Minimizing Challenges in Advanced Level Graduates for Self -Reliance in Nyamagana District, Mwanza, Tanzania

By

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Abstract

This study aimed at assessing measures to minimize challenges facing the advanced level graduates in promoting self-reliance in Nyamagana District, Mwanza Tanzania. The study was anchored on Self-Reliance Theory by Emmerson guided by one research question: What challenges face advanced level graduates in Nyamagana District, Tanzania? The target population for this study was public and private secondary schools with advanced levels in Nyamagana district, school principals, teachers, parents, current advanced level learners and advanced level graduates in Nyamagana. Mixed methods approach was used. Specifically, a convergent parallel variant of this paradigm applied where qualitative and quantitative data was concurrently. For quantitative data collection, a cross sectional survey was used while phenomenology design was used to collect qualitative data. Simple random sampling technique was done to select schools, for parents, systematic sampling techniques was used, current form six and form six graduates were selected by proportionate stratified random sampling making a total of 200 participants. The researcher used questionnaires to collect quantitative data while qualitative data was collected through interviews. The study found out that although advanced level secondary school education objectives aim at equipping the learners with knowledge and skills for self-reliance, this is not put into practice. Thus, the main challenge was that the curriculum covered is not relevant to the learners for it is still colonial designed and did not address learners' needs. The system was also examination oriented and so did not prepare the learners for problem solving in the society, the methodologies used in teaching and learning were teacher centred so did not give room to the learners to be creative, innovative, as well as having self-reasoning. The study recommended that in order to overcome the challenges facing advanced level graduates, there was need to renovate the system by applying bottom-up strategy

Key Words: Minimize, Advanced Level Graduate, Self-Reliance, Tanzania, Mwanza

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Introduction

Philosophers like Plato in viewed education as of great importance in society whereby an individual will be formed and becomes a useful member of society and enable them to promote their culture to lead a good life (Kessio & Chang'ach, 2012). Plato looks at the purpose of education as facilitation of one to develop the potentials and abilities that are already inherent. Sanga (2016) argued that an individual is born unique but that due to bad education, society can turn the individual, with all the uniqueness and dignity befitting a true individual (self-reliant), into merely another member of the herd, where individuality becomes lost in the faceless crowd. From Plato and Sanga's views it is clear that education provided at any level has to nurture and bring out the uniqueness of every learner rather than introducing policies and education system that limits the learner from having independent reasoning, being critical thinker, being creative and innovative, thus, self-reliant.

Education for self -reliance cannot be avoided in the 21st century. The aim of education for self-reliance is to provide individuals with knowledge, skills and value that would enable them to sustain themselves and play an active role in the community. This type of education should prepare people to play a dynamic and constructive part of the society by inculcating the sense of commitment to the total community. Graduates from this type of education should have developed various competencies related to the community needs and ability to fit well in the society (Kafyulilo, Rugambuka & Moses, 2012). Advanced secondary school education prepares young people to live and serve the society as well as transmitting knowledge, skills, values, and attitudes. This education is seen as an instrument of mental and physical liberation which provides control and governs nature (SEDP, 2010-2015).

Odeh and Okoye (2010), conducted a study on poverty reduction policy and youth unemployment in Central Nigeria. These scholars indicate that secondary schools in Nigeria hardly prepare students for their roles as self-reliant citizens and workers in the 21st century. Moreover, the structure of most of the schools appeared to inhibit knowledge-based teaching and learning as they lacked the necessary conditions needed for the production of quality graduates for the labor market and subsequent employment. Lack of productive and marketable skills were identified as the major cause of un-employment as many school leavers were not adequately prepared to fit into the productive sector of economy and cannot provide the services that could generate sustainable income.

In South Africa, Twalo (2010), investigated education for self -reliance as South Africa's alternative for addressing skills shortage and job creation. The researcher indicated that South Africa's democratic state was clouded by various social and economic ills like joblessness, skills shortage, poverty, and crime. These were a result of various complex issues which included the apartheid legacy, misdirected education system, and poor planning for long term national priorities. This study looked at the lost opportunities to which education could have contributed to change the country's misfortunes. The researchers

recommended that regardless of the exit stage of the respective learners, graduates should be equipped with appropriate skills that would enable them to be self-reliant, positively contribute to the country's economy, and counter the dependency syndrome.

