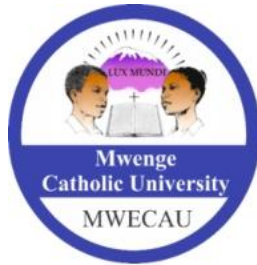


PhD Public Defense (14th January, 2025 at 9.00 am)



Directorate of Postgraduate Studies Research Innovation and Consultancy

Faculty of Education

Department of Educational Psychology and Curriculum Studies



RAJARETHINAM Sebastian Williams

Public Defense: PhD

Candidate: **RAJARETHINAM Sebastian Williams (T/PhD/2021/0015)**

The candidate RAJARETHINAM Sebastian Williams is a Catholic Priest who serves the missionary Society of St. Francis de Sales. He worked as a Parish Priest and assistant parish priest in various Parishes including Itaga and Lububu of the Archdiocese of Tabora and Ngurdoto parish of the Archdiocese of Arusha. He has acquired leadership skills as he served as the Rector and Manager in secondary schools and various seminaries. To empower young people via education for his congregation, Sebastian enrolled in Mwenge Catholic University for a PhD program in 2021 specializing in Educational Planning and Administration to further his career. He conducted the study to examine the need for fostering appropriate actions and character formation for the youths.

Dissertation Title:

Contribution of selected Strategies used by heads of public secondary schools for students Character Formation in Arusha Region, Tanzania

Supervisors: Rev. Dr. Peter N. Siamoo
Rev. Dr. Eugene Lyamtane

Venue: Conference Room 1
Mode of defense: Face-to-face and online (Zoom)
Topic: VIVA-VOCE: Faculty of Education's Zoom Meeting

Join Zoom Meeting:

Time: Jan 14, 2025, 08:45 am Nairobi

Join Zoom Meeting

<https://us02web.zoom.us/j/82529728896?pwd=rttbqypjOfQn5dpKcwhke8PyXhfgAw.1>

Meeting: 825 2972 8896

Passcode: 993553

Summary of Dissertation

This study examined the contribution of selected strategies used by the heads of public secondary schools for students' character formation in the Arusha region. The study was guided by five research questions focusing on parental involvement, guidance and counseling, motivation, challenges, and measures. The study used a parallel-convergent design using a mixed methods approach. The study employed a sample of 177 teachers, 249 parents, 360 students, and 18 heads of schools sampled from 18 secondary schools using probability and non-probability sampling techniques. The reliability of the questionnaire was assessed using Cronbach's alpha coefficient, specifically for Likert scale items, and for qualitative data, reliability was ensured through peer review and triangulation. Quantitative data was analyzed using descriptive and inferential statistics while qualitative data were analyzed using content and contextual analysis. The study highlighted the importance of parental involvement in student character formation, noting no statistical evidence of its impact. The study concluded that selected strategies positively influenced students' character formation but required improvements to reach their full potential. The study recommends enhancing parental involvement mechanisms, integrating counseling into the curriculum, redesigning motivation programs, and increasing communication and student participation in character formation.