

**SOCIO - ECONOMIC FACTORS INFLUENCING PRIMARY SCHOOL
EDUCATION ATTAINMENT IN KISARAWA DISTRICT**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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ABSTRACT

This study was done in Kisarawe District to examine socio-economic factors influencing primary school education attainment. The study concentrated in five villages of Mwanzomgumu, Vikumburu, Marui Mipera, Kauzeni and Sangwe. The study was based on literature review, focus group discussions and interviews. Data were collected using structured and semi structured questionnaires plus open and closed questions. A cross-sectional survey method was employed for study. Five wards were selected out of 15 using random sampling; one village in each ward. Again random sampling method was employed to select pupils at school level while other relevant key informants were purposively sampled to gather their opinions on what they felt contributed to high dropout rates and low attainment of educational goals in the district. These included a sample of out-of school children, primary school teachers Education Officers, NGOs and Village Executives. In addition, snow ball sampling identified dropout children and their parents or guardians using both quantitative and qualitative data collection methods. Data thus captured were analyzed using Statistical Package for Social Services (SPSS) to determine the descriptive statistics indicators such as frequencies, correlations, percentages, etc. In conclusion the findings from this study have revealed that enrolment of pupils is not a problem that hinders education attainment. Major factors hindering the attainment of educational goals include pregnancy, poor income of the parents, illness, long distances from home to school, low level of education of parents and guardians, and poor infrastructure. In conclusion consequently, the study recommends that the communities in the district must undergo changes through community mobilization

schemes to raise their socio-economic status and prune out poor traditions before meaningful improvement in educational attainment can be realized.

DECLARATION

I, SIXBERT JOHN KHAMSINI, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my original work and that it has neither been submitted nor being concurrently submitted for degree award in any other institution.

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Date

The above declaration is confirmed by;

Dr G. K. Nzalayaimisi.

Date

(Supervisor)

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DEDICATION

This work is dedicated to my late father John Khamsini who passed away on 10 April 2002 and my mother Amabile Mpendakazi who layed the foundation for my education. It is also dedicated to my lovely wife Editha Philipo Ndamu and our children Periseveranda, Fotunatha, John, Clotilda and Beris as they missed me for the entire period of my study at Sokoine University of Agriculture. Lastly, it is dedicated to blood relatives and friends for their encouragements and above all to the Lord Jesus Christ.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BEST	Basic Education Statistics in Tanzania
CBO	Community Based Organizations
COBET	Complementary Basic Education Tanzania
DED	District Executive Director
DEO	District Education Officer
EFA	Education For All
ESR	Education for Self Reliance ESRF
ESRF	Economic and Social Research Foundation
FGD	Focus Group Discussion
HIV	Human Immune Virus
ILO	International Labour Organization
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
NBS	National Bureau Statistics
NGO	Non Governmental Organization
.PEDP	Primary Education Development Programme
SAP	Structural Adjustment Programme
TADREG	Tanzania Development Research Group
TDV	Tanzania Development Vision
UPE	Universal Primary Education
UNESCO	United Nations Education, Scientific and Culture Organization.
URT	United Republic of Tanzania.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Every human being has the right to education as spelled out in the Universal Declaration of Human Rights (UDHR) of 1948 article 26. UDHR recognizes that education is an “indispensable means of unlocking and protecting other human rights by providing the scaffolding that is required to secure good health, liberty, security, economical wellbeing and participation in social and political activities” (United Nations, 2004). Since the World Forum on Education for all in Jomtien (1990), the World Education Forum in Dakar (1999) and Decade for Literacy (2003), there exists a priority in the United Nations (UN) to promote education for all policies within sustainable and well integrated sector framework clearly linked to poverty alleviation and development strategies.

Dropout is one of the most serious problems in education system around the world today. The problem is greatly experienced in Latin America and the Caribbean where nearly half the children who are enrolled in schools each year never complete the programme. In Latin America alone for example it is approximated that about 42% of pupils drop out of schools annually (Schiefelbein and Wolff, 1992). The situation is attributed by the low socio-economic status of the parents that makes their children more likely to drop out of school. It was reported at Jomtien Conference that, about 100 million (94 %) of out-of-school children were found in Malawi, Tanzania, Somalia, Egypt, and Sudan (United Nations Education Scientific and Culture Organization (UNESCO), 2007).

Again, in the whole of Africa the same UNESCO (2007) estimated that more than 25 million primary school age children dropped out after being enrolled in school in 1990. The main reasons that led to such increased number of dropouts included increased education costs, low participation due to long distance from school, rural life, and disability and war effects such as displacement of family members. (Carnvoy, 2006) also cites other reasons to include involvement of children in plantation jobs in order to supplement family income, marginalization of the minorities, rampant disease effect especially Human Immune Virus Acquired Immune Deficiency Syndrome (HIV/AIDS) and extreme poverty situation.

In Africa other reasons mentioned for dropout of children include early marriages, pregnancy and sickness especially among girls. Reasons mostly cited for boy's dropout include; job seeking, lack of school interest, dismissal and poor school discipline. Girls who are already married have new responsibilities to take care of their families and children, while boys struggle for employment in order to compete for high demands of life. Usually both have no intention of coming back to school. Nonetheless, (Nyazi, 2002) observes that the proportion of pupil's dropout in Africa for girls and boys is almost the same

In Kenya the situation is not different from other African countries where the high rate of pupils' dropout has been ascribed mainly to more or less similar socio-economic situations including families social backgrounds, the negative attitude of parents toward schooling, parent's ignorance, and lack of interest in education, early marriages, unaffordable school fees, migration and poor academic performance.

Another reason mentioned are long term illnesses of parents or relatives suffering from diseases such as diabetes and blood pressure. Consequently, (Hallam, 2002) observes that many children are compelled to seek employment in order to earn money to support their families, and thus dropout and stay out of schools.

In Tanzania studies reporting on the same matter from 2004-2008 show that the major causes for dropout in primary schools include truancy (69.5%) followed by other reason (13.2%). Death and pregnancy make (5.4 %) and (4.6 %) respectively as noted in Basic Education Statistics in Tanzania (BEST, 2009). In addition several studies in Tanzania indicate that girls are more affected than boys. For example, Ndimba (1996) indicates that this is due to teenage pregnancy and ongoing sex trade in various regions like Iringa, Mwanza, Musoma and Mara.

Evidently, dropping out from school maybe instigated by traditional ceremonies such as the rites of passage during which pupils are given traditional sex education. School girls attending initiation ceremonies are led to engage in sexual activities, which slowly cause them to lose interest in schooling. Early marriages of female students also lead them to dropout from school. On another hand Hyera (2007) notes that some parents neglect to invest in the education of their female children fearing that they would be vulnerable to becoming pregnant. Galabawa (2003) also mentions that extended truancy is among the major causes of dropout of children in Tanzania

Historically, since independence in 1961, Tanzania has shown genuine commitment to various U.N and other international agreements especially those related to education. In the year 1967 for example, President Nyerere issued the policy directives on Education for Self Reliance (ESR) that was later strengthened in 1974 through the Musoma Resolution which led to the realization and commencement of Universal Primary Education (UPE) policy in 1977 (Nyerere, 1988; Malyamkono and Manson, 2006). Subsequently, the Government of Tanzania reviewed its primary and secondary education programmes by improving on infrastructure and other facilities by building new schools and rehabilitating dilapidated structures. From 1995 to 2004 for instance, as reported by (Kapinga, 2007) the number of public primary schools not only increased from 10 891 to 13 533 respectively but also enrolment rate rose to 82.7%.

District wise, Kisarawe is among the six districts in Coast Region which is faced with relatively high school dropout rate in the region. Other districts are Mkuranga, Bagamoyo, Kibaha, Rufiji and Mafia. According to statistical data from Coast Region Education Officer (2009) a total number of school dropout in the region was 11303 of which 924 (24%) were from Kisarawe District, compared to Mkuranga 1494 (21 %), Bagamoyo 3428 (32%), Rufiji 4307 (42%), Kibaha 987 (36%) and Mafia District with the least, 163 (11%).

Despite the deliberate efforts made by the government to ensure that education is accessible and affordable, its attainability by the local communities in many parts of the country including Kisarawe District is still doubtful. This study therefore, is

designed to assess the socio-economic factors that influence primary education attainment in Kisarawe District.

1.2 Problem Statement

Tanzania Development Vision (TDV) 2025 sees education as critical in creating a mindset necessary for national development and for the global competitive economy framework. However data captured through Basic Statistics Education in Tanzania (BEST) compiled and distributed by the Ministry of Education and Culture (MOEC) covering all primary schools in Tanzania show that dropout from education continues to be an alarming problem. This is indicated by (Maliyamkono and Mason, 2006) and support the elaborations made by (Bennel, 2002) who estimated that about 2.5 million children aged 7 to 14 years old were not in school and few of these pupils completed school. Although the other data indicate great impact on social, economic and health development in Tanzania, educational attainment is still low. For example in Kisarawe district the number of successful candidates who complete primary education has declined by almost 24% since 1999 up to now despite the rising enrolment rates as has been reported in (Kisarawe District Education Statistics, 2009).

Therefore this study aims at investigating both direct and indirect causes of high dropout rates in primary education attainments in Kisarawe District with more focus on determining the influence of socio-economic factors on primary education attainment in Kisarawe. The hypothesis of this study asserts that no serious improvements can be realized in raising the attainment rates in Kisarawe District,

and indeed in the whole nation, without addressing amicably the socio-economic factors that affect genuine attendance and learning in attaining education in primary schools.

1.3 Problem Justification

This study is paramount since it will generate empirical information on the socio-economic factors influencing education attainment in Kisarawe District. The study links with the Millennium Development Goals (MDG) which emphasize the importance of education and most especially primary education. Furthermore the study will help the policy makers to develop appropriate strategies of overcoming education problem in Kisarawe District.

1.4 Objectives of the Study

1.4.1 General objective

To determine socio-economic factors that influence education attainment in Kisarawe District.

1.4.2 Specific objectives

- i. To find out the state of education attainment in Kisarawe District
- ii. To identify socio-economic factors which influence education attainment in Kisarawe District
- iii. To examine the extent to which the identified socio-economic factors influence education attainment

1.4.3 Research Questions

- i. What is the state of education attainment in Kisarawe District?
- ii. What are the socio-economic factors influencing education attainment in Kisarawe District?
- iii. How do socio-economic factors influence education attainment in Kisarawe District?

1.5 The Conceptual Frame Work

1.5.1 Description of the relationship between the variables

The study has concentrated on understanding the factors influencing primary school education attainment in Kisarawe District. Education attainment of an individual is mainly determined by various factors of which socio-economic factors are among them. Highest level of education attained at the household level, sex, ethnicity and marital status among others have a direct link to the socio-economic factors like income, culture (norms and beliefs), infrastructure, social network and attitude towards (relevance) of education. All these influence the attainment of education of an individual in a contemporary society.(Appendix 1).

1.5.2 Definition of terms

Dropout: refers to pupils absent from for four consecutive weeks or more it includes those individuals who have not completed the formal schooling due to truancy, pregnancy, death, illness, parents' attitude toward education, and lack of school needs. In general, dropouts are those pupils who after they have been registered withdraw from schooling.

School: Defined as assembly, institution; organization or place which provides services for people, whether or not at the same time, primary, secondary, higher education or adult education and in the case of instruction, given by means of correspondence delivered by hand or through postal services, the dispatched or examined. For this study the operational definition of a school is that it means any place where education services are delivered, usually in constructed buildings, teachers and students attending to it.

Primary education: In the Tanzanian context primary education means full-time education given during the first seven years of formal education in accordance with the syllabus approved by the Commissioner education according to the Education Act 1978. For the purpose of this study, primary education is defined as the basic education provided before secondary education.

Primary school: means a school providing primary education enrolling children group of ages 7 to 14 years in a formal education set up.

Enrolment rate: Is the percentage of pupils enrolled after reaching the recommended age in that year.

Pass rate: Is the term specifically used to refer to the percentage of marks scored by a student in the examination within a particular grade of pupils .

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter reviews the literature relevant to the study. The chapter includes the Historical development of education and its state in Tanzania, Socio-economical factors influencing education attainment, dropout determinants, parental and family background, cultural factors, academic performance, pupils personal characteristics, infrastructure and walking long distance.

2.2 Historical Development of Education in Tanzania and State of Education

Tanzania's effort to contain socio-economic problems started just after the attainment of political independence in 1961. The chronology of events and policies since independence reflects the national efforts and endeavour to solve the illiteracy problem. Major policies on education improvement include the Arusha Declaration of 1967, Universal Primary Education (UPE) in mid 1970s and Musoma Resolution in 1974 (URT, 2006b).

