

**FACTORS CONTRIBUTING TO GIRLS' DROPOUT IN RURAL PRIMARY
SCHOOLS: THE CASE STUDY OF MOROGORO DISTRICT**



BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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ABSTRACT

The government of Tanzania formulated different educational programmes in order to improve the quality of primary education and ensure that every citizen gets primary education. Such programmes were UPE in 1970s and PEIDP in 2001. Both programmes brought impressive results in education sector because the quality of basic education was improved and enrolment rate increased to 97% countrywide. Despite the above mentioned achievements, findings from different studies reveal that girls' dropout continues to take place in both urban and rural primary schools. For example, in 2005, girls' dropout rate was more than 35% countrywide and in 2006 dropout rate reached 62.3% in Morogoro District. In addition, a large number of girls fail to complete primary education in rural areas. This study examined factors contributing to girls' dropout in rural primary schools. Morogoro District was taken as a case study. The study was conducted in Mikese, Kiroka, Mkambarani and Kinole wards. Simple random sampling was used to select the four wards. The study involved 100 girls who dropped from primary schools and snow ball sampling procedure was employed to select them. Purposive sampling procedure was applied to select pupils for FGD and key informants, namely: parents, teachers, governmental officials and political leaders because with purposive sampling, the study is likely to get actual information from target population. Key informants discussion, Focus Group Discussion and secondary sources were used to gather supplementary information. The Statistical Package for Social Sciences (SPSS) was used to analyze data and the results revealed that girls' dropout in rural primary schools were caused by income poverty at household level, child labour, teenage pregnancy, early marriage, loss of parents and biological and social changes occurring during adolescence and puberty periods. The study, therefore, recommends that the government especially the responsible ministries should work with other stakeholders including NGOs, CBOs, FBOs and the

community in fighting and eliminating all undesirable cultural practices like early marriage in order to support girls' education. Moreover, the study also recommends that, the government should review The Law Marriage Act of 1971 so as to stop pre – mature marriages and create conducive environment for girls to study and complete primary education successfully.

DECLARATION

I, **John Chrisostom Pesha**, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my own original work and has not been nor concurrently being submitted for a higher degree award in any other university.



John Chrisostom Pesha
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18/11/2009

Date

The above declaration is confirmed



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DEDICATION

This dissertation is dedicated to my beloved father the late John Bosco Rweyemamu Pasha, my beloved mother the late Severina Clemence Pasha, my grandmothers Maria Gervas Mwangamila, and the late Emerenciana Mukadisi Pasha who laid the foundation of my academic life.

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LIST OF ABBREVIATIONS

AIDS	-	Acquired Immune Deficiency Syndrome
CBOs	-	Community Based Organizations
FBOs	-	Faith Based Organizations
FGD	-	Focus Group Discussion
HIV	-	Human Immune – deficiency Virus
PEDP	-	Primary Education Development Programme
SNAL	-	Sokoine National Agricultural Library
NGOs	-	Non Governmental Organizations
NSGRP	-	National Strategy for Growth and Reduction of Poverty
URT	-	United Republic of Tanzania
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UN	-	United Nations

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Education is a human right. It has impacts on human development, economic growth and fundamental requirement for democracy (Douglas, 2003). Article 26 of The Universal Declaration on Human Rights of 1948 recognizes education along with other necessities such as food, shelter and water as a fundamental human right (UNESCO, 2004). The UN Convention on the Rights of the Child, ratified by 192 countries in 1989, affirms the right of all children to free, relevant and quality education.

In 1995 there was a UN Social Summit in Copenhagen Denmark, where the member states decided willingly to establish universal primary education as one of the key human development targets for 2015 (Youssef, 1998). The greatest progress has been made in Latin America, the Caribbean, South Eastern and Eastern Asia, where over 90% of children reach the final grade (Kirk and Garrow, 2003).

But in Africa, the situation is different because less than 60% of children complete their primary education and most of them are boys. A large number of children drop before completing primary education (Gordon, 2003). If the current trend continues, Africa will fail to reach universal education by 2015 because more than 55 million girls will be out of school and the problem of illiteracy will continue to persist in the continent (Birdsall, 2006).

In 1970s, the Tanzanian government launched the Universal Primary Education (UPE) programme which brought positive results in the country. The number of children enrolled

in primary schools increased substantially and gender differences were eliminated (Bledsoe and Barney, 1998). However, since the middle of 1980's the educational standard declined dramatically because of several reasons like lack of qualified teachers, poor teaching methods and lack of required facilities (Gentler, 1995).

In 2001, the government of Tanzania formulated the programme called Primary Education Development Programme (PEDP), in order to improve primary education in the country. The abolishment of school fees led to the increase of Gross Enrolment Ratio (GER) from 84% in 2001 to 109.9 % in 2005, and the rise in Net Enrolment Ratio (NER) reached 95 % in 2005 (URT, 2005).

While the enrollment ratios increased extensively, the dropout rate also increased and therefore frustrating the efforts to improve education in the country. Authorities in Tanzania have expressed concern over thousands of pupils, who dropout from primary schools. According to URT (2007), in 2005 the dropout rate was 77.6% compared to 77.3% in 2004. In both years, girls' dropout rate was more than 35% countrywide. The same problem was experienced in Morogoro region where girls' dropout rate rose from 35% in 2001 to 51% in 2005. In Morogoro district, girls' dropout rate rose from 43% to 62.3% in 2006 (URT, 2007).

It is evident that the problem of girls' dropout in primary education has persisted and deepened in Tanzania especially in rural areas. The government has introduced a number of measures to solve the problem of girls' dropout including instituting punitive measures to parents whose children fail to attend school or drop from primary schools, yet the rate of dropout continues to rise.

This suggests that, the real causes for increasing dropout have not yet been identified and thus, even the corrective measures have not been put in place. This study was intended at doing an in depth analysis of the causes of this problem which can be assumed to be the pre-requisite for developing strategies to solve such a problem.

1.2 Problem Statement and Justification

The government and Non- Governmental Organizations are aware of the problem of girls' dropout in primary schools as a result they have been taking several measures to eradicate such a problem. The fact that the problem continues to exist implies that, the strategies developed to solve this problem are not based on the real solution. The real solution cannot be obtained unless a real cause of such problem is identified.

Also some researchers had conducted similar study in order to identify real causes for girls' dropout at primary school level. Such researchers were Rutashobya, 2001; Penina, 2002 who reported many obstacles which girls in rural primary schools face in their schooling participation. These studies however, seemed to lack specific information with respect to causes and their implications on girls dropout at the primary level.

In this case, it is time to examine factors contributing to girls' dropout in primary schools and the generated information will help the government especially the Ministry of Education and Vocational Training, Non- Governmental Organizations, Community Based Organizations, Faith Based Organizations and development partners which serve in education sector, to know the real source of girls' dropout and come up with proper strategies in tackling the problem of girls' dropout in rural primary schools.

The study is in line with NSGRP (Cluster 3), Millennium Development Goal 2 (Achieve Universal Primary Education), Education and Training Policy 1995 and Women and Gender Development Policy 2000.

1.3 Objectives

1.3.1 General Objectives

The overall objective of the study was to investigate factors contributing to girls' dropout among primary schools in rural areas.