A study by Nsofor, Umeh, Ahmed, and Idris (2014) on creating self-reliant opportunities through entrepreneurial and functional educational technology in Nigeria noted that the repeated call for massive reform of current educational practices has consistently been the dream of many Nigerians and has resulted in increasing recognition of entrepreneurial and functional educational technology as a solution to the clarion call thus, Nigeria youth unemployment can be solved through entrepreneurial as well as the entrepreneurship skills in a functional educational technology for self-reliance. This is to say the education provided should be practical to the learners so that they are able to use the knowledge and skills received to be independent rather than having the mentality of being employed, they can be self-employed.

In Kenya, education is meant to develop capacity and enable members of society to become productive. A study done in Nairobi city by Murungi, Njoki, and Muthaa (2019) on Kenyan Curriculum and Self -reliance based on decolonizing perspective, indicated that African indigenous education systems inculcated self-reliance among members of society and every individual had a specifically defined role within the society. The colonial education system introduced the aspects of unemployment, underemployment, and job seekers. To address the growing mismatch between expectations by graduates and societal employment provisions, the government had regularly formed commissions and made reforms in the education system. Despite these efforts, there have been growing concerns about the effectiveness of education system to inculcate self-reliance among graduates. The study findings revealed that the contemporary Kenyan curriculum influenced self-reliance to a moderate extent and that integration of selected elements of the African indigenous curriculum was capable of improving the Kenyan curriculum to a large extent. This has seen Kenya start a complete overhaul of her education system moving from 8-4-4 to Competence Based Curriculum.

Tanzania, since independence in 1961 under the leadership of Tanganyika National Union (TANU), has been demanding for education for their children but they have never really stopped to consider why they want education and what its purpose is. They think about education only in terms of obtaining teachers, engineers, and administrators thus, the so-called white-collar jobs (Sanga, 2016). Tanzanians have in practice thought of education as training for the skills required to earn high salaries in the modern sector of their economy. It should be noted that the educational systems in different kinds of societies in the world have been, and are, very different in organization and content. Tanzania system still follows colonial system of education and does not prepare the learners with knowledge and skills of self-reliance.

According to Nyerere (1968), this type of education emphasized and encouraged the individualistic instincts of mankind, instead of co-operative instincts. It led to the possession of individual material wealth, a major criterion of social merit and worth. Colonial education, therefore, was not transmitting the desired values and knowledge in Tanzanian society from one generation to the next. This was a deliberate attempt to change those values and to replace traditional knowledge by the knowledge from a different society. Nyerere focus of education shifted to developing rural live-hoods and put less emphasis on advancing past primary education. All these changes were made to make sure that the learners were trained

with knowledge and skills that are appropriate while they are in school and after school. However, as much as there are efforts being made in the system of education, the problem is still the same. The curriculum is designed to benefit few learners who are intellectually gifted and those who are not gifted in class end up in the streets and early marriages.

Based on the above statements, it is worth noting that these are modifications of the education system inherited from colonial governments. Therefore, it is until when people are clear about the kind of society, they need to build, then can design educational service to serve the goals. It was due to this that this study sought to investigate challenges that led to lack of employment for 'A' level graduates in Nyamagana District, Mwanza Tanzania and possible strategies that could fill existing gaps in society.

Statement of the Problem

Ozmon and Craver (2015) view a system of education as a process where skills that will enable one to depend on oneself as well as contribute to the societies' wellbeing are acquired. To start with, it allows for curriculum change to cater to new experiences that may lead to the attainment of our goal of self-reliance. On the same breadth, with other complementary philosophies like pragmatism and existentialism, it allows various teaching-learning methods in a school situation. Pragmatists put a premium on teaching that promotes an active role for students. Rather than teachers' merely imparting knowledge and students passively receiving it, pragmatists want active teachers and students. Learners and teachers are therefore able to create a friendly environment for the process of education.

Tanzania and many other countries in Africa and Asia are still facing challenges from their advanced level graduates who complete secondary school. The main challenge they face is unemployment after completion. For example, Tanzania National Bureau of Statistics (2012), reveals that despite Tanzania's economy being resilient to shocks with GDP growth of 6.5% during the July to September 2012 quarter, youth remained unemployed. This creates curiosity to find out the nature of challenge and how such challenges could be overcome. Advanced secondary education ought to prepare young people for life and service. Secondary education provided should not prepare graduates for the university entry only but should prepare a whole round person who can be self-reliant. As Jyotish (2014) defined it, a self-reliant person should be confident in his/her abilities and able to do things for himself/herself.