In pre-colonial era the traditional African education was conducted informally and involved teaching of ethical issues such as taboos, marriage procedures, norms and orders. It is also reported that before the arrival of European missionaries, Quranic schools had been established along the Coast of Tanganyika and in some urban and trading centres. They were intended to offer and foster Islamic teaching and culture. Similarly, Christian missionaries established a school in Zanzibar in 1864 and in Tanganyika at Bagamoyo in 1868 (Mlawi, 1998).

During the colonial time numbers of schools increased but were mainly segregated on basis of religion, sex, race and ethnicity. The German colonial government system established government schools up to standard seven. Later on British colonial Government system introduced schools under native authority system. Education system however remained discriminatory; for Africans, Asians, and Europeans. Like the Germans system, the British provided education services by paying attention to gender and religious affiliation as noted by (Nyerere, 1968; Mbiti, 1969).

After the World War II British were given mandate to rule Tanganyika as the Germans colonial rule was defeated by the British in that war. When the British took over the administration of Tanganyika colony they continued to use facilities developed by Germans, Significant education activities initiated by British included three year primary education course and English language used as the medium of instructions in British schools. Furthermore (Nzalayaimisi, 1993) reports that 74 elementary and primary schools were introduced during that era.

2.3 State of Education at Nation Level

More recent developments record a steep rise in primary school enrolment 90 % in 2004 to 100% in 2009. This could be attributed to the success elements on the effective implementation and realization goals and objectives of the Primary Education Development Programme (PEDP). PEDP ensured that all children from disadvantaged groups including AIDS orphans were enrolled in schools. In Kisarawe District, for instance, some of the children enrolled received support from

Non-Government Organizations (NGOs) as reported in (URT, 2001b). Findings from secondary data also show that children with disabilities or orphans were enrolled and some were supported by NGOs operating in study areas.

Coast region is among the 21 regions of Tanzania Mainland. According to URT (2006b) the total number of primary schools in the region were 486 in 2006 with a total enrollment of 210 504 pupils. Out of these 10525 (5%) pupils repeated and 2849 (1.4%) dropped out on various reasons headed by truancy 1956 (69%), followed by lack of financial support 570 (20%), pregnancy 188 (6.6%), deaths 113 (4%), pupils illness 20 (0.7%) and parent illness (0.07%).

2.4 Socio-Economic Factors Influencing Education Attainment

Truancy, pregnancy, illness, death, child labour, petty trade and lack of support are the most predominant factors leading to dropout. Socio-economic and cultural reasons cause many children especially the vulnerable poor, girls and children with disability to be severely under represented in educations in terms of access, participation and academic achievement. Mpamila (2007) however, observes that the situation differs from one place to another in Tanzania. This view is also supported by Sumra (1991) who suggests that the magnitude of the problem varies from one district to another.

It is therefore evident that in some districts in the country there are still some school age children who are not yet enrolled in Primary Schools. For instance Cooksey et al. (1998) indicate that Gross enrolment rates in primary schools varies quite

considerably across the regions ranging from 63% to 100%. While this observation may appear outdated by PEDP achievements (Mbilinyi, 2003) noted that in every 100 children of primary school age only 56 were enrolled in Primary schools in Tanzania in 2003.

On an international level Deolalikar (1997), asserts that determinants of child schooling in developing countries include household income, number of siblings and community schooling. The report by World Bank (1996) also confirms that about more than one third of the children in many developing countries do not complete primary education due to political and social constraints plus un-willingness of some parents to send their children to school and sometimes due inability to support and pay for education due to family's low economic status. Again Deolalikar (1997) reports that some parents in Tanzanian communities do not send their children to school because they feel that they get little value for the money they invest in the education of their children. In other words, they feel there is very low economic returns against investment in education, especially at primary education level since both the content and approaches do not prepare the cohort for active living in the communities. Apart from the few who proceed on to secondary education, those who join communities exhibit very little capabilities in acquisition of both knowledge and skills badly needed in their community development endeavours. This syndrome has lead to poor school-community relationship since primary schools are not viewed by the communities as centres of positive changes in community development. However, while researchers such as Mpamila et al. (1997) and others present very valuable critical assessment of the current situation they

have given solutions to mitigate the identified problem of dropout from primary schooling.

2.5 Dropout Determinants

Pupils drop out from schooling for various reasons, on and above the financial problems. Some have family problems as noted by Hallams (2002), while others may find difficulties in coping with their studies, and are therefore likely to engage in work rather than schooling. Some lack the motivation to learn. There are also pupils with multiple factors as dropout determinant. Consequently, they are easily distracted and detached from what is happening in schools and therefore dropout.

Financial constraints have a lot of implication to children education development. Although Tanzania has removed fees in primary schools in order to provided free basic primary education for all children, parents are still expected to contribute the indirect costs of educating a child in primary school today. Carney (2006), summarizes that such costs include those for infrastructure development, meal contributions and provision of academic equipments, school security guards, uniforms, study tours, text and exercise books.

These payments far exceed the fees that were charged before hence some students fail to complete the school due to low household income that do not meet school requests though not vividly spelled out within the joining instructions. Such pupils become discouraged, consequently they decide to dropout and get employed in alternative activities which portray better economic returns and thus more profitable than schooling.

2.6 Parental and Family Background

Family background such as socioeconomic status, single-parent families, siblings, education level, and family mobility are among the factors correlated with the livelihood of many students dropping out of school as cited by Terr (1987). Low parental income and education factors, have strongest relation to drop outs. Low income of parents contributes to lack of basic needs for their family such as school uniforms and learning materials. Furthermore, education attainments act as a model in the family level. For those parents who fail to provide education facilitates to their children including follow up and support for teaching and learning materials cause their children to dislike schooling.

In Kenya, the cost of education was the main cause of school dropouts since the majorities of the population depended on the land and derived most of their income from farming and animal grazing. Thus, parents need manpower for help with work in the farm or at home in order for them to meet the educational costs. For poor families who cannot hire laborers it is very easy to withdraw their children from school in order to work on the family land or care for the cattle. In doing so Raju (1973) argues, they automatically cause their children to drop out from studies deliberately or unintentionally.

In West Africa the situation is similar to the Eastern Africa regarding dropout of children from school due to parental and family background. In a study in Nigeria conducted by Okojie (1996) it was found out that parents' financial constraints were among the reasons for high school dropout. Fathers were responsible for the costs of

their children's education especially buying textbooks. Likewise, mothers who head the families alone experience similar problems. Unfortunately the study concluded that most of the victims of the situation are girls as they are used to help in the house work and looking after their siblings. Finally there is a fear of sending girls to school because they are vulnerable to pregnancy and thus would lose all the money which could be used for other family development plans such as educating boys. Hyera (2007) and Mwalongo (2008) also reported a similar situation in Tanzania. They observe that in the Tanzanian context girls are more marginalized in respect of access to education particularly in families with low incomes. In Tanzania more preference is given to educating boys in fear of the risk involved in investing in girl's education for reasons including a belief that after girls get married, they will not help their family but help the family of the spouse as noted in Mwalongo (2008).

Another study conducted by Kimaro (1981), suggests that families have a great role in ensuring that school attendance is maintained. He maintains that the schools and families must create a better learning environment and make sure that children go to school on time and remain there. Teachers have also a duty to make sure that children remain in a school throughout of allocated time. Panday (2008) also relates behavior of teachers as the main cause of high dropout from schooling. Some teachers do not keep good attendances of classes, assign pupils to do activities outside the classrooms like sweeping, farming gardening, mopping, cause pupils dropout against regular classroom attendance.

Bradby (1992) did a longitudinal study of seventh graders and found out that dropping out is more likely to occur among students from single-parent families and students with an older sibling than among other counterparts without these characteristics because it very difficult for single parents to follow up and ensure that every day the child is attending class, due to many responsibilities that they have.

Others whose children have dropped out schooling as a waste of time they encourage the pupils to withdraw from school and seek employment so that they support them economically. Other aspects of a student's home life such as level of parental involvement and support, parental educational expectations and attitudes to school, and stability of the family can also influence a youth's decision to stay at school.

2.7 Cultural Factors

The parental preference for a 'wife and mother' has influenced a great deal for early marriages and pre- marital pregnancies, thus affecting female participation in education. Studies by Ndimba (1996), Hyera (2007) and Mwalongo (2008) have shown that there are big numbers of female pupils who have dropped out of school in Tanzania due to pregnancy. A study conducted in Nigeria by Clarkey (1998) shows that parents in Nigeria allow their daughters to be married at the age of 12 for fear of possible conception outside of marriage. Parents were reported to still cherish the culture of marrying off under- age daughters for economic and social status. Along the coast of East Africa the rites of passage and early marriages have

adversely affected the enrolment and survival rates of the school girls predominantly among the Muslim communities. In such communities, School girls are forced to leave school as soon as they reach puberty Swantz (1970).

Early pregnancies and early marriages have been cited as principal barriers to girl's participation in education at all levels. A study done in Uganda by Sekamwa (1997) and that of Hyera et al. (2007) in Tanzania show that when girls reached puberty age that is the marriageable age their parents would cut short their stay at school for marriage. As a result, parents begin to develop the notion that sending a girl to school is a waste of money and other needful resources belonging to the family. Child and adolescent marriages (marriage before the age of 18 years) are very common in some parts of the world and go unregistered. In 1998 for example, the Indian state of Madhya Pradesh had 14% of girls between the ages of 10 and 14 got married. Data from Nepal shows that 40% of girls married at the age of 7 or 8 years. Under special cultural arrangements mothers of such girls were allowed to carry on their children until they mature. Usually boys marry under pressure from parents, but not as early as girls (Save the Children, 2003). Such cases reveals that most girls do not finish their primary school, and end up getting married and start bearing children at the prime age supposed to be still in schools .

In the southern part of Africa the situation is similar to other parts of south of Sahara area in terms of children dropout of school. Michael (1993) did a study to find out if there is correlation between school dropout of girls and early marriages in Mozambique. The study revealed that some parents in rural Matibane District were

surprisingly taking their daughters out of school when the time for marriage had come that is immediately after puberty. Further the study found that in rural and suburban societies of Mozambique girls were prepared mentally to accept the behaviors and activities carried by wives such as cooking, pregnancy, bearing and reeling of children and be good wives to their husband. In other Districts of Mozambique the study found that girl's early marriages were planned as form of insurance when female autonomy is considered to be risky. This has impeded the educational progress of girls in many other countries Michael (1993).

In Tanzania (Shuma, 1987) did a study on the contribution of family background factors to dropout behavior in Same, Kilimanjaro Region. The study revealed that initiation rites played a major role in influencing the dropout rates of primary female students. It was observed that menstruation is always associated with traditional ceremonies, which in most cases occur at primary school age. Participation in the ceremonies forced girls to stay out of school for a considerable period of time. Schoolgirls refused to go back to school after the ceremonies. In some schools teachers label that as extended truancy denied to return to schools in pretext that they can not cope up with academics. The rites of passage include in some tribes traditional practices that mark adolescence. UNESCO (2003) and Mwalongo (2008) argue that the rites of passage adversely affect girl's education progress because they reflect gendered norms and beliefs about appropriate roles for adult life. The practices are associated with introductory knowledge about puberty, reproduction, marriage and the control of female sexuality for female children. Mwalongo (2008) suggests that that knowledge is linked to the development of sexuality in both young

boys and girls. Unfortunately, the freedom of girls to enjoy their right to education is significantly curtailed in that way.

2.8 Family Education Background

Parents with little or informal education are unlikely to appreciate fully the advantages of their children getting an education. Education can be provided informally at home or it can be provided formally in school. The latter type of education is more advantageous and useful as it does not only provide knowledge and skills, but also matches one's own horizon of thinking. Pupils from homes where formal education is lacking are likely to play truant or even drop out as they lack a role model which stresses the value of education as asserted by Nkoma (1979).

The decision to send child to school is made by parents. In the household, production function approach it is assumed that a household with married couple utility function is maximized and resource allocation decisions are made through dictatorship of the household head (Becker, 1981). On the other hand educated children may directly enhance their parent's utility on benefit of education by enhancing to go to school. When education is seen in this way the household preference for educated children will play part in the decision to send their children to school. This is again likely to be related to the level of parent's education. Preference for schooling of boys and girls are formed in the context of social and cultural norms, and it is likely therefore that preferences will be gender specific and household attributes will have a different impact on the schooling decision for boys

and girls (Samer, 1992). However, Mason and Khandker (1995) argue that completion of primary education may be more closely associated with household characteristics than initial enrolment due to the fact that initial enrolment is compulsory and completion is not.