1.3.2 Specific Objectives

The following were the specific objectives:

- To examine the demographic, socio-economic and socio-cultural factors contributing to girls' dropout in rural primary schools.
- To assess the attitude of girls towards formal education.
- To assess the attitude of parents towards formal education.
- To assess stakeholders participation in tackling girls' dropout in rural primary schools.

1.4 Research Questions

The following are research questions relevant to the study:

- a) Why does the problem of girls' dropout continue to affect rural primary schools?
- b) Does the community value girls' education?
- c) How does community support the government in ensuring that girls who are enrolled in primary schools complete primary education fruitfully?
- d) What measures have been taken by all stakeholders to end the problem of girls' dropout in rural primary schools?

1.5 Conceptual Framework

The study assumes that girls' dropout in rural primary schools may be explained by several factors (independent variables). Such variables are categorized into three areas namely; demographic, socio- economic and socio- cultural variables.

There is assumption that the problem of girls' dropout continues to prevail in rural primary schools because of economic hardships which face many rural families. Ability to withstand with the direct cost of education depends on the economic condition of the family. Low economic status of the family actuates negative influence on girls' opportunity to education and the opposite case is believed to enhance the chance for girls to remain in school and complete primary education successfully. As Singh (2000) observed, the general situation in developing countries is that female pupils who remained in schools are normally from a higher socio – economic status than their male counterparts.

The problem of girls' dropout is also caused by undesirable cultural practices which frustrate and affect a large number of girls living in rural areas. Such practices are early marriages, initiation rituals, negative attitude towards girls' education have been forcing girls to drop from primary school and fail to complete primary education (Mosha, 2003). Other socio – cultural factors contributing to girls dropout are teenage pregnancy, loss of parents and negative attitude of parents towards girls' academic abilities.

The study presupposes that biological and social changes occurring during adolescence and puberty periods bring negative effect to many girls. When they reach puberty, many girls start to experience sexual harassment from men and sometimes teachers. Such terrible situation has forced some girls to get married earlier or get pregnancy out of the

wedlock and finally dropout of school. Also education status of parents (education level in years) has a direct connection with the problem of girls' dropout. Findings from past studies reveal that children of more educated parents are more likely to be enrolled, study hard and complete primary education than children of non – educated parents.

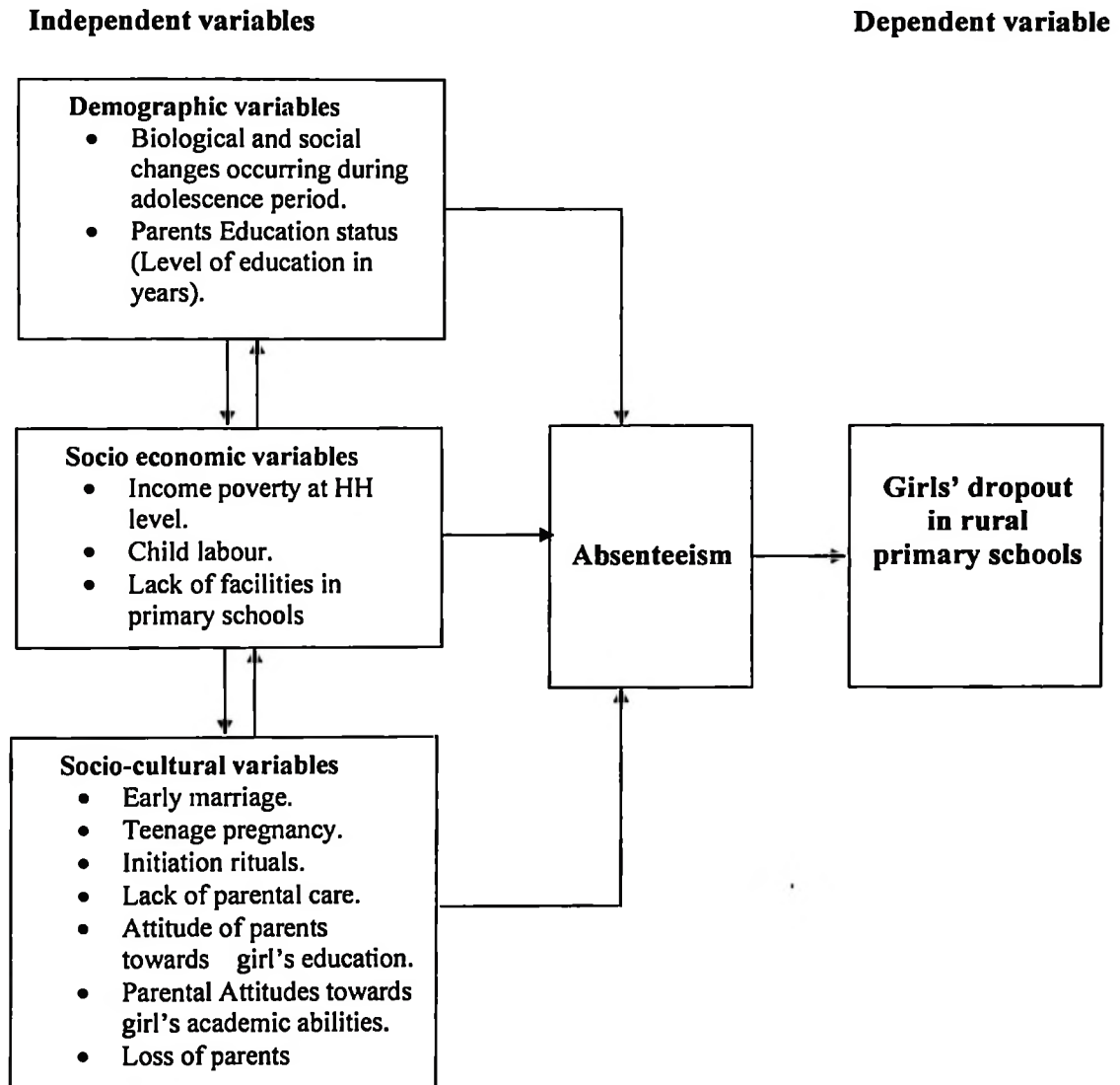


Figure 1: The Conceptual framework for Analyzing factors contributing to girls' dropout.

1.5.1 Application of Semantic Differential Scale

An attitude is a mental state of readiness, organized through experience, exerting an influence upon an individual's response to an object and the situation with which it is related (Barclay and Thumin, 1963). It is not easy to measure attitude. Moreover it is not easy to solicit information for these variables by asking one question to a respondent (Kayunze, 2007). With respect to my research problem, abstract variables namely; attitude of parents towards girls' education and parental attitudes towards girls' academic abilities were measured by a scale.

Semantic differential scale is also known as Osgood Semantic scale. It was developed by Charles Osgood and his associates in 1957. It measures meaning of concepts or items to individuals and measure is done on series of 5 or 7 point bipolar scale. This is used to measure perception and attitude. Rating is made with respect to respondents' perception of relatedness of adjective of concept (Mwageni, 2007). This study was therefore used semantic differential scale in measuring attitude of parents towards girls' education, and attitude of parents towards girls' academic ability.