According to Peter (2013) the challenge of unemployment faced by youth in Tanzania is a threat and constitutes a real danger to Tanzania's long-standing peace and security. The study also revealed that due to lack of opportunities, there are rampant commercial sex workers, excessive alcoholics, and narcotics drug cartels. A good example is Manzese area in Dar-es-Salaam, and Makoroboi in Mwanza, where about 70 rooms accommodate commercial sex workers and about 62% youths are engaged in drug use and excessive alcoholism as a way to comfort themselves to the extent that they become addicted. Their social life, thus, they are unable to maintain effective interpersonal skills/relationships which are essential towards searching for a job or becoming self – reliant.

Ntumva (2013) in his study on school dropout in Community Secondary School in in Nyamagana District, Mwanza, revealed that girls are taken out of school when they mature to prepare them for marriage or to help supplement the family income by selling goods, farming or performing other income-earning activities. This indicated that the learners leave before acquiring the knowledge and skills that are needed in the market. Moreover, they end up not

succeeding in being self-reliant as expected from attainment of formal education. The situation raised a social outcry which needed investigation.

Theoretical Framework

The study was grounded on Self-Reliance Theory developed by Ralph Waldo Emerson in 1841. This theory was supported by Education for Self-Reliance Policy that was developed by Mwalimu Julius Kambarage Nyerere (1967) since they complement one another to ascertain the connotation between advanced level secondary school education and self-reliance. Emerson's based on liberating an individual from the idea of selfishness. It entailed that; a person was to work for personal development which later will lead to harmonious society. Once a person is responsible to himself or herself, he/she will be able to create a good atmosphere for others. Emerson identified ten main values of self-reliance, which are directed to individuality namely; trust, responsibility, self-esteem, self-determination, commitment, independence, creativity, autonomy, self-evaluation and individual talent.

Besides, Emerson's beliefs and perspectives on how society negatively impacts our growth, self-reliance, self-trust, and individualism, amongst other things, are ways that we can avoid the traditionalism imposed upon us. Education according to this theory aims at making the learner self-reliant and for this to be achieved; education ought to be a subjective process where one learns to be a self-reliant person in society in all aspects of one's life. This is more needed in African countries, where the system of education still depends on colonial curriculum. Irrespective of limited resources in nature, a self-reliant individual uses the resources efficiently and sustainably to uplift one's own life and the lives of their fellow human beings. With this in mind the education provided therefore should be relevant to the nature and environment that the learner is coming from. Nyerere understood education as a tool for liberation both an individual and society.

On the same breadth, with other complementary philosophies like pragmatism and existentialism, it allows various teaching-learning methods in a school situation. Pragmatists put a premium on teaching that promotes an active role for students. Rather than teachers' merely imparting knowledge and students passively receiving it, pragmatists want active teachers and students. Learners and teachers are therefore able to create a friendly environment for the process of education. Finally, this theory encourages the use of a problem-solving approach and this helps in evaluating persistent human problems to find realistic solutions. If this could be practiced in Nyamagana District schools, learners could most likely be critical, creative and self-reliant. Self-Reliance theory was therefore relevant in guiding this study.

Conceptual Framework

Independent Variable   **Intervening Variables**   **Dependent Variable**

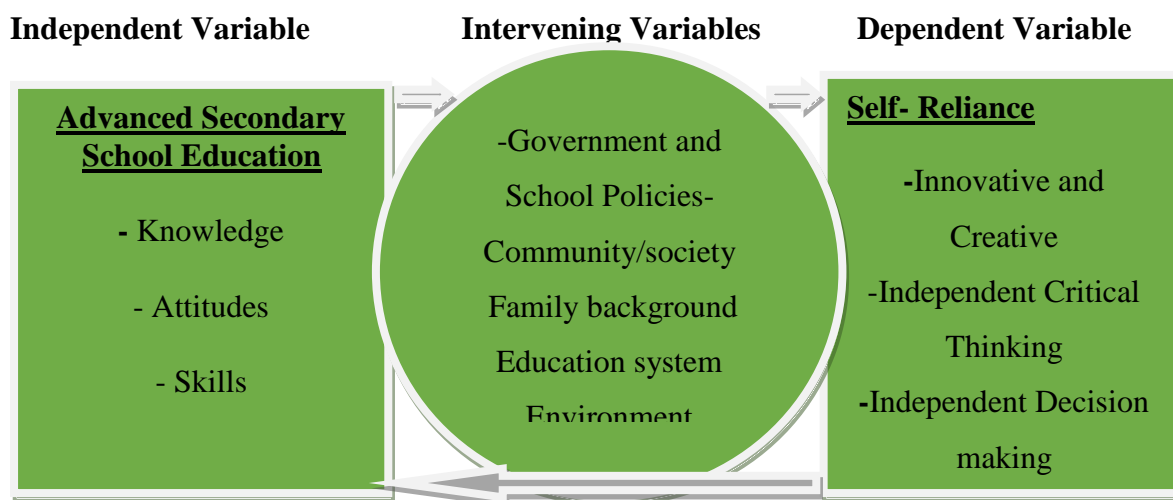| **Advanced Secondary School Education**	-Government and School Policies- Community/society Family background Education system Environment	**Self- Reliance**
- Knowledge		**-**Innovative and Creative
- Attitudes		-Independent Critical Thinking
- Skills		**-**Independent Decision making