2.9 Distance from School

(Omari, 1998) observed that the longer the distance from home to school the more the children are unwilling to walk those distances especially during the long rains or scorching summer sun and cold winter especially during morning time, which becomes more crucial in communities where education is not highly valued. In the study carried out by Rumberger (1987) he found that long distances may affect the attendance of both girls and boys. Graham (1991) did a study in Egypt which showed that educational coverage in terms of numbers of schools was relatively good with 94 % of boys and 72 % of girls enrolled where there was a school within one kilometer. However, when the distance rose to two kilometers enrolment fell to 90 % and 64 %, respectively.

Sharing and Dhoundiyae (1997) did a study about the effects of walking long distance to school. They found that walking distance has adverse effect upon the academic achievement of students. In another study in Ghana by Vuri (2008), the results revealed that the availability and travel distances to schools both primary and middle schools in the community influence children's attendance. Vuri's study also revealed that some children who walked long distance performed badly in tests and many decide to dropout. In a related study recommend maximum distance should

not exceed 3 kilometres. This recommendation is supported by other studies made in the majority of rural districts in Sub Saharan Africa including Hill and Hallack, (1977) which indicated that about one quarter of children have to walk between 2 and 4 kilometres to school, and around 5% walk more than 4 kilometres.

2.10 Academic Performance

Students who receive disciplinary measures for example, detentions, retention between grades, suspensions, and expulsions are said to run a higher risk of dropping out of school. When one goes back to school she or he finds fellow students have already covered a lot of topics, making it difficult for them to catch up and thus perform poorly in examinations. With this academic embarrassment they then decide to dropout of school. Students are more likely to dropout of school because of inability to score high in tests. Those pupils who get low grades than their fellow pupils in their tests feel ashamed and so they have high chances of dropping out of school and finding other alternatives for survival. This is more likely to be taken as an option to those pupils who experience disciplinary measures due to failing tests as observed by Rumberger (1987) and Finn (1993).

In another study which took place in India, Dhoundiyal and Sharma (1997) indicated that poor achievement of the students had adverse effects upon pupils causing them to drop out. The study found that between 70 and 80 percent of students dropped out of school because of poor performance. They went further explaining that low participation in school activities, early school failure, low self- esteem, problem in behaviors, alienation from school, negative attitude toward school, being unable to

get along with teachers or peers, having difficulty with the material being taught, and having safety concerns while at school contribute to student's poor academic performance which consequently motivate them to dropout of school. This is also backed up by research findings from the studies by Malcolm et al. (2003). In their study in Scotland, indicated that 14% of pupils drop out due to the pressure from friends, 12% due to harassment of teachers and 6% failed to cope with work given by their teachers. More importantly, children drop out of school when they find teachers and some subjects are not their favorites, fearful and grade their work with biases (Boma, 1980).

2.11 Pupils Personal Characteristics

Many pupils coming from poor backgrounds lack basic school needs like school uniforms, exercise books, textbook and food that can facilitate the learning process while at school. If they miss them they decide to leave school and find employment to get money which would be beneficial to them and their families at large. International Labour Organization ILO (2009) indicated that 218 million children became child labourers in 2004, of which 166 million were between 5 and 14 years old world wide. These age groups are supposed to be at school instead they are working, so it means that more children were out there working and not in schools.

A number of studies have been conducted to examine effects of pupil's personal characteristics on dropout from school. Malcolm et al. (2003), for instance, examined numerous behaviors of students who are at risk of dropping out of school and found that laziness and lack of self-concept contribute to poor academic

performance and dropout of children from school, truancy, poor academic performance and high domestic activities at home.

2.12 Infrastructure

The location of child's school in relation to his /her home can pose a barrier to accessing education. Children living in urban areas are more likely to enrol in primary schools than those from rural areas. Cooksey and Blackmore (1981) study indicated that the demand for and supply of primary schools tend to be low in an area with low population while Mosha (2006) found that children living in districts with high population densities supply of schools tend to be high.

2.13 Gaps Identified

There is clearly evidence from the above cited studies that socio-economic factors influence primary school education attainment in some parts of the world. Factors such as lack of the school education background, poor academic status of the family and distance from the school affect education attainment of children as they cause dropout of children from school. However, little attention has been paid on looking at sources of these factors.

It is significant to note that consequence that exacerbated the education inequalities in some parts of the country are due to historical background since the period of colonialism. Some areas have remained at disadvantages. Also many studies did not identify that in some areas education does not help the graduates of primary schools better benefits. To that end, many children decide to dropout of school and fail to reach the maximum expected attainment of primary school. .

CHAPTER THREE

3.0 METHODOLOGY

This study explores the socio-economic factors influencing primary school education attainment in Kisarawe District. Presented in this chapter are the description of study area, research design, sampling procedure and techniques, sampling framework including sample size, sampling techniques, data collection from both primary sources (primary data) and published sources (secondary data) and finally data analysis procedures.

3.1 Description of the Study area

Kisarawe is one of six districts in the Coast Region of the Tanzania Mainland. Other districts include Kibaha, Rufiji, Bagamoyo, Mkuranga and Mafia which is an Island in the Indian Ocean. It is bordered by Mkuranga District in the East, Morogoro in the West, Dar es Salaam City to the North East, Kibaha District to the North and Rufiji District to the South. It has a total area of 3535 km² which lies in an inland plateau area with an average altitude of 1000 m above sea level. The total population is 102 478 people as projected from 2002 Census. Out of this 52 808 are female compared to 40 670 males. Administratively the District is divided into 4 Divisions which are divided into 15 Wards with a total of 78 villages. The District has 78 public primary schools in 78 villages. Major resources available in District are arable land, forest and minerals, particularly kaolin. About 95% of the population are smallholder farmers. The major food and cash crops grown include cassava, maize, paddy, sorghum, cashew nuts, oranges, mangoes, pineapples, pawpaw and jackfruits.

3.2 Research Design

The study used a cross sectional research design which allows the information to be gathered at one point in time (Krishnaswami, 2004). The design has its antecedents in the work of Gay (1981), Kerlinger (1986) and much from Babbie (1990), who recommends its usage and suitability for purpose of describing and determining relationship between variables. The survey was chosen because it employs the use of questionnaire or interview procedure to collect data (Johnson and Christensen, 2004). This research design was chosen because of the advantages it has over other designs. Two general approaches are widely recognized: quantitative and qualitative researches are used due to the nature of the study. Data collected are used for purpose of simple statistical description, interpretation and to determine the relationship between variables that were the focus of the survey. The method is also suitable where time and resources are limited.

3.3 Sampling procedure and Techniques

A sample is a set of elements taken from larger population to represent that larger population. It is a subset of the population, which the full is set of element or people or whatever you are sampling (Johnson and Christensen, 2004). Sampling technique are methods used in selecting a sample. According to Krishnaswami (2004), sampling techniques are classified into two types: Probability and non-probability sampling. In this study, both probability (simple random) and non probability (purposive) sampling methods have been employed.

3.3.1 Sampling frame

Cooksey and Lokuji (1995) defined a sampling frame as the list of the entire population from which the sample is to be drawn. Population refers to an aggregate of people or things that a researcher has in mind from which one can obtain information and draw conclusions (Franken and Wallen, 2000). A population targeted for a specific study shares a number of common features. In this study, the target population was limited to pupils, teachers, education officers, influential people, village executives and NGO found in Kisarawe District.

3.3.2 Sample Size

There were a total of 101 participants as sample size involved in this study. This study included: 1(0.99%) Education Officer, 40(39.6%) were parents/guardians 10(9.9%) were Primary school teachers (Head teachers and class masters), 40(39.6%) were primary school pupils in and out of school, 5(4.95%) were representatives from NGOs and influential people and 5(4.95%) were Village Executive Officers within the school villages all from Kisarawe District

3.3.3 Sampling Techniques

Different sampling techniques were used during data collection. Random Sampling was used to select 5(33.3%) wards from 15 wards which are found in the District. One village was selected from each ward and from each ward one school participated in the study. Random sampling was employed during selection of pupils in schools and purposive sampling was applied to nominate out-of-school children so as to provide each individual with an equal chance of being selected from the population as suggested by Kothari (2004).

According to Kothari (2004), Social Science Researches subjectively select purposive sample referred to a judgmental samples in an attempt to obtain a sample that appears to be representative of the population. For that reason, primary schools were purposively selected to represent both schools with large catchments and as well as small catchments to assure equal participation in order to understand factors for variations. Primary schools teachers were selected through purposive sampling according to their status in the school. They were all Head teachers and class masters. purposive sampling were used to identify people with special characteristics. They included people who were used as key informants such as village executives, Education officers, and members of NGOs to capture important information. In study, the researcher used primary schools teachers and village executive officers to identify out of the school children and their parents or guardians in order to participate in the study. These were assumed to be very close and knew much of the where about of the out of the school pupils and their respective parents or guardians.

3.4 Data collection

The study used multiple technique research approach where both quantitative and qualitative methods were used. Two types of data were collected that is primary data and secondary data.

3.4.1 Primary data

Primary data were collected from households (parents/ guardian, pupils within and out of school) using structured questionnaire consisting of both open and close ended set of questions. Personal in-depth interviews were also employed to

administer the tool. Interview with key informants were guided by well structured interview checklist. Data collected in this method provided original data on the registration trends, catchments and reasons for dropouts. The data collected with this technique encompass the entire information collected by using structured questionnaire.

Focus group discussions were also used in interviews which were conducted through discussion including more than one person at a time as recommended by Leedy and Ormrod (2001). These Focus group discussions (FGDs) involved influential people including the religious leaders and elders, political leaders, education officers from Wards and in the district education office. Data collected helped to understand reason of the pupils to be out of the school, and eventually to get their opinion on ways of reducing drop out in the schools.

3.4.2 Secondary data

Secondary data were collected from libraries, Kisarawe District Office, Ward Offices, School Offices and the internet. In this study, the secondary sources of data captured to get number of qualified teachers, infrastructures such as desks, toilets, cupboards, teacher houses, offices, tables, classrooms, enrolment and dropout rates. Also important records about primary education in Tanzania were collected.

3.4.3 Participant observation

Participant observation was also used to capture relevant information for this study. Observation is the process where by the investigator does direct observation without

asking for anything from the respondent (kothari, 2004). Observation was used in order to capture usefully information on the social economic factors influencing primary education in Kisarawe. This study used participatory to observe the economic status of the parents. Observation was also used to observe houses of the pupils out of the school parents, environments of the school surroundings, pupils staying in the floors, nature of the school buildings to see if they had negative influence on attainment of primary education in Kisarawe district.

3.5 Data Analysis

To analyze data, the researcher used Statistical Package for Social Science (SPSS) computer software in coding, entry and analysis of data, descriptive statistics particularly frequencies and percentage was used. Participant observation was also used to capture relevant information for this study. Further more, content analysis also known as thematic analysis was used to analyse documentary material as well as verbal discussions with various groups of respondents to determine social-economic factors influencing education attainment in Kisarawe District.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSIONS

4.1 General Overview

This chapter presents the results and discussion of research findings of the data collected in Kisarawe District concerning socio-economic factors influencing primary school education attainment. The chapter is divided into the following; Demographic information, State of education, Socio-economic factors influencing education attainment and the extent of influence of socio economic factors on education

4.2 Demographic information

The socio-demographic information well known as characteristics of the respondents under study is shown in Table 1. The table reveals that out of the 101 respondents interviewed, 6 (5.9%) were aged between 7-6 years while 24 (23.8%) aged between 11-13 years 10 (9.9%) aged between 14-17 years, 1 (1.0%) aged between 18-25 years, 20 (19.8%) aged between 26-35 years, and 36 (39.6%) were aged between 36 and above. Regarding sex total of 52 (51.5%) were male the remaining 49 (48.5%) were female, 101 respondents of the parents were interviewed 28 (27.7%) were married while 73 (72.3%) were single. 101 respondents the parents interviewed their level of education were as follows; 20 (19.8%) had no formal education, 20 (19.8%) were ongoing primary school pupils, 9 (8.9%) were primary school dropout pupils, 22 (21.8%) had primary education, 30 (29.7 %) had secondary education and above. On the side of Ethnicity 101 respondents interviewed 52 (51.5%) were Zaramo and 49 (48.5. %) were other tribes. On

religion, 66 (65.3%) were Muslim and 35 (34.7%) were Christian. The large numbers of respondents were mainly Zaramo and Muslim. This is due to the fact that they are the predominant in Kisarawe district compared to others.