1.6 Operational Variables

Variables	Operational Variables
Biological and social changes occurring during adolescence and puberty periods	Changes occurring between 13 years and 18 years
Income poverty at household level	Lack of income at household level.
Child labour	Work done by children in order to earn income for family survival
Early pregnancy	Girls who get pregnancy under 15 years
Attitude towards formal education	The way rural people view formal education
Early marriage	Girls who get married under 15 years
Parental attitude towards girls' academic abilities	The way parents in rural areas view ability of girls to perform well in exams
Lack of parental care	Girls who dropped due to inability of their parents to provide essential services to their children.
Initiation rituals	Trainings given to girls under 15 years
Parents education status	Number of classes parents have attended
Girls who dropped out of primary school	Girls who fail to complete standard seven
Loss of parents	Children who lack father and mother
Government	The organ which runs all matters in the state
Absenteeism	Absent from primary school for more than a year
Family size	Number of family members in the household
Lack of facilities in primary schools	Absence of necessary facilities used by pupils and teachers like books, pens and pencils
Parents	Those who have a child/children
Governmental officials	Village Executive Officer, Ward Executive Officer, Police and civil servants employed by the government working in the study area.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 The Meaning of Education

It is a transmission of knowledge, skills, behavior and feelings from one person to another. Education is recognized as a key strategy in the struggle for gender equality and as essential to the empowerment of women. According to Bukagile (2007) education is an endless process because; it is acquired in the course of life. Education must commit itself here and now to the creation of a new social order that will fulfill the basic values of our culture and at the same time harmonize with the underlying social and economic forces of the modern world. The means and ends of education must be completely re-fashioned to meet the demands of the present cultural crisis and to accord with the findings of the behavioral sciences (Peterson, 1983).

2.2 Theories of Education

Education theorists today struggle over whether a single model of learning is appropriate for both sexes or for pupils of all ethnic backgrounds; although equality of educational opportunity in some societies especially in developed world is an accepted principle, it is not always easy to practice (Flore and Robilliard, 2007). Throughout history, theories of education have reflected the dominant psychologies of learning and systems of ethics. An ancient idea, held by Socrates, is that the rightly trained mind would turn toward virtue (Cameron and Dodd, 1970). This idea has actually never been abandoned, although varying criteria of truth and authority have influenced both the content and the techniques of education. It was reflected in the classical curriculum of the Renaissance, the theorists of which included Erasmus, Sir Thomas More and George Buchanan (Boos, 2004).

Since the 17th century, the idea has grown that education should be directed at individual development for social living. John Comenius, Jean Jacques Rousseau and Horace Mann were outstanding figures in this development (Krystall, 1979). In the 20th century John Dewey declared that young people should be taught to use the experimental method in meeting problems of the changing environment (Rosenberg, 2000). Later in the century the psychologist B. F. Skinner developed a theory of learning, based on animal experimentation that came to have a strong effect on modern theories of education, especially through the method of programmed instruction (Kirk and Garrow, 2003). More recent educational models based on the theories of Jean Piaget, Jerome Bonner, and Howard Gardner have gained wide support. All these thinkers put in place the necessity of applying gender parity in issues related to academics (Miske and Van Belle – Prouty, 1997).

But various findings revealed that in some communities especially in rural areas, some people were reported to be reluctant to send their daughters to school because of the belief that education and school could be a corrupting influence to them. Other people had been forcing their daughters to drop from primary schools because of the idea that girls' morals would be corrupted because of the amount of time they would spend with boys and their teachers in primary schools (Swainson and Gordon , 1998). This kind of understanding has been an obstacle to girls' education and the foundation of girls' dropout in rural primary schools. Also such outdated understanding goes contrary with various theories of education which advocate the need of involving both sexes in formal education.

2.3 Meaning of Dropout

It is a situation where pupils withdraw from school before graduating or completing an academic programme. It happens when a pupil or student for any reason other than death

leaves school before graduation without transferring to another school (Boos, 2004). Birdsall (2006) admitted that dropping out of school is a well documented social problem and is associated with delinquency and low school achievement.

2.4 The Importance of Education

Education is essential for economic development and eradicating poverty. It allows people to be more productive, to play a greater role in economic life, and to earn a better living. It has been proven to increase income for wage earners and increase productivity for employers, yielding benefits for the community and society (Boos, 2004). Abu- Ghaida and Klasen (2004) pointed out that through education; it is possible for people to be responsible and to have a voice in politics and society, which is essential for sustaining democracy. It provides people with the knowledge and awareness needed to promote tolerance and understanding among people.

Education reduces women's fertility rates. Women with formal education are much more likely to use reliable family planning methods, delay marriage and childbearing, and have fewer and healthier babies than women with no formal education (Niehaus, 2000). According to Singh (2000), women with some formal education are more likely to seek medical care, ensure their children are immunized, be better informed about their children's nutritional requirements, and adopt improved sanitation practices. As a result, their infants and children have higher survival rates and tend to be healthier and better nourished.

Education is described as the social vaccine and the most preventive weapon against HIV/AIDS. Girls' education ranks among the most powerful tools for reducing girls' vulnerability (Tilak, 2000). Kaggia (1985) pointed out that education slows and reduces

the spread of HIV/AIDS by contributing to female economic independence, delayed marriage, family planning, and work outside the home, as well as conveying greater information about the disease and how to prevent it.

2.5 Overview of Girls' Education and their Participation

Before the launching of PEDP a large number of girls in both urban and rural areas did not participate effectively in academics because of economic, social and physical barriers such as cost of education, teenage pregnancy, walking long distance to school and early marriage (Rutashobya, 2001). All these barriers have been frustrating girls and hence contributing to absenteeism and finally dropouts in many primary schools in both rural and urban areas.

The implementation of PEDP brought positive changes in education sector. Through this programme more teachers were recruited, more classrooms and in some places primary schools were constructed and mandatory contributions including school fees and relaxation of the uniform were abolished (Moshia, 2003). All these interventions had brought impressive results in education sector because the enrollment rate increased to more than 97% countrywide. Also the number of girls completed standard seven increased tremendously due to good implementation of the programme. However, the current findings revealed that, a large number of girls in rural primary schools continue to experience economic and social challenges such as teenage pregnancy, walking long distance to school, early marriage, child labour and poverty at household level which affect their attendance and performance and consequently lead to their dropouts.

2.6 Factors Contributing to Girls' Dropout in Rural Primary Schools

2.6.1 Income poverty at household level

Income poverty keeps many children from gaining access to education while at the same time education is the cornerstone for overcoming poverty. Mkapa (2001) admitted that low incomes have made it difficult for poor parents to meet the basic needs of their children, including the basic needs for education. Douglas (2003) urged that in Tanzania primary education is compulsory and free, but in many cases the costs of school supplies, books, uniforms and meals may be prohibitive to poor families. As result most children especially girls who come from poor families fail to continue with schooling because their parents are incapable of giving them all required services.

2.6.2 Child labour

Parents decide to involve their children in child labour-house keepers, petty business and other activities directly or indirectly because of economic hardships which face many families in rural areas (Bach and Cammish, 1991). Domestic obligations that cost the girl's time are: caring for their siblings while parents go out to work for the family income, taking care of the sick and attending to traditional rituals and other celebrations. The high demand of girls contributes to their low enrolment, poor participation, and poor performance and in many cases dropout before completing primary education (Kim and Smith, 1999).

2.6.3 Lack of facilities in primary schools

Many primary schools in rural areas experience shortage of necessary equipments which are used in the classroom namely; desks, chairs, books, pens and teaching aids. Majority of pupils and mostly girls have been performing very poor in internal and national examinations simply because of inadequacy of absence of such materials (Msoke, 2000).