Figure 1: Influence of Advanced Secondary School Education in Promoting Self-reliance
Source: *Researcher (2020).*

Figure 1 is a conceptual framework which served as a road map for this study

As demonstrated in Figure 1, the conceptual framework has three variables namely the independent variable, intervening variables the dependent variable. For self-reliance education to be relevant among advanced secondary school graduates, it should embrace the following important elements such as knowledge, skills and attitude gained in the process of teaching and learning. This is because for the learner to be competent he/she should be oriented and equipped with the right content. Objectives, goals, and aims should be clearly communicated, the content should be well covered and it should be relevant to the needs of the society, all the resources needed should be available for example well-trained teachers, textbooks and physical facilities like classrooms, libraries, laboratories, and dormitories if it is a boarding school. Notably, when all the requirements are realized and teachers are well trained, the learner will be able to receive the required knowledge, skills and automatically they will be able to change the attitude. Moreover, these learners will be more critical and innovative in the society hence self- reliant.

Review of Related Literature

A study by Krishasamy (2020) in Malaysia investigated students' perceptions on the Malaysia system of education. The study targeted universities students. It was noted that graduates sometimes had doubts about their strengths and qualifications. Thus, they were not fully confident in their ability to do well in the real world. This is because they spend their childhood growing up by being told what to study, where to go to university, what to do by their parents and guardians. This becomes a challenge to the graduates because after school, they were left alone to be independent and they did not know what job they should do because all along they had been directed on what to do. This could also be caused by a gap

between what the institutions of learning produce and what industry expects in terms of technical and soft skills.

World Bank (2010) carried out a descriptive survey design on education for self-reliance in Africa. The study used a purposive sampling approach to select participating countries. It was noted that the industrial labour force was less than 10% in most African countries. Most secondary education programs were originally oriented to meeting the needs of formal sector industries. Therefore, employment in the informal sector had increased to about 85%, raising the demand for training for self-employment. Another challenge was a weak national economy characterized by low job growth, high population growth, and a growing labour force. African Union (2007) noted that the per capital income of most African countries was less than US$400. The annual real economic growth rate in many African countries was less than 2% limiting the prospects for employment for seven to ten million annual new entrants into the labour market. This was likely due to a high population growth rate and an increasing number of school leavers, owing to self-reliance initiatives.

Botswana which has long invested in education for high unemployment rates among the youth has seen female and university graduates remaining a critical challenge in the country (International Journal of adolescence and youth, 2017). Regardless of a country's development stage, youth unemployment remains a critical policy issue (Botswana Labour Market Observatory, 2013; The Work foundation, 2012). This has forced policymakers to search for strategies that would ensure that diverse job-creators can create the right quality of jobs for the youth job seekers.

Dike (2012) in Sothern Western Nigeria investigated on enhancing the science, technical, and vocational education skills and universal basic education graduate in Nigeria. The study used both simple random and systematic sampling approaches and gathered data from two hundred and fifty respondents. The study findings denoted that In Nigeria, there is a huge number of poorly educated, unskilled, and unemployed youth. It could be asserted that many young people drop out of school before they acquire any practical skill and competency for the world of work.