Table 1: Social demographic characteristics of respondents (N=101)

Variable	n	%
Age (Years)		
7 – 10	6	5.9
11- 13	24	23.8
14 - 17	10	9.9
18 – 25	1	1.0
26 - 35	20	19.8
36 and above	40	39.6
Total	101	100.0
Sex		
Male	52	51.5
Female	49	48.5
Total	101	100.0
Marital status		
Married	28	27.7
Single	73	72.3
Total	101	100.0
Education level		
No formal education	20	19.8
Ongoing primary school pupils	20	19.8
Dropout primary school pupils	9	8.9
Primary education	22	21.8
Secondary education and above	30	29.7
Total	101	100.0
Ethnicity		
Zaramo	52	51.5
Other tribes	49	48.5
Total	101	100.0
Religion		
Muslim	66	65.3
Christian	35	34.7
Total	101	100.0

4.3 State of primary education in Kisarawe District

4.3.1 Pupils enrolment in Kisarawe District

The term enrolment refers to the total number of students or pupils admitted to school. The data of pupils enrollment from 5 sampled school 2004-2009 as shown in Table 2 were as follows: Sangwe had total number of 186 pupils segregated into 96 (51.6 %) boys and 90 (48.4%) girls. Kauzeni Primary School had 396 (207 boys (52.3%) plus 189 (47.7%) girls), Marui Mipera had 268 pupils of which 125 were boys (46.6%) and 143 (53.4%) were girls. Vikumburu had total of 283 pupils comprising 152 boys (53.7%) and 131 girls (46.3%). Out of 454 pupils at Mwanzomgumu Primary School 232 were boys (51.1%) plus 222 girls accounting for only 48.9%.

Table 2: Pupils enrollment for selected Primary schools from 2004 to 2009

Name of School	Registered students				Total
	Number	Boys Percent	Number	Girls Percent	
Sangwe	96	51.6	90	48.4	186
Kauzeni	207	52.3	189	47.7	396
Marui Mipera	125	46.6	143	53.4	268
Vikumburu	152	53.7	131	46.3	283
Mwanzo Mgumu	232	51.1	222	48.9	454
TOTAL	812		775		1,587

The study revealed in table 2 is that boys enrolled for six years from 2004-2009 were 812 while girls were 775. The numbers of girls were less 37 (5%). Despite that small difference, findings from the District Education Office as indicated in table 3 shows that in Kisarawe District the enrolment rate for the year 2005 was 103 %. The target enrollment was 3371 but enrollment increased to 3505 for the same

year. The enrolment continued to be high by 100% up to 2009. The increment was due to commencement of Primary Education Development Programme (PEDP) since 2002.

Table 3: Primary school enrolment from 2004 to 2009 in Kisarawe District

Year	Expected			Enrolled			
	Male	Female	Total	Male	Female	Total	Percent
2004	1800	1565	3365	1642	1382	3024	90
2005	1695	1676	3371	1747	1758	3505	103
2006	1706	1599	3305	1641	1999	3640	95
2007	1903	1860	3763	1790	1662	3452	91.7
2008	1935	1867	3802	1896	1841	3737	98.3
2009	1671	1667	3338	1897	1819	3716	100

Source: Kisarawe District (2009)

Factors for high enrolment mentioned by District Education Academic Officer in Kisarawe District include improvements of school infrastructure, availability of teaching and learning facilities, and teacher deployment at the district required capacity.. It is also noted that in Kisarawe District establishment of complementary Basic Education Training (COBET) for out of school children and youth, benefited children who missed the opportunity to enroll in formal primary schools or those who dropped out of school for various reasons as reported by URT (2002b). The programme aims at giving basic education to out of school children and youth aged 11 to 18, with special focus on girls and vulnerable children. Despite the PEDP effort to improve availability of teaching learning facilities in schools, results indicate that enrolment could not keep pace with the available teaching and learning facilities, although these statistics depict high enrolment rates there are still dropouts in each school studied.

4.3.2 The Rate of Primary School Dropouts

The rate of primary school dropouts mainly focuses on identifying the number of dropouts in terms of sex and years. The data from head teachers of the five sampled schools as indicated in Table 4 is that the total number of dropouts for six years from 2004-2009 was as follows: Mwanzomgumu Primary School had 24 for boys and 134 for girls; Vikumburu had 2 boys and 3 were girls; Marui Mipera had 32 boys and 39 were girls;. Kauzeni Primary School had 6 boys and 9 were girls; and finally Sangwe Primary School had 16 boys and 19 were girls. Study revealed that dropouts were higher for girls than boys at Mwanzomgumu Primary School because it is very close to town where large number of girls drop from the school and go to town to look for employment once they mature enough. The table shows the dropout rates in percentages for the six sampled schools. Rates for Vikumburu are low because the village is very far from attractive and luring centres and towns. Pupils therefore, are forced to remain or stay in school for all the time without potential distractions.

Table 4: Dropout Rates in the Sampled Primary Schools by sex in Kisarawe District 2004-2009.

Schools	Enrollment			Dropout			Dropout Rate%		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Sangwe	96	90	186	16	19	35	17	21	17
Kauzeni	207	189	396	6	9	15	3	5	4
Marui Mipera	125	143	268	32	39	71	26	27	26
Vikumburu	152	131	283	2	3	5	1	2	2
Mwanzomgumu	232	222	454	24	134	158	10	60	35

In Kisarawe District the total number of the pupils enrolled in 2009 were 3716 and dropout were 934 (25%) . These finding when compared with national level where the total number of dropout were 72479 while in Kisarawe the total number of dropout were 934 (1.28%) this indicate that kisarawe is also affected by dropout.

Data from the District Education Office from 2004 – 2009, however, is different from the field data in Table 5, where the findings showed that there were more boys dropouts than girls. The reason given is that Zaramo people who inhabit that area have a culture that boys are given responsibilities in the family while they are still at school thus they fail to meet the demand of the school and that of the family, thus they decide to drop out of school instead. Boys are trained to be independent and they learn how to handle the family after they get married, which make them have the need to master cultivation skills in order to support the family while still at school. As a result some of them decide to leave school and engage in the activities to earn income. The records from the District Education Offices also indicate that there were annual variations in school dropouts. The findings indicated that the number of school dropouts was high in 2008 and in 2004, and were lower in 2005 as shown in Table 5 below.

Table 5: Primary school Dropout 2004-2009 in Kisarawe District

Year	Girls	Boys	Total
2004	226	253	479
2005	394	474	868
2006	415	1049	1864
2007	760	917	1677
2008	1278	1651	2929
2009	294	630	934

Source: Kisarawe District (2009).

Data from the Table 5 indicates that the rate of dropouts in the primary schools within six years shows great differences. In 2004 the rate of school dropouts was for example lower than in all the other years, except 2008. During the oral interview head teachers reported that the number of school dropouts went down due to the

achievements of Primary Education Development Plan (PEDP), whose first phase ran from 2002 to 2006. During this period there was an improved learning environment through the provision of funds to schools to build new classrooms and rehabilitate dilapidated ones including teachers' houses, toilets as well as provision of capitation grants for the purchase of teaching materials like exercise books, textbooks and other facilities. These improvements attracted pupils to remain in schools. Table 5 also shows that when the PEDP phase one ended in 2006 the number of school dropouts started to increase.

The second phase of PEDP started in (2007-2011). The findings also noted that pupils dropped out of school due to the death of either one or both of their parents especially due to HIV/AIDS or other related diseases. The number of cases affected with HIV/AIDS in the country from 1993-2009 is reported to be high. Coastal Region is not exception to the case and Kisarawe District in particular. In reality, many children depend greatly on their parents or guardians for all their support in terms of basic needs such as food, clothing, health and education. Moreover, many relatives cannot afford to take care all the children and leaving some more to have no support at all. The study revealed that as a result of such problems there are an increasing number of street children who lack support of obtaining basic needs for survival from their actual families.

4.3.3 Availability of school facilities

The study revealed that teaching and learning facilities were available in most of the schools in Kisarawe District. The district Education Academic Officer confirmed this on the position of availability of the facilities in the district, and commented that

the availability was however not uniform in the whole district. While they are adequate in some schools which are supported by Plan Tanzania non Organization supporting societies with Education, Health and economic in Tanzania, there still alarming scarcity of academic facilities in schools without such support (Mpamila, 2007). Table 6 shows the real situation in the district with acute shortages of cupboards intended for storage of teaching and learning materials under the custody of each teacher. Some schools do not adequate desk to support pupils acceptable posture while learning to master at the least handwriting skills.

Table 6: School Facilities in Kisarawe District Council in 2009

Facility	Required	Available	Deficit	Percent of deficit
Class rooms	802	566	236	29.4
Teachers houses	723	291	432	59.8
Latrines	1104	998	106	9.6
Offices	180	135	47	26.1
Stores	174	47	127	73.0
Desks	11780	9823	1957	16.6
Tables	1643	734	909	55.3
Chairs	1747	955	792	45.3
Cupboards	1067	241	826	77.4

Source: (URT, 2009)

The analysis of data presented above in Table 6 shows that despite the implementation of PEDP and contribution of NGOs, there is high deficit of number of facilities in Kisarawe. One teacher from Vikumburu Primary School reported that class two had sixty pupils with only five desks that accommodated fifteen pupils with a ratio of three pupils per desk. Fig. 1 shows that there are not enough desks and so students have to sit on the floor. As a result there was poor attendance or more school dropouts.

Some pupils in Standard Two were writing while seated on the floor because of the shortage of desks. Only five desks were present in the classroom which was not enough to accommodate sixty pupils enrolled in the class. This situation affected the teaching and learning process hence some pupils decide to leave school. Accessibility of facilities to support services in Kisarawe as shown in Table 7 below indicate that there is big problem of teachers houses almost in each school. Lack of houses for teachers and desks for pupils contribute pupil's dropout, since the teachers and pupils lack the motivation to perform their duties.



Figure 1: Poor learning environment including lack of desks in Vikumburu primary school.

Table 7: Availability of school facilities in Kisarawe district

Facility	Selected schools				
	Mwanzo Mgumu	Vikumburu	Marui Mipera	Kauzeni	Sangwe
	% of deficit	% of deficit	% of deficit	% of deficit	% of deficit
Class rooms	36.4	53.8	41.7	22.2	57.1
Teachers houses	50.0	66.7	50.0	33.3	70.0
Latrines	13.3	29.4	25.0	25.7	38.9
Offices	0.0	33.3	0.0	60.0	50.0
Stores	50.0	66.7	50.0	0.0	75.0
Desks	16.8	37.6	24.5	7.9	26.7
Tables	54.5	65.4	60.9	20.0	68.0
Chairs	43.5	60.7	50.0	23.5	57.7
Cupboard	78.6	82.4	80.0	50.0	88.2

4.3.4 Teachers Manning Level in Kisarawe District

In Kisarawe district demand for primary school teachers in 2005 was 799 and deficit was 201. Available teachers and their qualifications were as follows; starting with males there was 72 grades III B/ C, 215 IIIA, 11 diploma and 1 degree, availability of female teachers included 42 IIIB/C, 252 IIIA, 5 diploma and 0 degree. The above data show that there are still deployments of lowly qualified teachers in Kisarawe District. The number of Teachers' Grade IIIB/ C are still at alarming 19%. This cadre required upgrading so as to acquire grade IIIA (URT, 2006b.) in accordance to PEDP objectives. The above result is on line with Hussein et al. (1978) who conducted a study in Botswana and revealed that teacher's qualification is positively and significantly related to student's performance.

On another scale the information from the District Education Office in table 8 shows that in 2009 demand for teachers was 686 against the available 625 with the deficit of 61 (9%). Teacher's qualification by gender is as follow: III B/C male 4

female 2 total 6, IIIA male 269 female 320 total 589, Diploma male 17 female 6 total 23, Degree male 4 female 3 total 9. Table 9 indicates number of qualified teacher's from each school. Generally data shows that there is an increase of teachers in terms of number and qualification therefore this factor has no influence education attainment in Kisarawe.

Table 8: Availability of teachers by qualification and sex in Kisarawe District:

Grade	Male		Female		Total
	Number	Percent	Number	Percent	
IIIB/C	4	66.7	2	33.3	6
IIIA	269	45.7	320	54.3	589
Diploma	17	73.9	6	26.1	23
Degree	4	57.1	3	42.9	7
Total	294	47.0	331	53.0	625

Source: (URT, 2009)

Table 9: Available teachers in the study area by qualification and sex

School	Male				Female			
	IIIB/C	IIIA	Dip	Degree	IIIB/C	IIIA	Dip	Degree
Mwanzo	0	6	0	0	0	5	0	0
Mgumu								
Vikumburu	0	5	0	0	0	4	0	0
Marui Mipera	0	6	0	0	0	5	0	0
Kauzeni	0	6	0	0	0	5	0	0
Sangwe	0	5	0	0	0	5	0	0

The Plan Tanzania support Coordinator in Kisarawe District reported that they were supporting the improvement of the teachers and learning environment by training the school committee members. PTS supported the training of COBET teachers and paraprofessionals in schools. PTS also supported COBET centers by supplying mathematical set in schools, dissemination of trainers (TOT) in curriculum

development to primary school teachers and were for in service training programs to teachers in primary schools. Despite the achievement it is worth noting that the District Council does not get enough funds from MOEVT and some times if it receives, it receives it very late. Most of activities therefore are affected by budget constraints.