This terrible situation, together with other daily inconveniences and struggles in primary schools, such as sharing of textbooks, lack of attention by teachers, taunting by boys, having to use latrines that have no doors etc., frustrate and discourage girls and they easily give up and drop out of school (Douglas, 2003).

2.6.4 Family size

Large families at times face problems in educating their children. When faced with economic hardship, a great number of parents, even those aware of the importance of girls' education, are forced to educate boys at the expense of girls (Birdsall, 2006). Gordon (2003) admitted that majority of parents in Africa especially in patriarchy societies believe that man is the "bread winner" and hence boys need more education than girls who will get married and will have a man to take care of them. So when situations arise which prevent parents from educating all their children, girls are usually the ones who either are not enrolled or forced to leave primary school. Douglas (2003) added that many parents in rural areas send their girls to school later in the school term when they get some money. However due to poor attendance, most of them do poorly and eventually drop-out of school.

2.6.5 Attitude of parents towards girls' education

Most of rural parents expect that girls in adulthood will only take on the roles of wives and mothers. They believe that formal education is not necessary to girls because the expected roles can be learnt from their mothers and others in the community. This outdated understanding has forced many parents in rural areas to enroll boys and withdraw their daughters from school before completion (Gonzalez, 2001).

In some places community members have the attitude that educating girls is a waste of time and money, because girls will eventually be married and their education would therefore only benefit their husbands and the families they marry into (Niehaus, 2000). Parents from rural areas, particularly farming communities where children work in subsistence agriculture, are more apt to view formal education as irrelevant to their daughter's future (Butler, 1990).

2.6.6 Initiation rituals

In some rural areas when girls reach puberty, they are expected to participate in initiation ceremonies with the aim of preparing them for womanhood and marriage. These ceremonies are often held during the school term and cause many girls to miss a considerable amount of school time. Participation in these ceremonies are said to affect girls' participation in education and sometimes leads to dropout (Morell, 1998).

After training, girls who are initiated regard themselves as adults and ready for marriage and no longer see the need to concentrate on their school work as they feel that, it will be of little use to them in their future roles as mothers and wives. As a result majority of girls after attending such ceremonies, drop from schools and stay home, waiting for marriage (Cameron and Dodd, 1970). Initiation ceremonies are therefore viewed as the key to a quick assured income, while educating girls is considered a waste of money as the money spent will be of no benefit to the girls' family (Rao Mohan, 2000).

2.6.7 Early marriage

According to Yeboah (1993), the practice of early marriage is often a result of tradition in many cultures. This practice tends to cut short girl's education at primary level. In most rural areas, the prospect of receiving a bride price leads parents to remove their daughters

from school early. Birdsall (2006) admitted that some parents support early marriage for young girls as a way of avoiding the risk that they might get pregnant out of wedlock and bring shame to the family.

2.6.8 Teenage pregnancy

It is evident that in rural communities, there are concerns about high rates of pregnancy-related school dropouts. Sexual abuse and early pregnancies contribute to severe and lasting psychological, mental, social and physical damage all of which are detrimental to children's development into responsible adults (Kirk and Garrow, 2003).

In Tanzania all primary schools expel girls who become pregnant and refuse to readmit them after deliver. This situation has led thousands of girls to leave school every year. Flore and Robilliard (2007) argued that in 2006, 6% of girls dropped from primary schools in Tanzania due to teenage pregnancy and most of them were studying in rural primary schools. Morell (1998) emphasized that thousands of girls in rural areas give birth during their teenage years and most of them are neither economically nor emotionally ready to deal with parental responsibilities.

2.6.9 Parental attitudes towards girls' academic abilities

Some parents view that girls are academically less capable than boys. They also believe that girls are less interested in academic issues and more easily distracted and interested in unrelated issues like romance and physical appearance (Butler, 1990). This attitude has a negative effect on girls' participation in education, as a result those parents who uphold this belief choose to educate boys at the expense of girls and force their daughters who are studying to discontinue their schooling (Yeboah, 1993).

2.6.10 Lack of parental care

Houppert (2000) argued that the culture of parental monitoring on children's school work is lacking in rural areas. Many parents in rural areas often have little time to spare from their daily schedules to monitor the attendance and performance of their children in school. According to Tilak (2000), such improper behaviour has led thousands of children including girls to loose direction and start to engage in other issues i.e. income generating income like farming, petty business and prostitution. This situation has paved a way to poor attendance, poor performance in exams and finally high dropout rate in rural primary schools.

2.6.11 Loss of parents

Loss of a parent is one of the most traumatic events a child can face. It has long-lasting implications on efficiency of school aged children (Singleton, 1993). A large number of school aged children in poor nations have lost parents because of accidents, and diseases. Majority of children especially girls who lack parents fail to continue with schooling because of insufficient support, which they get from other members in the family and society. Such terrible situation has forced majority of children to remain home for a long time (absenteeism) and eventually drop out of school (Golub, 1983).

2.6.12 Parents' education status

Findings with regard to parent's education on schooling of children show that the children of more educated parents are more likely to be enrolled and more likely to progress further through school. Holmes, (2003) shows that this impact differs by gender, the education of the father increases the expected level of school retention of boys, and that of the mother's enhances the educational attainment of girls. Girls whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and

are generally more involved in their schooling are less likely to dropout of school (Tilak, 2000).

2.6.13 Biological and social changes occurring during adolescence period

The pressure on girls to drop out peaks with the advent of puberty and the problems that accompany maturity, like sexual harassment by male teachers, ever growing responsibilities at home and parental pressure to marry. Some parents in rural areas remove their daughters who reach puberty and keep them at home waiting for marriage (Birdsall, 2006).

2.7 Other Studies on Girls' Dropout in Rural Primary Schools

The survey of literature reveals that many studies on the problem of girls' dropout have been conducted worldwide. It is evident that the problem of girls' dropout has been dominant in developing countries especially in Africa, Latin America and Asia where there are economic, social and political problems. Such problems are income poverty at household level, child labour, early marriage, civil wars and low level of parents' education (Tilak, 2000). A number of studies on girls' dropout have been conducted by researchers in order to identify real factors or causes contributing to girls' dropout in developing world. In Tanzania many studies on girls' dropout have been done. Most of them were conducted in per-urban and rural areas where the rate of girls' dropout in primary school is high (Msoke, 2000; Rutashobya, 2001; Penina, 2002; Mosha, 2003).

Rosenberg (2000) conducted a study on factors contributing to girls' dropout in primary school in Rural Madagascar. He used Group administered Questionnaire to collect data from respondents and Qualitative methods such as Focus Group Discussion, Observation and Rural Rapid Appraisal to gather supplementary information. Factor Analysis model

was used to analyze causes of girls' dropout at primary school level. The results of his study revealed that majority of girls in the study area dropped from primary school because of income poverty, family size and loss of parents. The researcher did not put in place undesirable cultural practices which in one way or another have been forcing a large number of girls to leave school before completion.

Gonzalez (2001) conducted similar study in rural Bolivia. He employed Group Administered Questionnaire to collect data from respondents and Qualitative methods such as observation, Focus Group Discussion and Key informants discussion to gather additional information. The researcher used Binary Response Model to analyze socio-economic factors contributing to girls' dropout at primary school level. The results of the study showed that income poverty and child labour had caused girls to drop from primary school in the study area. There is discrepancy in this study because the researcher did not consider the influence of socio-cultural reasons and political factors which have been contributing to girls' dropout in developing world including Latin America and Bolivia in particular.