Furthermore, Kombe (2012) assessed technical education and vocational education as a tool for sustainable development in Dar-Es-Salaam. The study used a descriptive survey design in which both qualitative and quantitative approach were used. To collect data, the researcher used interview guides and questionnaires. A simple random sampling approach was used to obtain a sample size of one hundred respondents who participated in this research. The study findings noted that it is needless claiming that Tanzanians pay undue emphasis on theory and certification instead of skills acquisition and proficiency testing. This has led to a high level of examination malpractice since certification is the only criterion that qualifies individuals for gainful employment in Tanzania. These are partially attributed to inadequate instructor training, lack of/obsolete training equipment, and lack of instructional materials as contributing to the low quality of training. Also, most instructors were not committed to their duty.

Ahmad, Krogh, and Gjotterud (2014) conducted a study on reconsidering the philosophy of education for self-reliance in Morogoro Tanzania from an experiential learning perspective. Based on the study findings, political and economic changes in the mid-1980s, the education for self-reliance policy gradually lost its position in education circles due to lack of support from policymakers despite its overriding contextual, theoretical and practical relevance. This has made school learning detached from community life and led to many

challenges such as insufficient outcomes of learning in schools, lack of pupils' capacity to transform school knowledge to real-life situations and decline in the status of, interest in, as well as a positive attitude towards agriculture among youth's Tanzanian society at large.

Out of all the reviewed studies, the was a gap of literature related to challenges facing 'A' level graduated in Nyamagana District, Mwanza, Tanzania and suggestions for addressing these gaps that led to this study

Methodology

This study used a mixed-methods approach whereby both qualitative and quantitative methods were applied. According to Creswell (2014), mixed-method approach focuses on collecting, analyzing, and mixing both quantitative and qualitative data, in a single study. Specifically, a convergent parallel design of this paradigm was adopted. The two types of data (qualitative and quantitative) were collected and analysed concurrently. To collect quantitative data, cross-sectional research techniques were used. A phenomenological approach was used for collecting qualitative data. This helped respondents to provide a deep understanding of their experiences from their personal perspective. The researcher targeted 200 respondents including school principals, teachers' parents and the advanced level graduates. Simple random sampling was applied to obtain six schools. From the six schools, four males and two female principals were selected. Eight teachers were selected from each school making a total of 40 teachers. Students were categorized into two groups, the current form six and the advanced level graduates. For the current form six students, 15 were chosen per school and 4 graduates bringing a total of 90 students. In addition, eight parents from each of the six schools participated in the study. Quantitative data was analysed with the help of SPSS software while qualitative data is in form of narratives and direct quotations. Table 1 provides the sample matrix for this study.

Table 1: Sampling Matrix

Category	Target Population	Sample Size	Sampling Technique
Principals	27	6	Purposive Sampling
Teachers	350	40	Purposive Sampling
Students	4280	114	Proportionate Sampling
Parents	1040	40	Systematic Sampling
Total	**5697**	**200**	

Source: *Researcher, 2020*

Findings and Discussions

The findings in this study are based on the research question on what could be done to minimize the challenges facing the advanced level graduates in Nyamagana District. First was to identify some of the challenges before investigating the strategies. Respondents were asked tell the challenges that 'A' level graduates faced in a Likert scale and the responses are as indicated in Table 2.

Table 11: Challenges Facing the Advanced Level Graduates According to Graduates
no = 22

Challenges	Frequency(f)	Percent (%)
Language barrier	19	86.36
Lack of loan	17	77.27
Spending a lot of time at home	20	90.90
Lack of resources	20	90.90
Discouragement from teachers and parents	10	45.45

Source: Field Data 2020

Table 2 shows major challenges facing the advanced level graduates in Nyamagana district. Nineteen (19) 86. 36% of the graduates who participated in the study indicated that language barrier was one challenge that they faced. It was considered a challenge especially from the public schools where English speaking is not emphasised so teachers sometimes teacher English content in Kiswahili. At the end, the learners fail because it is hard for them to apply the concept in English, thus causing them to struggle while in school and after school for examination is set in English and they have to write answers in English language.

To elaborate more on the challenge about language barrier for the advanced level learners, respondent C had this to say:

> It is true English language is a challenge to our graduates, not only to our school but the whole country. Many students are day scholars and when they go home nobody is there to encourage them to speak English and so they end

> up using Kiswahili most of the time. This affects their performance but mostly it also affects their esteem and confidence after school because they are not able to express themselves (Interview 23rd September, 2020).

About (17) 77.27% of the respondents also indicated that lack of loan to the graduate is another challenge that was facing them. This statement was echoed by respondent Q saying,

> The government should not discriminate advanced level graduate or the courses they are studying because every learner is gifted differently and some of the graduates come from poor families, therefore the government need to do something to make sure that all the graduate who pass to go to the university are helped. (Respondent Interview, 23rd September, 2020).