4.3.5 Contribution of NGOs and PEDP in Education attainment in Kisarawe District

PEDP The Primary Education Development programme was announced in Tanzania from 2001, and its implementation began in 2002 as an attempt to improve education in Tanzania . In Kisarawe PEDP has improved quality of teaching and learning environment, Plan Tanzania (non Organization supporting societies especially in Education, Health and economic in Tanzania).

According to the reports of Head teachers of the five sampled schools of Kisarawe district, there are several NGO's such as an Organization of Women Community (Mudugu Wacod) and Plan Tanzania Support, which provide assistance to orphaned children in the form of exercise books and pens. The study revealed further that these organizations did not extend and scale up their support to other schools. Therefore their services are limited to fewer schools causing inequity in the education provision. Even in their selected schools only 15 pupils from these schools are provided with exercise books and pens without valid reasons for the selective provision.

Despite the registered challenges the results show improved access to quality primary education in Kisarawe District due to spill over effect of PEDP implementation and contribution of NGO especially Plan Tanzania support. However the supplement of primary education has not been without its fair share of problems which include pupil's dropout due to lack of enough resources, and inadequate teaching and learning facilities.

4.3.6 Dropout Motivations – Economic Gains

Early search for money has been reported as the chief motivating factor luring young boys and girls to drop out of school. Many pupils who dropped out of school were motivated by money as their fellow pupils who had left school were employed in various sectors such as business and domestic service in urban areas that earned them money which helped them meet their basic needs. The findings revealed that some pupils in the village left school and went to where many of their brothers and sisters had businesses. After some time they came to visit relatives in their villages while they have money which they provide to their friends and relatives as vivid signs of prosperity. This has a great impact on the pupils who are yet in school as it leads to poor discipline and low regard to the benefits of schooling. As a matter of fact they start viewing schooling as nothing but a waste of time. They are further discouraged from schooling especially when they compare the socio-economic livelihood and status of their teachers to that of their relatives who did not go to school but have better life in terms of money than teachers.

The study revealed that employment was another factor that attracted large groups of pupils to leave school and become employed to various sectors to get money for their own survival. A teacher from Mwanzo Mgumu Primary School reported that in their village a lot of children were self-employed, making them independent and able to provide for themselves school requirements. Other pupils were engaged in making charcoal and cutting trees for building materials. Some pupils were employed as houseboys and house girls. Others were involved in the wood business transporting it to urban areas for selling. Girls and boys were not employed as a house girls or boys within their villages. They believed that in rural areas they would be paid less than in urban areas where they would be exposed to other activities which would pay much more than in the village. Due to these factors some pupils decide to leave the school and get employed to obtain money for survival. The main problem is families' abject poverty of that fails to meet their children's basic needs.

Table 10: Post activities of dropout pupils

School	Post activities of dropout pupils									
	Petty business		Making charcoal and agriculture		House girl		House boy		Total	
	n	%	n	%	n	%	n	%	n	%
Mwanzo Mgumu	2	50.0	1	25.0	1	25.0	0	0.0	4	20
Vikumburu	0	0.0	4	100.0	0	0.0	0	0.0	4	20
Marui Mipera	0	0.0	3	75.0	1	25.0	0	0.0	4	20
Kauzeni	1	25.0	2	50.0	1	25.0	0	0.0	4	20
Sangwe	0	0.0	2	50.0	1	25.0	1	25.0	4	20
Total		15.0		60.0		20.0		5.0		100

4.4 Social Economic Factors Influencing Education Attainment in Kisarawe District

4.4.1 Household Source of Income

The findings reveal that poor household income is the major factor for primary school dropout hence poor education attainment in Kisarawe District. Table 11 reveals that 8 (40%) of the parents with dropout pupils are peasant farmers cultivating mainly food crops. The table also shows that 10 (50%) of the parents or guardians with dropout pupils depend on casual laboring. The peasant farmers' economic earnings are exacerbated by poor weather conditions including unreliable rainfall forcing them not to harvest enough from the farms. These results correlate with what was found in a study conducted by (Gabagambi, 2008) which indicated that most people in Tanzania who depend on agriculture earn very little forcing them to abject poverty. In this way they fail to support their families economically, causing some of their children to drop out of school compared to those pupils whose parents are economically better off and are of good standing.

Table 11: Parents/Guardian Household Source of Income

Major source of income	Parents/guardian without drop out students		Parents/Guardian with drop out students	
	Frequency	Percent	Frequency	Percent
Salaried	8	40.0	0	0.0
Crop farming	8	40.0	8	40.0
Livestock keeping	4	20.0	1	5.0
Petty business	0	0	1	5.0
Casual laboring	0	0	10	50.0
Total	20	100	20	100.0

Eighty respondents interviewed about the contribution of food on pupils in table 12 their support indicated that drop out 3(3.8%) ranked 1 and 9(11.3%) ranked 2, 7 (8.8%) ranked 3, 19(23.8%) ranked 4, 34(42.5%) ranked 5, 8(10.0%) ranked 6. Although it does not show much significant on the influence of education dropout but the discussion with the teachers shows the influence.

Table 12: Correlation between shortage of food at home and dropout of children:

Rank	Frequency	Percent
1.00	3	3.8
2.00	9	11.3
3.00	7	8.8
4.00	19	23.8
5.00	34	42.3
6.00	8	10.0
Total	80	100.0

Moreover, interviews with teachers show that there were children who did not have food assurance at home due to lack of food security at their homes. They usually went to school without taking anything such as breakfast or lunch, which make them not to be attentive to teachers during the teaching and learning process. Sometimes they were dozing in classrooms during sessions. This caused school children to have poor performance, irregular attendance and ultimately dropping out from school. The study revealed that dropouts from most of these schools ended up in seeking employment as a way of getting food at home. For example, during one of the interview sessions, the class teachers said that pupils sometimes went to school without learning materials like exercise books and pens. They were provided with exercises or homework by the teacher, however together with this facilities they simply looked at the teacher without doing anything, which made them feel inferior

because sometimes teachers requested them to have learning materials, for example pens and exercise books but they could not have them due to abject poverty in their homes. When they did not come with such materials to school, they were punished. This created fear in the pupils, and finally decided to withdraw from school to escape being punished or embarrassed by their teachers. The study further revealed other reasons for school dropouts, but the major reason was the extreme poverty in the families. Consequently children lacked school needs and other basic needs including health and shelter. This correlate with Janvry (2005) who insisted that lack of income affects education attainment.

4.4.2 Culture

Eighty respondents were interviewed about the influence of culture on education attainment; their views are summarized on Table 13 below. The study found that in Kisarawe District culture had influence on education attainment. Respondents who were interviewed stated that Zaramo people who are the dominant in this area practice the seclusion of young girls from the time of puberty until marriage. During the seclusion process, a girl is kept inside the house and is not allowed to go outside or away from home. This situation sometimes results to pupils dropouts because when the seclusion period is over, such a girl will be far behind in academic matters at the school and can not cope up with the pace with others who were in school during the same period of her seclusion

Table 13 Respondent ranking on social cultural factors influencing education attainment

Rank	Frequency	Percent
1.00	12	15.0
2.00	43	53.8
3.00	14	17.5
4.00	5	6.1
5.00	3	3.8
6.00	3	3.8
Total	80	100.0

Report from DEO and teachers revealed that pregnancy and early marriage were the other causes for high rate of school dropouts especially for girls which was also mentioned as major problem by United Nations (UNICEF, 2005). The study revealed that girls drop out from school due to pregnancy and early marriage due to coaxed by young men who owned small businesses like soft drinks, shops and small shops. They falsely promised them to marry and trapped them into sex intercourse practices in exchange of chicken and chips, a drink or some money to buy expensive things like clothes, jewels and cell phones. Teacher blamed in this as they said to be easily tempted with lucrative things like mobile phones offered by men. This has contributed to school dropouts. Furthermore, teachers commented that some end up being kept indoors like married couples, and finally they end up contracting HIV/AIDS and related diseases.

Head teacher from the sampled schools revealed that dropout girls were engaged in sexual activities because of small gifts obtained from men. Consequently they get unwanted pregnancies and later on some of them end up contacting HIV/AIDS and other sexually transmitted diseases then dropping out of school. The District

Education Officer (DEO) had the same comments regarding early pregnancies and marriage.

When a dropout was asked why she had left school she said that her father did not want her to go to school because he wanted her to be married, she further said that parents wanted to get money or cattle/goats through dowry. For this reason he did not provide her with any support for learning such as exercise books and school uniforms since standard four when she decided to leave school and got married.

Teachers and Village Executives of Marui Mipera reported that there were seven cases in the school which show that people had a culture of forcing their daughters to get married while they were still schooling. Parents tend to take money before marrying their daughters off. When parents are approached they would ask their daughters to go to the person who provided them with money as a form of dowry and they never came back home again. The family life starts and other cultural procedures followed for marriage ceremonies. This is in line with Kalindimya's findings published in Nipashe (2008) from his research carried out in Newala, Liwale and Kigoma Districts, where he reported that some cultures support early marriages for girls and immediately after completing standard seven, girls were supposed to be married in order to get money.

The study also revealed that many pupils decided to withdraw from school because they also lacked food at home and school uniforms. One dropout argued that:

“I failed to continue schooling after the death of my father three years ago. My mother was left with nothing; my late father’s property was taken by his relatives. They promised to take care of our family, but no one came back after the funeral. One day I decided to follow up my uncle who stays in Dar es Salaam asking him to buy me school uniform. He told me that at that time he had no money but if he had the money he would buy me a school uniform.”

This narration implies that the dropouts left school because of poor support from their relatives and organization. Many people expect the family of the late would be taken care of by the relatives, but such a culture is becoming weak and no more practiced by many people. It seems that if children were to be provided with school uniforms and other needs by the relatives of the deceased person they would be able to attend school and complete education programmes.

The findings also show that there is a culture of household responsibilities given to children while schooling caused many of them to drop out of school. Parents tend to involve their school children in household responsibilities which include crop cultivation, cooking and fetching for water, while others employed as cheap labour to contribute to family income. When asked a dropout girl from Marui Mipera primary school she stated that she decided to withdraw from school due to the responsibilities she had in the family including to make sure that her siblings survived in terms of feeding, clothing and other necessary services. She was the head of the family because her parents died due to HIV/AIDS disease. She said:

“My parents left us with nothing but fields to till. Together with my four siblings we participate in cultivating the land in order to have enough food and money for household uses. It was not possible for me to go to school because I have to do this as a parent for the family”.

This reveals that death of parents brings children into hard life thus losing their future direction especially for the first born who has to take responsibility for her/his siblings. This means that they cannot attend school. This study also noted that there were different reasons for school dropouts which were reported by DEO and teachers in Kisarawe district. These reasons were categorized into three main groups namely; parental and family background that included parental ignorance of education, death of pupils, orphans, polygamy, household responsibilities pregnancy and early marriages. The second group comprises pupils' personal characteristic, which are truancy, employment disease, poor discipline. The last group comprises school-related factors such as poor learning environment, and distance from the school. All these could be reduced if the community ensures that all programmes introduced are monitored effectively and reasonable action is taken against those who fail in their responsibilities.

4.4.3 Infrastructure

The influence of infrastructure on primary education attainment was a question asked to respondents and their responses are summarized in Table 14. In a nutshell the table indicates that 5 (6.3%) ranked 1, 9(11.3%) ranked 2, 33(41.3%) ranked 3, 18(22.5%) ranked 4, 8(10.0%) ranked 5, 7(8.8%) ranked 6 .These result show that

infrastructure which include lack of desk, distance from home to school, lack of enough buildings contribute on lack of completion of primary school education.

Table 14: Influence of infrastructure on education attainment

Rank	Frequency	Percent
1.00	5	6.3
2.00	9	11.3
3.00	33	41.3
4.00	18	22.5
5.00	8	10.0
6.00	7	8.6
Total	80	100.0

School related problems are those which are associated with the school such as a poor learning environment and long distance from school. Poor learning environment was a factor that was mentioned caused school dropouts. Some pupils faced problem due to the school's physical infrastructure, especially children with disabilities and physical impairments. Poor infrastructure include lack of desks, text books, classrooms, enough houses for teachers, teaching aids and lack of toilets for impaired pupils.