Another study on girls' dropout was conducted by Mosha (2003) in Maasailand particular in Ngorongoro district. The researcher used the following tools to collect data from respondents. Such tools were Group Administered questionnaire as a Quantitative method and Qualitative methods namely; interview schedule, Likert scale and Focus Group Discussion to gather additional information from respondents. The results of the study revealed that majority of girls (pupils) dropped from primary schools located in the district due to long distance to primary schools, initiation rituals and early marriages. But the study did not put into consideration socio – economic and demographic factors contributing to girls' dropout.

This study assumed that the problem of girls' dropout may be caused by demographic factors, socio-economic and socio-cultural factors. So the study aimed at examining such factors in order to come up with actual findings which possibly would show the real source of the existing problem in rural primary schools. Also such findings would help all stakeholders to know in its essence the problem of girls' dropout and therefore be able to take immediate measures to tackle such a problem for the betterment of this country.

CHAPTER THREE

3.0 METHODOLOGY OF THE STUDY

3.1 Description of the Study Area

The study was conducted in Morogoro District. The district has a total land area of 9,056 km². It is located in north-east of Morogoro Region in the slopes of Uluguru Mountains, at altitude range of 300-600m above sea level with an average rainfall between 700-1200mm (intermediate zone) and 900mm-1400mm (river valleys and basins), the temperature ranges between 25 ° and 30 ° c.

According to the National Population and Housing Census of 2002, Morogoro District has a total population of 263 920 of which 129 285 (48.9%) are males and 134 635 (51.01%) are females (URT, 2002). The government has managed to provide social services to the people living in the district. Such services are education (pre – primary, primary education, secondary education and vocational education), health, water and energy (electricity) to places like Mkambarani and Mikese. Provision of such services is done in order to improve the living standards of the respective people who are scattered all over the district. The study was conducted in Morogoro District because the rate of girls' dropout in primary schools was above 50%. This shows clearly that there is a need to conduct a research in order to come up with valid findings, which will be used by the responsible Ministry to combat this problem in the respective district.

3.2 Research Design

The study employed a cross-sectional research design which involves interviewing a representative sample of a population at a single point in time. This is done, without any repetition from the same population. According to Babies (1973), this design provides

quick results, allows collection of data from groups of different characteristics. It is economical, allows comparisons of variables and has a greater degree of accuracy

3.3 Sampling Procedure

3.3.1 Sample unit and sample size

Girls who dropped out of rural primary school formed the study sampling unit. The sample size of this study was 100 respondents. The study involved respondents from four wards namely: Mikese, Kiroka, Kinole and Mkambarani. More respondents were interviewed in Kinole ward (37%) while fewer respondents were interviewed in Mkambarani ward (14%). It was much easier to get more respondents in Kinole because a large number of people reside near the market and bus terminal than in other wards where respondents were scattered. Also respondents of Kinole were active, cooperative and open. The researcher did not get similar response in other wards. Other respondents participated in this study through Focus Group Discussion (FGD) and key informants interview. Such respondents were parents, pupils, head teachers, government officials like Village Executive Officers, Ward Executive Officers and political leaders.

3.3.2 Sampling techniques

The study employed a snow ball sampling technique to get girls who dropped out of school. This sampling technique is useful when it is difficult to get respondents due to lack of information. Furthermore, the study also used a simple random sampling design to select four wards and four villages that is one village in each selected ward. This sampling method was applied because it avoided biases and gave a better representation of the intended population and a significant representation of population was achieved when a sample of at least 5% of total desired population was taken into account. Purposive

sampling method was applied to select pupils (standard five, six and seven) for FGD, while key informants included teachers, government officials and political leaders.

3.4 Data Collection

3.4.1 Primary data

The study involved different methods of data collection. There were two questionnaires, one for girls who dropped out of primary school (Appendix 1). Both open- ended and close ended questions were used to formulate the questionnaires. Group administered questionnaires were used to collect primary data from respondents and Semantic differential scale was employed to measure attitude of girls and parents towards formal education. Pre- testing was done to test the questionnaire for their validity and thereafter necessary adjustments and corrections were made to the instruments before embarking on data collection. It was done in Kiroka and Mikese wards Focus group discussions and Key informant discussion were also conducted in each ward. The discussions were guided by a well structured check lists (Appendix 2).

3.4.2 Secondary data

Data from secondary sources were obtained from published documents, unpublished documents and reports from different organizations. Various records and references from Sokoine National Agricultural Library (SNAL) were also utilized.

3.5 Data Processing and Analysis

The collected data were sorted, coded and verified or edited prior to analysis. Statistical Package for Social Science (SPSS) Computer Software was used for analysis.

Both descriptive statistics and inferential statistical analysis were used. In descriptive statistical analysis; frequencies, percentages and means were employed. For inferential statistical analysis, a cross tabulation and chi – square statistics were employed. According to Gentler (1995), Chi-square test is applied when there are categorical variables from a single population. It is used to determine whether there is a significant association between variables.

Through chi-square, the study results revealed clearly the association between socio-economic, socio-cultural factors and the problem of girls' dropout. Chi-square was tested at the statistical significant level of ($P < 0.05$).

3.6 Limitation of the Study

During this study the researcher encountered a number of problems including the following:

- The major limitation during data collection was the difficulty to reach respondents due to the topographical nature of some wards. For example, Kinole and New land in Mikese are mountainous areas and their villagers are scattered. This situation forced the researcher to walk on foot in order to reach the targeted population.
- Some respondents especially girls who dropped from primary school were reluctant to give information on sensitive issues like age. Also some parents gave arrogant answers to the researcher. For example, "It is none of your business". Due to that, the researcher decided to use polite and convincing language as a means to obtain information from them.
- In some areas respondents especially parents were unwilling to participate unless they were paid some cash because of the previous experience from other researchers. Instead of paying them the researcher decided to educate them on the

necessity of conducting the study in their respective areas and benefits which would be obtained from the study.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Overview

This chapter presents study results and some observations made during the study. Different respondents with different status were involved in the study. The targeted ones were girls who dropped out of primary schools. Additional information was collected from other respondents including: parents, pupils, governmental officials and political leaders. All of them provided information which helped the study to come up with good and valid results.

This chapter is divided into four sections. The first section presents analysis of respondents' perceptions on the problem of girls' dropout in rural primary schools. The second section describes analysis of attitude of respondents towards formal education. The next section presents analysis of demographic, socio – economic and socio-cultural factors contributing to girls' dropout in rural primary schools and the last section presents measures that have been taken by stakeholders to combat the problem of girl's dropout among primary schools in rural areas.

4.2 Characteristics of Respondents

The background characteristics of respondents included in the study were age, education, occupation, marital status and religion.

4.2.1 Age of respondents

The age of girls who dropped out of primary school ranged from 10 to 20 years (Table 1). Majority of respondents were between 14 to 19 years of age. This finding implies that

girls, who reach adolescence or puberty stages in the study area are in greater risk of dropping out of primary school possibly because of economic and social forces like early pregnancy which is the effect of early sexual intercourse and early marriage. Further results showed that 3% of them had 10 years of age. Key informants pointed out that most of girls with less than 15 years dropped from primary schools due to the loss of parents and lack of parental care.