The time spent at home after graduating from advanced level secondary education was and lack of resources were alarming. The findings revealed that (20) 90.3% of the respondent indicated that the challenge they were facing was the time they are spending at home before joining the university as well as scarcity of resources in Universities.

As stated earlier that advanced level prepares the learners to get grade and not preparing them for future. Many of the graduates revealed that, it is a challenge for them to stay at home for a long period, because some of them find themselves into bad company and early pregnancies for the girls. This was expounded by one of the responded saying:

> The time spent by the graduates at home is very risking because the majority are idle and they have a tendency of saying school is a prison and now they are free, some have busy parents and so the graduates find themselves at home without guidance and this leads them to problems some have ran away from their home they find themselves in the streets' (Respondent Interview September, 2020).

According to Kombe (2010) asserts that inadequate instructor training, lack of/obsolete training equipment, and lack of instructional materials contributing to low quality of teaching and learning.

Discouragement was another challenge faced by the advanced level graduates. Ten (10) 45.45% of the graduates reported that they were discouraged by their teachers and parents to study some courses that they were comfortable with. This was because they were considered weak in that particular field. For example, one respondent said, "I do not want to study this course and the teacher is forcing me to study it. Am sure if I go for it, I will fail, but the teacher is insisting and even chasing me from the class,' (Respondent, September, 2020).

It is clear from the finding that some graduates are unable to do their best because they are forced to study some subjects that are not of their interest leading them into failure hence becoming jobless when they finish school. The study also learnt that some parents forced their children to study some course such as science courses with the mentality that science is better than arts subjects and because the children obey their parents, they go for that but in the end they fail badly. On the same question the respondent had this to say:

> It is so sad that sometimes we study for our parents. Because my mother is a lawyer and my father is a doctor, in our home your ether become a doctor or a lawyer. If you don't become one of these you are considered a failure. It is so discouraging because we have different interests and we cannot all be equal. Personally, I love accounts, am doing it with passion because it is something that I have interested in and am sure my parents will like come to understand ne in the future although for now we are still in conflict because I passed well and they wanted me to be a doctor (Respondent 23rd September, 2020).

According to Kumar (2020), no man can be a good teacher unless he has feelings of warmth and affection towards his or her pupils and genuine desire to impart to them what he or she believe to be of value and according to Kumar (2020), a teacher is an important stakeholder in the education system and has many roles to play, to effectively influence students to excel in academics.

The study enquired to know views of principals, teachers and students on measures that could be taken to addresses challenges that faced 'A' level graduates in gave their views as indicated in Table 2.

Table 2: Measures to Minimize Challenges Facing Advanced Graduates According to Teachers and Principals

Measures	Frequency(f)	n = 30 Percent (%)
Revise the curriculum	30	100
Train the learners to be self-reliant	28	93.3
Training of more teachers	30	100
Learner centered approach	27	90
More practical skills	30	100
Vocational training	27	90
Politicians should not interfere	28	3.3
Co-education	20	66.67

Source: *Field Data 2020*

Table 1 shows that (30) 100% of the respondents suggested that curriculum should be revised. Naiman (2019) emphasis that emergence of innovation, technologies, changing demographics, an increase in economic disparities and shifting demands from an increasingly global economy all calls people to rethink the way we educate young people. This was supported by respondent X by saying:

> Our curriculum needs to be revised because if not we will continue singing the same song. This is because since colonial error we have been following colonial system which is not helping our children and the county as well.

> Therefore, we need a change where the learners are able to learn from their given environment and they will be able to be relevant, by applying what they have learnt in school (Respondent X September, 2020).

On the same question respondent P said:

> The only solution to have self-reliant graduates is to introduce other courses where by the learners can be able to study basing on their capacity, because each learner is gifted differently. Courses that some parents ignore should be done for instance some of our parents have the mentality that cookery (home science), arts, music they are not important, but recently were have observed that many of our graduates have joined entertainment industries where some have become good musician, others are good actress and actors and they are leading a comfortable life (Respondent, 23rd September, 2020).

From the response it is a high time for the parents to understand that to succeed in life is not only an issue of being a doctor or an engineer or a lawyer. There are other ways that their children can take that will lead them to successful persons and independent, what they need is to let their children be and support them in the career they want to go for, provided he or she is leading a decent life and bringing respect in the family and living the good values that the society expects to see in them.