In the entire sampled schools poor environment to support pupils with learning difficulties was observed to be a problem. For example, when one parent from Vikumburu was asked why his child was not at school, he responded that he decided to withdraw his child from school because the school had poor learning environment for his deaf daughter. Her daughter needed specialized teachers for training deaf pupils through signs and other supporting materials like videos, pictures and drawings. Normally deaf persons cannot hear the teacher explaining concepts but if

the teacher used pictures, it would be easy for her to understand the lessons. She would see what was going on during the learning process. Going to school with such an environment could not benefit such pupils as it was not fair and she was labeled as “deaf”. There was also no clear relationship with normal pupils which made her feel uncomfortable while at school. This child should be enrolled in special school for where she could be trained on how to use various signs. Alternatively, an itinerant teacher who had the knowledge of teaching children with special needs would have been posted to that school for the purpose of teaching integrated children.

Respondent were asked the extent to which distance from school was a contributing factor toward drop out of children from their respective schools. Pupils who walk long distances from home to school preferably five kilometers tended to drop out of school than those from short distances of one kilometer. Reasons given included lack of security on the way to school as some had to cross forests and rivers. They feared being attacked by wild animals, girls being raped and disabled like albinos being killed. One parent from Vikumburu village said:

“My daughter was raped near the forest when coming home from school, and she was psychologically affected by such action. I reported this matter to the village executive officer and head of school. But up to now no one has been identified as being involved in this event. Because of this I am not prepared to send my children to school again.”

Some parents were forced to ask their relatives who lived to school to accept stay with their children in order to avoid such problem to occur. Therefore, respondents were asked the contribution of social network to children dropout of school.

4.4.4 Social network

Twenty respondents of the parents with dropout pupils were interviewed to see weather they had neighbors whom their children dropped from school. Results from table 15 indicated that 11 (55%) said that they were many, 8 (40 %) said they were few and 1 (5.0%) was not certain.

Table 15: Number of neighborhood family with pupils dropped to complete primary education

Parents of Dropped pupils	Ffrequency	Percent
Many	11	55.0
Few	8	40.0
Not certain	1	5.0
Total	20	100.0

This indicates that a group in a certain society with the same background used to have the same characteristics which influence the social setup. This is also supported in the study done in Mozambique by (Michael, 1993) where people with equal characteristics living together had effects in growing characteristics of their children.

4.4.5 Relevance of education

Major aim of Primary education since independence emphasized the preparation of young people for the world of work after completing primary or basic education. That means that even after primary education level graduates should be ready to actively commit themselves in the national building efforts in the communities. To

this end (Nyerere, 1967) insisted that education given in our primary schools must be complete education in itself and thus must prepare them for life which the majority of the children will benefit.

Eighty respondents comprising parents, ongoing schooling pupils and dropout were interviewed to give their opinion on the importance of education by ranking 9 (11.3%) ranked 1, 7 (8.8%) ranked 2, 14 (17.5%) ranked 3, 19 (23.8%) ranked 4, 8 (10.0%) ranked 5, and 23 (28.6%) ranked 6. These results in Table 18 show that people are aware of the relevance of education although there are few who are not aware of the education. In addition 20 parents were asked as shown in Table 16 about how much their education had helped them with life. 7 of them (35.0%) said very important, 1 (5 %) said not important 12 (60%) said some how important. The study results revealed that education currently received in primary schools is just a foundation and not complete in itself since it only helps them to read, write and simple mathematics. Parents suggested that they would like skills learned in primary school to help their pupils for life. This argument is in line with Rynel (2009) who said level of education attained relates with the future of people have significant influence to their future life. When pupils were asked on the relevance of education, Table 17 shows that out of 20 pupils asked, 15 (75%) responded Very important, 2 (10 %) Not important and 2 (10%) some how important. This implies that pupils were aware of education. The problem lies on their parents.

Table 16: Attitude of the parents with dropout student regarding the importance of primary education to their children:

Scale	Frequency	Percent
Very important	7	35.0
Not important	1	5.0
Somehow important	12	60.0
Total	20	100.0

Table 17: Attitude of the dropout pupils regarding the importance of primary education

Scale	Frequency	Percent
Very important	15	75.0
Not important	2	10.0
Somehow important	2	10.0
No idea	1	5.0

Table 18: Opinion held by Kisarawe District people toward Relevance of education

Rank	Frequency	Percent
1.00	9	11.3
2.00	7	8.8
3.00	14	17.5
4.00	19	23.8
5.00	8	10.0
6.00	23	28.6
Total	80	100.0

The District Education Officer and teachers who were interviewed had their views that other reason that led to high school dropouts was ignorance of their parents. It was revealed from the study results that parents failure to follow up on their children's development at school some themselves being illiterate forced them to make irrational decisions about their children, some decide to send false reports to

the head of schools that their children did not like attending schools and asked head teachers to take off their names from the attendance register. One teacher from Kauzeni Primary School reported:

“One parent whose child was in standard three this year came to school to ask if it was possible to withdraw his child from school because the parents were old and sick. He further stated that there was no other person who could be responsible for taking care of his family. Other children were staying far away and his daughters were already married. Then he said if I could help him to solve the problem he would give me one goat.”

Such reports are many in the district which shows that parent are not aware of the importance of primary education. The teacher did not respond to the parent’s request but had to educate him on the importance of education for his child. Then the teacher cautioned the parent that if he withdrew his child from school, legal actions would be taken including those mentioned in the Education Act No. 25 of 1978. The Act requires compulsory continuous attendance of pupils (URT, 1995). Despite teacher educating parents on the importance of education and regulations pertaining dropouts still exist in primary schools through out Kisarawe District.

4.4.6 Parental and Family Background

4.4.6.1 Education of the parents

40 respondents in table 19 below were asked, the first 20 respondents were dropout pupils 8 (40%) of these, are dropout pupils whose parents or guardians have never gone to school and 8 (40%) have primary education while only 4 (20%) have

secondary education. While second 20 of respondents were ongoing pupils, 10 (50%) of the pupils who are in school whose parents have secondary education while 9 (45.0%), have primary education, 1 (5.0%) have never gone to school. Results from the Parental and family background revealed that large number of the parents or guardians of dropouts never attended school while the large number of the parents with pupils in school had primary and secondary education. The above argument is also supported by (Shuma, 1980) who observed that there is positive correlation between dropout pupils and education level of their parents. Results from the questionnaire filled by the District Education Officer and that of primary school teachers regarding the influence of education dropout of their children, revealed that within the village some parents did not value education. Parents were much more concerned with agricultural activities than education. They believed that to send a child to school was just a waste of time and economic resources. One parent from Marui Mipera village stated that:

“I have two acres which are close to the forest. Last year I failed to cultivate the whole piece of land, and the crops were destroyed by wild animals such as pigs and monkeys. This year I used my children to cultivate, weed and guard the farm from wild animals. As a result I have harvested 10 bags of maize and 3 bags of cassava. If I had sent my children to school, I would not have succeeded in harvesting such an amount of crops”.

This revealed that parents value more agricultural activities than education because they believe that agriculture is their only sustainable source of family income. Hence they withdrew their children from school and engaged them in crop

cultivation and animal keeping. This finds great support from Stoikov (1996) whose study revealed that in Kenya more than three million children between the ages of 7 – 14 who dropped out of school were mostly engaged in agricultural activities including working in plantations. Parents do not know that education is the key to life due to the fact that if these children were educated, they would produce more using modern technology and find alternative sources of income.

Discussion with one of dropouts from Mwanzomgumu Primary School revealed that he withdrew from school because his parents were not interested with education. He further said:

“I like school but the problem is my parents who do not like to provide me with school uniforms and exercise books. For instance, one day I went to the head teacher and told him that my father did not buy school uniform. When he was called to school he ran away to a distant village and stayed there for two years, leaving me behind with my mother alone”.

The example above implies that a pupil can be forced to leave school due to the lack of school uniform because when he/she attends school without a school uniform his/her fellow pupils tease him/her for the apparent indecency. On and above this mockery s/he is liable to get punishment from teacher or sent back home to get a school uniform because the school does not allow any pupils to be at school without a uniform. This observation is also supported by the findings from Msungu (2005) who found out that vulnerable children are linked to lack of basic needs such as food and school uniforms and in most cases schools are not ready to support them in any other way possible.

4.4.6.2 Ethnicity

Tanzania is a country which has over one hundred and twenty ethnic groups. Migration of people from one place to another is unavoidable because people in Tanzania are at liberty to choose and locate their homes where they deem satisfies demands favorable social services or economic opportunities to boost their family income. The study findings in table 19 regarding ethnicity of the people in study area reveal that out of eighty respondents, 42 (52.5%) were Zaramo, and 38 (47.5%) were from other tribes including Kwere, Luguru, Makonde, Pogoro, Nyakyusa, Gogo, Sukuma, Hehe, Haya and Kerewe. Also 20 parents with ongoing school pupils who responded, 7 (35%) were Zaramo against 13 (65.0%) from other tribes. On the other hand 20 parents with dropout pupils who responded, 13 (65.0%) were Zaramo compared to only 7 (35.0%) from other tribes. This is a clear indication the majority Zaramo people have negative attitude towards education of their children. Children dropping out of school from this ethnic group are more compared to other groups.

4.4.6.3 Marital status

Table 19 shows research findings obtained from a sample of 40 parents in five villages comprising 7 (17.5%) married and 33 (82.5%) single. Out of these single parents of dropout were 4 (20%) compared to 16 (80%) married parents. Those without dropouts who were equally 20 in number 3 (15.0%) were single and 17 (85.0%) were married. In depth analysis of the responses implies that marital status have no significant influence on pupil's dropout. However explanations from the DEO office noted that pupils drop out of school because of separation of families or

polygamous families. A dropout from Sangwe village reported that he did not complete standard seven due to lack of basic needs that was caused by the separation of his parents particularly when his mother left and his father married another wife. He was living with his father and new wife while his mother had married another man in a neighboring village. The boy reported:

“When I asked my father to buy a school uniform, he said why don’t you go to your mother and ask her to provide you a school uniform because I do not have money to buy a school uniform for you. At the same time the other children of his second wife who were living with him got new school uniforms and essential learning materials. I was staying there as if I was not a member of the family because my father would not recognize me I then decided to find employment as an alternative way of obtaining my basic need and dropped out of school. I have no hope of going back to school since then.”

Separation of parents as revealed above can create big problems to children especially those who live with single parents only. This leads to lack of support from either one or both parents. Children who are caught up in such a situation normally end up dropping out of school.

4.4.6.4 Religion

The term religion refers to the different faiths to which respondents in the study area were affiliated. Table 19 shows that out of 80 respondents interviewed 56 (70%) were Muslims and 24 (30%) were Christians. Out of 20 parents of dropout pupils 11

(55.0%) were Muslims compared to 9 (45%) Christians. On the other hand there were 6 (30%) Muslim parents and 14 (70%) Christian parents whose children did not dropout. As can be noted a large number of dropouts had Muslim paren. This however should not be taken that more Muslims dropout of school. The large number of Muslim parents is because the majority of the inhabitants are Zaramos according to (Swantz, 1970). Furthermore oral interview with head of school confirmed that there is no correlation between dropout of children from school and religion in Kisarawe District. Concomitantly, the presence of Madrasas and Koran schools in the villages, do not cause dropout because children who dropout of normal schools are predominantly the ones who dropout from the Koran schools.

Table 19: Respondents according to parental and family background

Variable	Parents/guardian without drop out students		Parents/Guardian with drop out students	
	N	%	N	%
Education				
No formal education	1	5.0	8	40.0
Primary education	9	45.0	8	40.0
Secondary and above	10	50.0	4	20.0
Total	20	100.0	20	100.0
Ethnicity				
Zaramo	7	35.0	13	65.0
Other tribes	13	65.0	7	35.0
Total	20	100	20	100
Marital status				
Single	3	15.0	4	20
Married	17	85.0	16	80
Total	20	100.00	20	100
Religion				
Muslim	6	30.0	11	55.0
Christian	14	70.0	9	45.0
Total	20	100	20	100

4.4.7 Pupils Personal Characteristics

Pupil's personal characteristics are those behaviors which cause pupils to leave school. They include truancy, discipline, employment, and disease. Data from the field showed that illness was one of the factors which led to school dropouts. This situation mainly happened at Mwanzo Mgumu where all pupils were constantly affected by malaria that caused irregular attendance at school. A dropout from Mwanzo Mgumu primary school stated that:

“I left school because I was suffering from malaria for almost eight months consecutively when I was attending standard six. Due to that I did feel not comfortable attending school”.