Table 1: Distribution of respondents by age (years) in the study area

Age categories (years)	Frequency	Percentage
10	3	3.0
11	4	4.0
12	6	6.0
13	9	9.0
14	10	10.0
15	11	11.0
16	10	10.0
17	13	13.0
18	20	20.0
19	10	10.0
20	4	4.0
Total	100	100.0

4.2.2 Parental care

The study revealed that 58 % of girls dropped out of rural primary schools when they had parents while 42% of them had guardians (Table 2). These findings imply that many parents are not keen enough in supervising their daughters and encouraging them to participate effectively in academics in order to complete primary education successfully. Key informants pointed that some parents in the study area did not know the importance of

formal education in life. They perceived formal education as a worthless thing in human life. This attitude had led parents in the study area to convince their daughters to drop from school and engage in income generating activities or get married.

Table 2: Distribution of respondents by parental care

Parental care	Frequency	Percentage
Parents	58	58.0
Guardians	42	42.0
Total	100	100.0

4.2.3 Marital status

The study findings indicate that 42 % of girls who dropped from primary school in the study area were married (Table 3). This implies that pre-mature marriage is still prevailing in the study area and continues to be the source of girls' dropout in the study area.

Table 3: Distribution of respondents by marital status in the study area

Respondent's Marital status	Frequency	Percentage
Single	36	36.0
Married	42	42.0
Living together with fiancée	10	10.0
Divorced	8	8.0
Separated	4	4.0
Total	100	100.0

4.2.4 Gender composition

Gender means social relationship between male and female (Macha, 2007). Almost in all households surveyed by the study, there were boys and girls. The researcher observed that

the number of girls who withdrew from school exceeded the number of boys. Girls' dropout rate was 30% while for boys was 24% in 2006. These findings show clearly that more girls are dropping from primary school than boys and hence justify the necessity of conducting a study on girls' dropout in primary schools located in the study area.

4.2.5 Education

All respondents who were interviewed by the researcher did not manage to complete primary education. About 35% of them ended in standard six, 15% of girls dropped in standard seven and only 2% of respondents dropped in standard one and two. Key informants admitted that 99% of girls who dropped did not go back to school. After dropping from school most of them decided to engage in Income Generating Activities specifically in agricultural production and petty trade. If this situation continues to prevail, the number of illiterate people will continue to rise and hence poverty will continue to dominate in the study area.

4.2.6 Occupation

4.2.6.1 Parents' occupation

Majority of the people in Morogoro rural district are small - scale farmers. They grow several crops such as maize, bananas, fruits and vegetables. The findings revealed that 75% of parents whose girls dropped from primary schools were farmers while 25% of parents were petty traders (Table 4). Through these findings, the study grouped parents into two groups. The first group involved parents who earned low income. Such parents were the ones who failed to meet the basic needs of their children including the basic needs for education. So dropouts of their daughters were due to economic hardships which faced their families. The second group comprised of parents who earned high income. Girls who came from such families did not leave school because of financial constraints

which faced their families but rather due to negative attitude of their parents towards girls' education.

4.2.6.2 Occupation of girls who dropped from primary school

The study findings indicated that 68% of girls' who dropped were employed in agricultural sector (Table 4) and most of them were small scale farmers. Further results revealed that 32% of them engaged in petty trade. Petty traders in the study area sell food products to customers and middle men from Morogoro town and other regions like Dar es Salaam, Dodoma, Iringa and Singida.

Table 4: Distribution of occupation in the study area

Occupation	Frequency	Percentage
Parents		
Agriculture	75	75.0
Petty Trade	25	25.0
Total	100	100.0
Girls' who dropped		
Agriculture	68	68.0
Petty Trade	32	32.0
Total	100	100.0

4.3 The Problem of Girls' Dropout from 1997 to 2007

The study findings indicated that the problem of girls' dropout was higher from 1997 to 2001 because the number of girls who dropped from primary school ranged between 10 and 14 (Figure 2). From FGD it was revealed that such increase was caused by negative attitude of parents towards girls' education. Some parents did not collaborate with the government in ensuring that their daughters attend in schools regularly and thus complete

primary education fruitfully. Negative attitude led some of parents to force their daughters to withdraw from primary schools and engage in income generating activities.

There was a slightly improvement between 2002 and 2004 because the number of dropouts decreased from 8 to 5 (Figure 2). From the survey, it was revealed that such changes occurred because the community and other stakeholders in the study area formed a taskforce which fought against undesirable cultural practices. They started to educate parents on the merits of giving girls more opportunity to study and complete primary education successfully.

Further, the findings showed that from 2004 to 2006 the number of girls who dropped increased from 5 to 8 and in 2007 the number of dropouts was 5 (Figure 2). Key informants pointed that the problem of girls' dropout continued to prevail in study area because measures that stakeholders to combat this problem were not based on the real solution. So there was a need of identifying a real cause in order to come up with proper strategies to combat the existing problem in the study area.

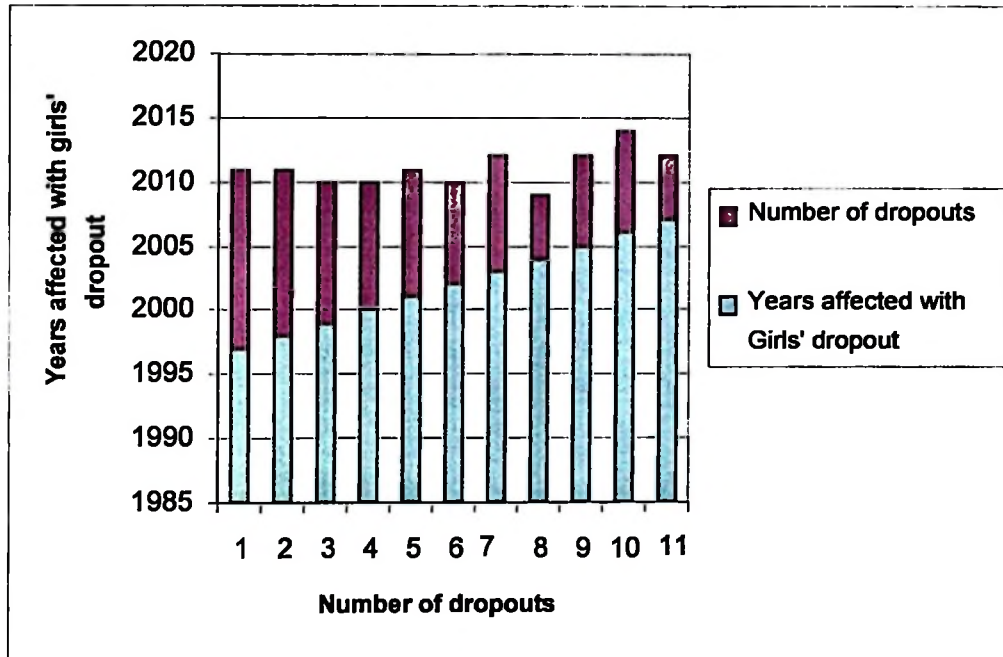


Figure 2: Rate of girls' dropout in the study area in different years

4.4 Classes Affected with Girls' Dropout

The study results revealed that, girl' dropout rate was high in upper classes namely; standard four, five, six and seven and low in lower classes (Table 5). Such findings showed that 15 % of girls dropped in standard seven while 35 % of them withdrew from schooling in standard six and 30 % of respondents dropped out in standard five.