About the issue of training more teachers, (30) 100% of the participants felt that more teachers should be trained. According to Uddin and Uwaifo (2015), education unlocks the door of modernization but it is the teacher who holds the key to the door. Teachers are the hub or axis on which any successful education revolves. Besides, training should focus directly on skill acquisition with entrepreneurial/business management skill development. To achieve this, the chalk and talk training model must change to learning by doing. This was supported by respondent saying:

> As teachers we are seen as mirrors in teaching and learning in the life of the learners. Therefore, we need to be trained well so that we have enough knowledge and skills that the learners need before the implementation, this is because if we are not well trained then it will so difficult for us to pass the required information to the learners. For instance, the advanced level curriculum changed but little is told about the changes and the truth be told many stakeholders were not involved and so many of teachers find themselves falling into the old habits of teaching and learning (Respondent 22nd September, 2020).

On content delivered (27) 90% of teachers felt that content delivery should be learner centered. When the content covered is relevant to the learners while they are in school and after school, it will minimize the challenge of unemployment facing the advanced level graduate. According to John (2011), exemplify a perspective on education that is based on the assumption that human beings are basically good and, given a proper education and appropriate developmental experiences given a real chance to do the right thing can grow to become adults who are wise and good, loving and kind. From the statement it is clear that

when the learners are given appropriate education, then they will be able to grow into persons who are wise and good, loving and kind, hence creating an independent life hence independent person.

On commending on whether emphasis should be put on practical skills, (30) 100% of the respondents suggested that more practical skills should be employed in the process of teaching and learning. Twenty-seven (27) 90% advised that graduates should also go for vocational training especially those who will not make it direct to the university. John (2011) believes that a truly meaningful learning, takes place primarily when the student perceives the subject matter as having relevance for his or her own purposes. He asserts that skill development must always be connected to purposeful learning.

From the findings (28) 93.3% felt that political matters should not be mixed with education issues. This could be avoided by allowing the stakeholders especially teachers, parents and students to make more decisions than the politicians for majority do it to meet their interests and not the interest of the learners. This was echoed by one respondent saying:

> Another thing that can help our education system is to do away with politics in education. Sometimes politicians interfere with education by coming up with a lot of ideas which most of the time fit them but not the learners. It is important that we know what we need in education and separate it from politics otherwise our children will continue experiencing the same problems that have been there since many parties were introduced started in Tanzania. Every party has its own idea and wants policies to be changed even in education something that as a country we should not be playing with because once we play with education sector by introducing many policies to fit only the needs of few people not only learners will be affected but the whole nation. (Respondent 24rd September, 2020).

From the findings and the statement made by the respondent, it should clearly be understood that not everything political ideology is bad, however, there is a need of balancing on what is important and beneficial for the learners need while in school and after school. This is supported by Gerged and Elheddad (2020), saying culture of continuous review of education policies needs to be upheld in the Western Europe region to be watchful of any emerging problems while maintaining a sustainable relationship between the rule of law and the education administration.

In commenting on whether co-education should be encouraged, (20) 66.67% participants suggested that co-education was important to advanced level studies, this is to help them when they go to the university to able to relate well with the opposite sex. This was seen as an integration of skills, knowledge and attitudes aimed at bringing out a whole round graduate who would fir well in the society.

Conclusion and Recommendations
The measures that could be used to minimize the challenges facing advanced level graduates included, revising the curriculum. Learner centred approach was another measure that was suggested. The study found out that teachers were doing everything for the learners and therefore they did not have time to be creative for themselves. Vocational training was seen as another measure. Before independence students were categorised according to their gifts and capability. There are those who went to vocational training, some went to technical colleges, and others joined the university. This is lacking today where learners no longer know what to do and where to go, so re-backing to vocational training it will be a solution to many graduates. The study found out that more teachers needed to be trained especially science teachers. Learners should be taught about career choices on time. The reason why some graduates faced the problem of employment after graduating was that they were not taught on anything concerning career. So, the person graduates without even being aware of what they want to become in their live.

English language was to be encouraged in school. This was because many graduates had a challenge to communicate in English while it is the language commonly used worldwide. Learners should be motivated in school. One of the challenges facing the earners was discouragement from teachers and parents as well. Therefore, for the learners to do better and acquire the skills needed need to be encouraged in school and at home too.

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