performance. It was important for the evaluator to determine the extent to which bus transport was made available to the students and how it improves their school attendance as well as academic progress. Therefore, teachers and students were requested to agree or disagree with 10 statements in their respective questionnaires. The statements focused on the provision of bus transport by the FTK project and how such service improves their school attendance together with enhancing their academic achievements. Data from the 10 items were aggregated to generate mean scores whereby the highest expected mean score was 5 (strongly agree) and the lowest expected mean score was 1 (strongly disagree). These mean scores are summarized in table 3.

**Table 3 Responses of Students and Teachers on Bus Transport**

<b>Statement</b>	<b>Students' mean scores</b>	<b>Teachers' mean scores</b>
Bus transport is provided at this school	4.68	5
At this school bus transport has reduce students to walk	4.40	3.65

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long distance to and from the school		
Bus transport is provided on time	4.28	4.2
At this school bus transport has encourage good attendances to students	4.15	3.95
At this school bus transport has reduced student dropout	4.15	4.25
With bus transport do arrive at school on time	4.14	3.8
Bust transport provide to only few registered students	4.08	4.25
With bus transport do arrive home at time	4.05	3.45
Bus transport is available throughout the year	3.79	3.55
Bus transport is fairly distributed to student	3.60	3.55

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**Source: Field Data (2021)**

From table 3 the mean scores for students and teachers on the statement that bus transport was provided at their schools are 4.68 and 5 respectively. These mean scores imply that majority of the students and all the teachers who participated in the study agreed that bus transport was provided in their respective schools. Having such a huge number of respondents with positive view on the statement was an indication that the FTK project was doing well in the provision of transport to primary and secondary school students in Lower Moshi. Providing students with transport to school makes reduces the time for which students may need to look for public transport and hence increases their studying time. This was also supported by Yeung & Nguyen-Hoang (2020) who found a strong relationship between the mode of transport and students' academic performance.

The provision of bus transport for student to and from school was seen by most of the students and teachers as a motivating factor for encouraging students to attend schools. This was evidenced by most of the students and teachers who agreed to the statement “at this school bus transport has encouraged good attendance of students”. The students mean score was 4.28 and that of teachers was 4.20. This implies that the decision of FTK project to provide and facilitate bus transport to primary and secondary school students in Lower Moshi has been received well by both teachers and students and that it was considered to be a solution to the challenges that were associated with lack of transport for students. School attendance and academic achievement

of students in Lower Moshi could not be as they are if the FTK project had not started offering bus transport for students to and from school. This was because depending on public transport makes students arrive to schools late, fail to get enough time to do homework and even their time for private studies was used up in struggling for public transport (Mlagala, 2016).

The mean score for students and teachers on the statement “bus transport was fairly distributed to students” were 3.60 and 3.55. Though these mean scores show that teachers and students have positive opinion on the statement, their values are close to the neutral point (3.0). This implies there was a good number of a student and teachers who considered bus transport not to be fairly distributed to students. This shows that, despite the need for having bus transport for students to and from school, the FTK project has not reached to all the students in need. There are some routes in which the project buses do not pass and therefore the students who live in places where the buses have no routes are disadvantaged. By looking at the general mean scores for students (4.13) and for teachers (3.97), both students and teachers seemed to be satisfied with the provision of bus transport.

The researcher further inquired information from the heads of schools, head teachers and the village project managers on the extent to which FTK project was succeeding in providing bus transport to the students in Lower Moshi to and from school. Almost all of the interviewed heads and managers had positive views on the provision of bus services by the project. For instance, the head of school “1” had the following to say;

*Due to the bus service FTK, students can get to school in the morning and get home early. So pupils do not spend a lot of time on the road instead they get a lot of time to do academic work (HOSI Personal interview, 27<sup>th</sup> May, 2021).*

The responses from this head of school imply that the facilitation of bus transport services to students has increased the time at which students spend on task. By arriving to school early, students may attend the morning lessons while their minds are still fresh and therefore learn best. According to Mlagala (2016), most of the students in the city of Dar es salaam who depend on public transport arrive at school late and miss the first lesson. Therefore, the provision of bus services in Lower Moshi helps in improving their school attendance.

## 5. Conclusions

The project has succeeded in providing lunch to almost every student in primary and secondary schools in Lower Moshi. This was because most of the students who participated in the study indicated that they do take meals at the schools. In some schools the project has managed to build kitchen buildings for cooking and gardens for growing vegetables have been established. Providing school lunch to primary and secondary school students was a good move towards improving the quality of education in Lower Moshi. The provided lunch relieves students from hunger and thus makes them concentrate more on studies.

The project effectively awards the best performing primary and secondary school students. This was because the study found out the project to be doing a number of rewarding activities to the best students including giving certificates of appreciation, package of gifts, money, scholastic materials as well as offering scholarships to the best performing students for further studies. The offering of awards to the best performing students has improved the learning in the primary and secondary schools as the students strive to achieve good grades so as to be rewarded. Rewarding the best students also motivates teachers to work hard and so as to produce the best students as a result the general results of a school improve.

Bus transport for students to and from school was well implemented and monitored by the project and it has greatly changed students' school attendance and their academic performance. The study found out that majority of the students and teachers acknowledged the presence of bus transport to students. Moreover, the evaluator observed students from at different schools being provided with bus transport. However not all the schools has access to bus transport and therefore this service was not evenly made available to students. The buses are not adequate and some routes do not permit the passage of the project buses due to poor infrastructure.

Generally, the FTK project has successfully implemented the three objectives in Lower Moshi. It has managed to help a number of students' trough proving them with school lunch as well as facilitating bus transport to and from school. Moreover, the project wards the best performing students.

## 6. Recommendations for Action

The project managers should have close monitoring on the preparation of school lunch to ensure that the prepared lunch includes a variety of food stuffs and cater for balanced diet. Ensuring a balanced diet will improve the health of students and thus enhancing their cognitive development. This can be achieved by employing professional cooks and expert project evaluators who will be monitoring the implementation of the project to ensure that the food for lunch in the respective schools was well prepared and served.

The project managers should add more buses responsible for the facilitation of transport to primary and secondary school students in Lower Moshi. This can be done by entering into agreement with bus companies as what was done between FTK and Buffalo Bus Company limited. Having more buses will ensure that every student who was in need of bus transport to and from school gets access to it. By doing this, students will reach to schools on time being not tired and therefore the teaching and learning processes will not be interfered.

FTK should increase the rewarding package to the best performing students. Increasing this package will make the given reward to enhance motivation for students to learn. Moreover, the number of scholarships offered to students for further studies should be increased so as to motivate more students to study hard. Similarly the rewarding should also be extended to the best performing teachers on the basis of students' performance. Providing rewards to teachers will motivate these teachers to put more efforts in the teaching profession hence improving the quality of education offered in primary and secondary schools in Lower Moshi. Motivation to teachers may include also certificates of appreciation and monetary incentives.

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