The study observed that, many girls in rural primary schools experience difficulties when they reach standard five, six and seven. This is the time when most of girls are in either adolescence or puberty period. Houppert (2000) pointed out that the pressure on girls to drop out peaks with the advent of puberty and the problems that accompany maturity like sexual harassment by men, ever growing responsibilities at home and parental pressure to marry. The key informants gave evidence on the situation that adolescent girls experienced

social problems like sexual harassment, gender violence which sometimes affected their attendance and performance in school and finally led to dropout.

Table 5: Girls' dropout from standard one to seven in primary schools

Standards	Frequency	Percentage
1-2	2	2.0
2-3	5	5.0
3-4	13	13.0
4-5	30	30.0
5-6	35	35.0
7	15	15.0
Total	100	100.0

4.5 Analysis of Respondents Perceptions

4.5.1 Perception of Parents towards Girls' Dropout

The study shows that 75% of respondents urged that their parents did not accept the idea of dropping out of school while 25% of them said clearly that their parents were the ones who encouraged them to drop from primary school (Table 6). These findings imply that some parents in the study area have been supporting dropouts among girls simply because they have a negative attitude towards girls' education. They have an attitude that it is more beneficial to educate a boy than a girl since girls need to be educated and trained in house chores to prepare them for marriage.

Table 6: Perception of Parents towards the problem of girls' dropout

Perception	Frequency	Percentage
Parents who opposed dropout	75	75.0
Those who supported dropout	25	25.0
Total	100	100.0

4.6 Analysis of Attitude towards Formal Education

4.6.2 Attitude of girls towards formal education

It is evident that majority of girls with less than 18 years of age perceived formal education as a desirable cultural practice. Most of them felt that formal education gives literate girls power to speak, helps girls to know their rights and duties and it is a key to women development (Table 7).

On the other side, findings revealed that there were few girls who had negative attitude towards formal education. Most of them were the ones who left primary school 7 to 9 years ago. They thought that formal education was introduced to prepare loyal, slavish bureaucrats to serve the purpose and interests of colonial regime. Key informants pointed out that a large number of adolescent girls in the study area were so much attached to informal education. They observed informal education as the only form of education which could prepare young people to become respectable members in future. They felt that this form of education has not lost its form or its content. Such attitude created pessimistic understanding towards formal education and hence contributed to the presence of the problem of girls' dropout in the study area.

Table 7: Attitude of girls towards formal education

Statements	1	2
	%	%
Literate girls have power to speak	75	25
Literate girls can fight against exploitation	82	18
Literate girls can engage in Intellectual activities	54	46
Literate girls know their rights and duties	73	27
Literate girls can reflect and think	63	37
Education is a key to women development	68	32

Ordinal:

- 1 stands for Positive Attitude
- 2 stands for Negative Attitude

4.6.2 T- test results on the attitude of girls towards formal education

T-test results reveal that girls with less than 18 years (27.33) had positive attitude towards formal education. This implies that, girls with less than 18 years are still young and most of them are ready to continue with studies. But for girls with more than 18 years, education is considered to be a worthless social institution. This negative perception comes into being because most of them are associated with family responsibilities namely; reproductive and domestic chores. Such situation forces them to ignore education and concentrate on productive and reproductive roles. Further, the findings presented in Table 8 show that girls who have less than two children had positive attitude towards formal education (27.3) while respondents who had more than two children had a negative attitude towards formal education (26.46). This implies that respondents who have less than two children have a desire to resume studies while respondents who have more than

two children concentrate on productive and domestic chores. This situation has forced them to be passive on academic affairs and active on economic and family issues.

Table 8: T- test results comparing attitude of girls towards formal education

Variables for comparison	N	Mean points scored (Attitude)	T - value	P – value
More than 17 years	43	27.02	- 0.847	0.4
Less than 18 years	27	27.33		
Having more than 1 child	13	26.46	- 1.863	0.067
Having less than 2 children	57	27.3		

4.6.3 Attitude of parents towards formal education

The study findings revealed that majority of parents in the study area agreed that formal education is the most important social institution. Most of them perceived formal education as a source of creativity, morality and a key to development. For example about 89% of parents agreed that education is a key to development (Table 9). This implies that a large number of parents in the study area understand the merits of formal education in human life. According to Butler (1990), consciousness among literate parents has contributed to effective participation in all programmes which aim at improving the quality of basic education in rural communities. From FGD it was revealed that literate parents had started to work hand in hand with the government, NGOs, FBOs and CBOs in improving primary education in order to eliminate illiteracy in rural communities.

But not all parents in the study area valued formal education. Some respondents had negative attitude towards formal education. They perceived formal education as a burden.

Key informants pointed out that some parents in the study area particularly illiterate ones had been encouraging their children especially girls to leave school and engage in income generating activities. The study observed that the education level of parents, whose girls dropped out, was found to be an obstacle to girls' education and had contributed to high rate of truancy and finally dropout among girls. These findings imply that the problem of adult illiteracy rate is still high. All stakeholders should introduce adult education programme in the study area in order to reduce the number of illiterate people and create consciousness on the necessity of investing in girls' education.

Table 9: Attitude of Parents towards Formal Education

Statements	1	2
	%	%
Education is a source of creativity	73	27
Education makes literate people productive	75	25
Education makes literate people active	68	32
Literate people get good jobs	72	28
Education is a source of morality	53	47
Education is a key to development	89	11

Ordinal:

- 1 stands for Positive attitude
- 2 stands for Negative attitude

4.7 Respondents Perception on Demographic Factors leading to Girls' dropout

The study findings revealed that 78% of respondents agreed that they dropped out of school due to biological and social changes occurred during adolescence and puberty periods (Table 10). Key informants admitted that many girls in the study area started primary school at late ages as a result when they reached in standard five, six or seven, most of them started to experience gender violence and sexual harassment. All these challenges forced majority of adolescent girls to leave school. In line to that point, Kaggia (1995) pointed out that, during adolescence and puberty periods most pupils (girls) in rural primary schools face a number of challenges like early sexual intercourse, forced marriage and sexual harassment. Those who fail to overcome such challenges are the ones who drop from primary school. The study observed that some girls in rural areas started primary school at late ages. So when they reached adolescence, most of them started to feel shy. This situation had led many girls to withdraw themselves from schooling or in some cases their parents were the ones who stopped their schooling.

Furthermore findings from Table 10 showed that 22% of girls in the study area dropped due to Parents education status. Key informants pointed out that there was a large number of parents reached standard 4 and 20% of parents had never gone to school. So it is evident that the number of parents who know the merits of girls' education is so small. This situation has paved a way for the continuation of the problem of girls' dropout in the study area. From Focus Group Discussion it was revealed that parents were the ones who forced their daughters to leave school and engage in economic and social issues such as income generating activities, marriage and initiation trainings because they perceived girls education as worthless social institution.