The quotation above shows that some pupils drop out of school due to illness. In this area education to combat malaria has not been adequately dealt with and therefore malaria infection rate is very high. Many students fail to attend school due to malaria infection and when it becomes persistent, children drop out to school

4.5 Chapter Summary

The study sought to investigate the state of education, social economic factors influencing education attainment and to examine the extent to which identified social-economic factors influence education attainment in Kisarawe District. The finding reveals that there are people who do not complete primary education. The reason for school drop out include illness, poverty of the family, social and culture of the people which include early marriages, polygamy, separation of the family. Other reason mentioned were low level of parents education, and child labour.

Finally the findings revealed that the main challenges facing school dropouts were low wages, poor earning, social distance. Generally all the above has negative impact on education in the District.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

The chapter provides an overview, conclusions and recommendations of the study.

5.1 Overview

This study was to examine the Socio-economic factors influencing Primary School Education attainment in Kisarawe District. The case study was done in five Villages. The conclusions are organized around the study objectives as laid down in the first chapter and also in line with the way the findings were presented. The study also has suggested possible strategies to improve the education attainment in the study area.

5.2 Conclusion

Regarding the state of education the study found that the enrollment of pupils is not a problem but the great problem is completion of their education. Dropout rates were relatively higher. Data revealed that generally parents send their children to school but when the children reach between standard four and six, some of them do not complete their studies.

Regarding social factors influencing education attainment, the study revealed that some negative social and cultural elements still persist in the study area. These factors include early marriages, parent's ignorance and pregnancies. Other reasons are illness, low level of parent's education. Generally culture has large impact on education attainment.

Major economic problems that hinder the education attainment in the study area include poor earnings, unreliable market, long distance from home to school, lack of food, parents' income and poverty of the family which deny many children financial resources to meet school needs and requirements. Generally incomes have large impact on education attainment.

Inadequate of availability of infrastructure such as desks, classrooms, teachers houses and lack of teaching and learning facilities and teachers qualification also has negative contribution on education attainment.

5.3 Recommendations

- i. Education is one of the most important means of empowering society with the knowledge, skills, and the self confidence necessary to participate fully in the development process. It is recommended that in order to bring development to the family, society and country at large, both girls and boys should go to school and acquire knowledge that will help them in the future. Furthermore, the parents should invest in education. This is the most effective way to liberate their children from socio-economic ills and prepare them for better livelihoods.
- ii. Although school enrolment among both girls and boys has increased drastically in recent years, much remains to be done in the study area in order to ensure that children will complete their studies by reducing pregnancy, the drop out rate and abolishing the traditions that hinder the education

attainment. Parents should be convicted for accepting their children who drop out of school. Village by-laws about dropout should be introduced to ensure that pupils who are dropping out of school have legal actions taken against them.

- iii. In order to reduce walking long distances from home to school, risk to sexual harassment and other forms of violence, schools should be built in communities that do not have schools at present to shorten the long distances covered to secure both the girls and boys to completing their studies.
- iv. In order to reduce number of illiteracy in the area, the community should not encourage their children to do domestic jobs in the city or at home for the purpose of earning money, than encouraging them to go to school.
- v. The government should enhance public awareness and consensus on the social and economic advantages of education through advocacy not only in the study area but also nation wide. The Kisarawe District should Campaign for public awareness in education through publications, conferences, meetings, media especially radio which are almost available in many families.
- vi. Parents and students should be educated on factors that lead to pupils dropouts in their area. They should be made to understand the negative effects of early marriages and pregnancies. Instead they should be sensitized

and mobilized to appreciate the socio-economic benefits inherent in educational attainment such as the importance of education to their present and future life. Good attainment in education will finally discourage them from hurrying up for early marriages without ample resources to support their families.

- vii. Parents guardians and as well as wishers of education and stakeholders such as CBO's, NGO's, religious leaders, local community leaders should make sure that they provided all the basic needs which are required for a pupil to stay in school including meeting direct and indirect costs to motivate their children. Furthermore it is recommended that parents, guardians, as well as best wishers and education stakeholders in Kisarawe District should build and engage themselves in following up the academic and behavior progress of the pupils. For example checking up of pupil's regular school attendance and doing home work and assignments given by teachers at school.
- viii. Finally, it is highly recommended that a similar study be conducted to investigate school dropout at other levels of education, particularly secondary education. This may allow comparison of the result of studies between different levels of education in Kisarawe District.

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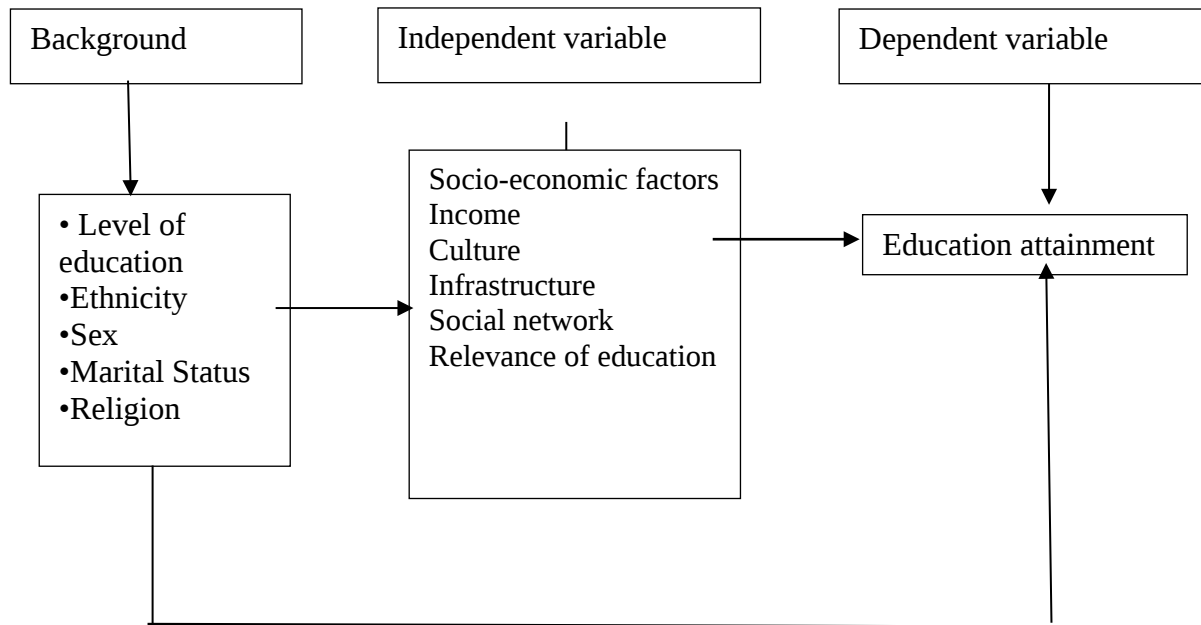
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APPENDICES

Appendix 1: Conceptual Framework



Appendix 2: Availability of school facilities in Kisarawe district 2009 (Source:Kisarawe District Education Statistics 2009).

Facilities	Schools																			
	Mwanzo Mgumu				Vikumburu				Marui Mipera				Kauzeni				Sangwe			
	R	A	D	%	R	A	D	%	R	A	D	%	R	A	D	%	R	A	D	%
Class rooms	11	7	4	36.4	13	6	7	53.8	12	7	5	41.7	18	14	4	22.2	14	6	8	57.1
Teachers houses	8	4	4	50.0	9	3	6	66.7	8	4	4	50.0	12	8	4	33.3	10	3	7	70.0
Latrines	15	13	2	13.3	17	12	5	29.4	16	12	4	25.0	35	26	9	25.7	18	11	7	38.9
Offices	2	2	0	0.0	3	2	1	33.3	2	2	0	0.0	10	4	6	60.0	4	2	2	50.0
Stores	2	1	1	50.0	3	1	2	66.7	2	1	1	50.0	2	2	0	0.0	4	1	3	75.0
Desks	155	129	26	16.8	186	116	70	37.6	163	123	40	24.5	280	258	22	7.9	165	121	44	26.7
Tables	22	10	12	54.5	26	9	17	65.4	23	9	14	60.9	25	20	5	20.0	25	8	17	68.0
Chairs	23	13	10	43.5	28	11	17	60.7	24	12	12	50.0	34	26	8	23.5	26	11	15	57.7
Cupboard	14	3	11	78.6	17	3	14	82.4	15	3	12	80.0	12	6	6	50.0	17	2	15	88.2

R Required
A Available
D Deficit
% Percent of deficit

QUESTIONNAIRES

Study topic: Socio-Economic Factors Influencing Primary School Education

Attainment in Kisarawe District: Tanzania.

Appendix 3: Questionnaire to parents- guardians of school drop outs

(Instructions: Fill in the blanks/ tick against the most correct statement where applicable)

Division Ward:.....Village:.....Date:.....

A. Background information:

1. Age:
 - i. 18 - 25 years.
 - ii. 25 - 35 years.
 - iii. 35 -55 years.
2. Sex:
 - i. Male
 - ii. Female
3. Marital status
 - i. Married
 - ii. Single
4. Education level
 - i. No formal education
 - ii. Primary education
 - iii. Secondary education and above
5. Ethnicity

- i. Zaramo ()
- ii. Non Zaramo ()
- 6. Religion
- i. Muslim ()
- ii. Christian ()

B. Social economic factors influencing education attainment in Kisarawe

District

- 7. Type of household:
- i. Female headed, ()
- ii. Single male headed, ()
- iii. Both parents, ()
- iv. Grand parents, ()
- v. Other relatives (Uncle, aunt, step father etc) ()
- 8. Households' source of income:
- i. Salaried job ()
- ii. Crop farming ()
- iii. Livestock keeping ()
- iv. Petty business ()
- v. casual laboring ()
- 9. How important is primary education to your children:
- i. Very important ()
- ii. Not important ()
- iii. Somehow important ()

- iv. No idea ()
- v. Give your opinion: ()
10. What are the reasons which caused your child/children to dropout to continue primary school?
- i. Couldn't afford school expenditures ()
- ii. Too old to stay in school ()
- iii. Had to stay back and assist the family in more productive activities ()
- iv. Pregnancy ()
- v. Marriage ()
- vi. Other reasons..... ()
11. How many children in your street or neighborhood who have not registered for primary education?
- i. Many ()
- ii. Few ()
- iii. No one ()
- iv. Not certain ()
12. How many children in your street or neighborhood who have dropped to complete primary education:
- i. Many ()
- ii. Few ()
- iii. No one ()
- iv. No certain ()
12. In your opinion, what do you think can be done in order to reduce primary school dropouts?

- i. Children to be fed in school ()
- ii. Children to be given stationeries and other facilities ()
- iii. Build more schools to reduce children’s walking distance ()
- iv. School to provide more practical and useful education ()
- v. Remove corporal punishment in school ()
- vi. Any other, specify:

13 What are the post activities of the dropout among the following?

- i. Self employed
- ii. Charcoal making
- iv. House girl
- v. Houseboy

14. Rank the following reasons according to their contribution towards school dropout,

	Reason for dropout	1	2	3	4	5	6
1	Relevance of education						
2	Socio cultural reasons (e.g. Marriage)						
3	Infrastructure (e.g. Few schools, long distance to school)						
4	Low income of household						
5	Shortage of food at home						
6	Social network						

Thank you very much for your cooperation.

Appendix 4: Checklist Questions to District Education officers

- 1. How many villages are there in this district?
- 2. How many schools are there in the district?
- 3. Indicate school enrollment for the past six years

Year	Total	Female	male
2004			
2005			
2006			
2007			
2008			
2009			

4. Indicate the rate of drop out rates in your district from 2004 – 2009.

Year	Total	I -IV		V - VII	
		Female	male	Female	male
2004					
2005					
2006					
2007					
2008					
2009					

B: Socio economic factors influencing education

5. What are the reasons causing pupils to drop out of school?
6. What are the main reasons for less number of eligible children being registered in schools?
7. what challenges do you face when registering children for standard one?

C: Respondent's opinion on education

8. what are the main problems facing primary education in Tanzania which may affect education attainment in your district?
9. In your opinion, do you think primary education is useful to graduates post school?

D: Socio economic factors which influence education attainment

Rank the following reasons according to their contribution towards school dropout,

	Reason for dropout	1	2	3	4	5	6
1	Relevance of education						
2	Socio cultural reasons (e.g. Marriage)						
3	Infrastructure (e.g. Few schools, long distance to school)						
4	Low income of household						
5	Shortage of food at home						
6	Social network						

Thank you very much for your cooperation.

Appendix 5: Checklist Questionnaire for the head teachers in primary schools

Name of the school:..... ward: Division:

A: Background information

1. Age:

- i. 18 - 25 years. ()
- ii. 25 - 35 years. ()
- iii. 35 -55 years. ()

2. Sex:

- i. Male ()
- ii. Female ()

3. Marital status

- i. Married ()
- ii. Single ()

4. Education level

- i. No formal education ()

- ii. Primary education ()
- iii. Secondary education and above ()

- 5. Ethnicity
 - i. Zaramo ()
 - ii. Non Zaramo ()

- 6. Religion
 - i. Muslim ()
 - ii. Christian ()

- 7. Teachers qualification
 - i. IIIB, ()
 - ii. IIIA, ()
 - iii. Diploma, ()
 - iv. Degree ()

B: State of education

8. Does your standard I registered pupils qualify for 7 years age as recommended by the government?

(i) Yes, () (ii) No ()

9. Indicate standard I enrollment for the past six years:

Year	Total	Female	male
2004			
2005			
2006			
2007			
2008			
2009			

10. Is there any over-aged pupils enrolled in standard one?

- i. Yes,
- ii. No,
11. What is the main reason for the above trend?
12. How many students dropped while in school I from 2005- 2009?

Year	Total	I -IV		V - VII	
		Female	male	Female	male
2004					
2005					
2006					
2007					
2008					
2009					

C: Availability of the facilities

13. Please fill the table below

	Required	Available	Deficit	% of deficit
Class rooms				
Teachers houses				
Latrines				
Offices				
Stores				
Desks				
Tables				
Chairs				
Cupboard				

D: Respondents' opinion on education

14. What is your opinion in solving the above identified problems?

E: Socio economic factors influencing education attainment

15. What are the main problems which may cause students' dropout?

16. What other factors behind pupils' dropout in school tick the right one

Cause	Mostly	Sometimes	No dropout
Illness			
Death			
Pregnancy			
Truancy			
Petty trade			
Poor upbringing			
Economic hardship			

17. Rank the following reasons according to their contribution towards school dropout.

	Reason for dropout	1	2	3	4	5	6
1	Relevance of education						
2	Socio cultural reasons (e.g. Marriage)						
3	Infrastructure (e.g. Few schools, long distance to school)						
4	Low income of household						
5	Shortage of food at home						
6	Social network						

Thank you very much for your cooperation.

Appendix 6: Questionnaire for pupils who are in school.

Name of school:ward:class:.....

A: Background information

1. Age:

- i. 7 - 10 years. ()
- ii. 11 - 13 years. ()
- iii. 14 - 17 years. ()
- iv. 17 and above ()

2. Sex:

- i. Male ()
- ii. Female ()

3. Marital status

- i. Married
- ii. Single
- 4. Ethnicity
 - i. Zaramo
 - ii. Non Zaramo
- 5. Religion
 - i. Muslim
 - ii. Christian

B: State of education

- 6: Have you experienced dropouts in your class?
 - i. Yes.
 - ii. No.
- 7. Who drops most:
 - i. Boys
 - ii. Girls?
- 8. How many pupils dropped out in your class last year?
 - i. None,
 - ii. 1 – 3,
 - iii. Above 3

C: Socio economic factors influencing education attainment

- 9. What do you think were the cause for dropout?
 - i. Pregnancy,
 - ii. Left the school to be married,
 - iii. Could not afford school expenses,

iv. To help parents, ()

v. Went to seek for a job in town ().

10. What problems do you face both at home and school?

i. Long distance to school ()

ii. Few reading materials, ()

iii. Few teachers ()

iv. Spending a meal less day at school ()

v. Many activities at home after classes ()

vi. Hush teachers at school ()

vii. Other, specify: ()

11. To what extent the above problems affect your attendance and performance at school?

i. Very high ()

ii. Moderate ()

iii. No effect ()

iv. Not certain ()

12. Rank the following reasons according to their contribution towards school dropout.

Reason for dropout	1	2	3	4	5	6
Relevance of education						
Socio cultural reasons (e.g. Marriage)						
Infrastructure (e.g. Few schools, long distance to school)						
Low income of household						
Shortage of food at home						
Social network						

D: Respondent’s opinion on education

13. Suggest measures that should be adopted to improve access and quality of education in school.
- i. Children to be fed in school ()
 - ii. Children to be given stationeries and other facilities ()
 - iii. Build more schools to reduce children's walking distance ()
 - iv. School to provide more practical and useful education ()
 - v. Any other, specify: ()

Thank you very much for your cooperation.

Appendix 7: Questionnaire to the parents/guardian of the children's who have the children in school

Division.....ward.....village.....date.....**A.**

Background information:

1. Age:
 - i. 18 - 25 years. ()
 - ii. 25 - 35 years. ()
 - iii. 35 -55 years. ()

2. Sex:
 - i. Male ()
 - ii. Female ()

3. Marital status
 - i. Married ()
 - ii. Single ()

4. Education level
- i. No formal education ()
 - ii. Primary education ()
 - iii. Secondary education and above ()
5. Ethnicity
- i. Zaramo ()
 - ii. Non Zaramo ()
6. Religion
- i. Muslim ()
 - ii. Christian ()
- Socio economic factors affecting education attainment**
7. Type of household:
- i. Female headed, ()
 - ii. Single male headed, ()
 - iii. Both parents, ()
 - iv. Grand parents, ()
 - v. Other relatives (Uncle, aunt, step father etc) ()
8. Households' source of income:
- i. Salaried job. ()
 - ii. Crop farming. ()
 - iii. Livestock keeping. ()
 - iv. Pet business. ()

- v. Casual laboring. ()
9. How many children in your street or neighborhood who have not registered for primary education?
- i. Many ()
 - ii. Few ()
 - iii. No one ()
 - iv. Not certain ()
10. How many children in your street or neighborhood they have dropped to complete primary education:
- i. Many ()
 - ii. Few ()
 - iii. No one ()
 - iv. No certain ()
11. In your opinion, do you think primary education is useful to graduates post school?
- i. Very useful ()
 - ii. Somehow useful ()
 - iii. Not useful ()
12. How important is primary education to your children:
- i. Very important ()
 - ii. Not important ()
 - iii. Somehow important ()
 - iv. No idea ()

v. Give your opinion:

13. In your opinion, what do you think can be done in order to reduce primary school dropouts?

i. Children to be fed in school ()

ii. Children to be given stationeries and other facilities ()

iii. Build more schools to reduce children’s walking distance ()

iv. School to provide more practical and useful education ()

v. Remove corporal punishment in school ()

vi. Any other, specify:

14. Rank the following reasons according to their contribution towards school dropout.

	Reason for dropout	1	2	3	4	5	6
1	Relevance of education						
2	Socio cultural reasons (e.g. Marriage)						
3	Infrastructure (e.g. Few schools, long distance to school)						
4	Low income of household						
5	Shortage of food at home						
6	Social network						

15. Identify problems which are facing primary schools

.....

.....

.....

.....

Thank you very much for your cooperation.

Appendix 8: Check list Questionnaires for influential people and NGOs officials

1. Do you support/ collaborate with education programme in the area:
2. How do you support education in your area
3. What are the problems facing primary school education implementation
4. Which factors contribute primary pupils fails to complete primary education (dropout)
5. What are the main problems which may cause students dropout:
6. Rank the following reasons according to their contribution towards school dropout.

	Reason for dropout	1	2	3	4	5	6
1	Relevance of education						
2	Socio cultural reasons (e.g. Marriage)						
3	Infrastructure (e.g. Few schools, long distance to school)						
4	Low income of household						
5	Shortage of food at home						
6	Social network						

7. In your opinion which factors causes parents failure to enroll their pupils in primary school education
8. In your opinion, do you think primary education is useful to graduates post school?
9. Is there any problem of enrollment in your district/
10. In your opinion, what should be done in order to improve enrolment and reduce dropout?

Thank you very much for your cooperation

Appendix 9: Questionnaires for Pupils out of the school (dropouts)

Division:.....Ward:.....Village.....Date:.....

A. Background information

1. Age:
 - iii. 7 - 10 years. ()
 - v. 11- 13 years. ()
 - vi. 14 -17 years. ()
 - vii. 17 and above ()
2. Sex:
 - i. Male ()
 - ii. Female ()
3. Marital status
 - i. Married ()
 - ii. Single ()
4. Ethnicity
 - i. Zaramo ()
 - ii. Non Zaramo ()
5. Religion
 - i. Muslim ()
 - ii. Christian ()

Socio economic factors influencing education attainment

6. Type of household:
 - i. Female headed, ()
 - ii. Single male headed, ()

- iii. Both parents, ()
 - iv. Grand parents, ()
 - v. Other relatives (Uncle, aunt, step father etc) ()
7. Source of income for household:
- i. salaried job ()
 - ii. Crop farming, ()
 - iii. Livestock keeping, ()
 - iv. pet business, ()
 - v. Casual laboring ()
8. How important is primary education to you:
- i. Very important ()
 - ii. Not important ()
 - iii. Somehow important ()
 - iv. No idea ()
 - v. Give your opinion:
9. How many children in your street or neighborhood they have dropped to complete primary education:
- i. Many ()
 - ii. Few ()
 - iii. No one ()
 - iv. No certain ()
10. What are the reasons which caused you to dropout from primary school
- i. Couldn't afford school expenditures ()
 - ii. Too old to stay in school ()

- iii. Had to stay back and assist the family in more productive activities ()
- iv. Pregnancy ()
- v. Marriage ()
- vi. Long distance to school ()
- vii. Other reasons.....

11. In your opinion, what do you think can be done in order to reduce dropouts in primary schools?

- i. Children to be fed in school ()
- ii. Children to be given stationeries and other facilities ()
- iii. Build more schools to reduce children’s walking distance ()
- iv. School to provide more practical and useful education ()
- v. Any other, specify:.....

12. Rank the following reasons according to their contribution towards school dropout.

	Reason for dropout	1	2	3	4	5	6
1	Relevance of education						
2	Socio cultural reasons (e.g. Marriage)						
3	Infrastructure (e.g. Few schools, long distance to school)						
4	Low income of household						
5	Shortage of food at home						
6	Social network						

Thank you very much for your cooperation

Appendix 10: Checklist Questionnaire for village executives

District:Ward:Village:

1. Do you support/ collaborate with education programme in the area:
2. How do you cooperate:
3. Do you get problems related to primary school pupils’ dropout? Explain
4. Which factors contribute to primary pupils failure to complete primary education (dropout)
5. Rank the following reasons according to their contribution towards school dropout, 1 means very strong and 5 less strong

	Reason for dropout	1	2	3	4	5	6
1	Relevance of education						
2	Socio cultural reasons (e.g. Marriage)						
3	Infrastructure (e.g. Few schools, long distance to school)						
4	Low income of household						
5	Shortage of food at home						
6	Social network						

6. In your opinion, do you think primary education is useful to graduate’s post School life?
7. Suggest sustainable measures to be adopted in solving the above mention problems:

Thank you very much for your cooperation

Appendix 11: Checklist Questionnaires to class teachers in primary schools

Name of the school:Ward:..... Division:

A: Background information

1. Age:
 - i. 18 - 25 years
 - ii. 25 - 35 years.
 - iii. 35 -55 years.

2. Sex:
 - i. Male
 - ii. Female

3. Marital status
 - i. Married
 - ii. Single

4. Education level
 - i. No formal education
 - ii. Primary education
 - iii. Secondary education and above

5. Ethnicity
 - i. Zaramo
 - ii. Non Zaramo

6. Religion
 - i. Muslim
 - ii. Christian

7. Teachers qualification
- i. IIB, ()
 - ii. IIIA, ()
 - iii. Diploma, ()
 - iv. Degree ()
8. No of years in that title:
- i. 2 – 5 years, ()
 - ii. Above 5 year ()

B: State of education

- 9. Have you experienced dropouts in your class?
- 10. What sex mostly terminates school?
- 11. In what level do most pupils terminate classes?

Socioeconomic factors influencing education attainment

- 12. What do you think are the causes of dropouts?
- 13. What other factors behind pupils' dropout in school tick the right one

Cause	Mostly	Sometimes	No dropout
Illness			
Death			
Pregnancy			
Truancy			
Petty trade			
Poor upbringing			
Economic hardship			

14. Rank the following reasons according to their contribution towards school dropout.

	Reason for dropout	1	2	3	4	5	6
1	Relevance of education						
2	Socio cultural reasons (e.g. Marriage)						
3	Infrastructure (e.g. Few schools, long distance to school)						
4	Low income of household						
5	Shortage of food at home						
6	Social network						

15. Do you think learning environment (insufficiency of desks, classrooms, and books) can cause pupils dropout?

16. What is your opinion with regard to pupils dropout or unregistered to primary school children :

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THANK YOU VERY MUCH