Table 10: Demographic factors as causes for girls' dropout

Demographic factors	Frequency	Percentage
Girls dropped due to changes occurring during Adolescence and puberty periods	78	78.0
Parents education status	22	22.0
Total	100	100.0

4.8 Wealth Status of Respondents in the Study Area

Wealth status was measured by assets and income earned by respondents in the study area. From the study it was revealed that 75% of households whose girls' dropped from primary school earned less than 100 000 while the rest received more than 100 000 per month. Further, the study results showed that 90% of the households whose girls' dropped from primary school surveyed owned land and a house while 10% of them did not own such properties. Despite the fact that the study area is endowed with plenty of resources, majority of households surveyed by the study experienced income poverty. This terrible situation has caused some of the children including girls to withdraw from schooling and engage in productive roles (child labour) in order to get cash to support household members.

4.8.1 Perception of respondents on socio-economic factors for girls' dropout

The study results revealed that all respondents agreed that the problem of girls' dropout in rural primary schools have been caused by socio-economic factors namely; income poverty, child labour, family size and lack of facilities in primary schools. The findings showed that 56 % of respondents mentioned income poverty at household level as an economic factor contributing to the problem of girls' dropout in rural primary schools

(Table 11). Key informants pointed out that most children especially girls who came from poor families failed to continue with schooling because their parents were incapable of giving them all required services including food, shelter, clothes and other necessary wants including basic needs for education. According to Mkapa (2001) low incomes have made it difficult for poor parents to meet the basic needs of their children, including the basic needs for education. Inability to afford such cost has a heavy bearing on girls' education as it leads to dropout among girls in rural primary schools.

Further the study results showed that 30 % of respondents identified child labour as another socio-economic factor contributing to girls' dropout in rural primary schools. From FGD it was found that some parents in study area convinced their daughters to quit school and go to town to work as domestic servants and baby sitters in order to earn income in the name of family survival. Further, findings from Table 11 indicated that 4% of girls dropped due to lack of necessary facilities in primary schools. This implies that the quality of education provided in primary schools located in the study area does not meet the required standard. Such unenthusiastic situation has been the cause of poor attendance, truancy and finally dropout among girls.

Table 11: Socio – economic variables leading to girls' dropout in study area

Socio – economic variables	Frequency	Percentage
Income poverty at HH Level	56	56.0
Child labour	30	30.0
Family size	10	10.0
Lack of facilities in Primary schools	4	4.0
Total	100	100.0

4.8.2 Chi-square analysis on socio- economic factors for girls' dropout per village

The results in Table 12 revealed that income poverty at household level had been a dominant factor for girls' dropout in Kinole (17.1%) and Mkambarani (14.3%). This implies that majority of people in such villages are poor and hence fail to afford direct costs for schooling. Inability to afford education costs like uniform and books has been the cause for girls' dropout in rural primary schools. Chi - square denoted no statistical significant ($P > 0.05$) association between income poverty at household level and girls' dropout in affected villages. Also data from the Table 12 revealed that child labour had been affecting girls in Kinole (12.1%) and therefore led to their dropouts. A large number of girls in Kinole engaged in petty trade and farming in order to earn income in the name of family survival. Such responsibilities had made them active on productive roles and passive on academic affairs.

Further, the findings revealed that 1.2% of girls in Kinole dropped from primary school due to lack of school facilities like books, desks, chairs and teaching aids. The government at district level should tackle this problem immediately not only to Kinole primary school but also to all primary schools in the district. Such intervention would create a conducive environment for pupils to study hard and perform well in examinations and a good working condition for teachers. Chi- square denoted no statistical significant ($P>0.05$) association between lack of facilities in primary schools and the problem of girls' dropout in affected areas.

Table 12: Chi – square Analysis on socio – economic factors for girls’ dropout

Wards affected by girls’ dropout	Socio – economic factors					Total %	X ² P value
	Income poverty	Child labour	Family size	Lack of facilities			
	%	%	%	%	%		
Fulwe	11.4	10.3	0.5	0.1	22.0		
Kiroka	11.4	11.4	0.4	0.1	11.4		0.384
Kinole	17.1	12.1	0.0	1.2	31.4		P value
Mkambarani	14.3	8.4	1.2	0.0	22.9		0.422
Total	54.3	42.2	2.1	1.4	100.0		

4.9 Perception of Respondents on Socio- Cultural factors for Girls’ Dropout

Socio - cultural attributes and practices have a big influence on education especially for girls. Culture moulds the society and determines the way of life. However, some cultural beliefs and way of life are so much outdated. Majority of respondents articulated that undesirable cultural practices cause girls’ dropout in rural primary schools.

The study findings indicated that 35% of respondents mentioned teenage pregnancies as the leading factor for girls’ dropout in rural primary school (Table 13). From the FGD, it was revealed that majority of girls got pregnancy when they reached standard six and seven. Few of them got pregnancy in standard five. According to key informants, school carrier of many girls were cut short because of pregnancy either by girls withdrawing themselves from school or through the national policy which ensures that pregnant girls are expelled from the education system with no chance of re- entry after deliver.

The study also observed that 20 % of girls who dropped primary school identified early marriage as an undesirable socio - cultural practice which led to the problem of girls’ dropout in rural primary schools (Table 13). The key informants pointed out that early

marriage was a common strategy used by poor families to raise income. The study observed that some girls in the study area perceived marriage as an escape route from family poverty while the common cultural practice of charging bride wealth brings guide and substantial income to her family.

In view of this, Rao Mohan (2000) states that some parents in rural areas encourage their daughters to drop out of school and arrange marriage for them or encourage them to get married. From the survey it was revealed that the pressure for early marriage is the reality that in Luguru culture women are often valued on the basis of how many children they can produce for their husbands.

The study also showed that 15 % of the respondents identified initiation rituals as a cultural factor contributing to problem of girls' dropout in rural primary schools (Table 13). The study observed that, initiation trainings have been given to girls in order to prepare them to become good future wives and mothers. The age of girls who undergo such training ranges between 12 and 15 years.

Table 13: Socio – cultural factors contributing to girls' dropout in the study area

Socio – cultural factors	Frequency	Percentage
Early Marriage	20	20.0
Teenage pregnancy	35	35.0
Initiation rituals	15	15.0
Loss of parents	10	10.0
Attitude of parents towards Girls' education	9	9.0
Parental attitude towards Girls' academic abilities	6	6.0
Lack of parental care	5	5.0
Total	100.0	100.0

After training some girls become self-conscious and pre-occupied with thoughts about boyfriends and marriage which could have a negative effect on their performance in school and finally lead to dropout. Other results by Morell (1998) found similar observation that participation in initiation ceremonies affect girls' participation in education and sometimes leads to dropout.

The other socio – cultural factor contributing to girls' dropout was the parents' attitude towards girls' education. Table 13 indicates that 9 % of respondents recorded identified this as a problem towards the dropout. From the FGD it was revealed that, some parents in rural areas thought that it was not important for their daughters to complete primary education because the future of girls was to become mothers and housewives. The study observed that many families in the study area viewed girls' education as a waste of family resources instead they gave priority to educate their sons because education was considered meaningless to girls.

According to Yeboah (1993), many parents in rural areas think that education is more relevant for boys as they will become heads of their households and it can give them skills to earn income and support their families. Gordon (2003) had similar observation that rural parents believe that formal education is not necessary to girls because the expected roles can be learnt from their mothers and others in the community. This outdated understanding has forced some of them to withdraw their daughters from school before completion.

The problem of girls' dropout continues because communities in the study area keep on putting into practice outdated cultural ideals. The government and other stakeholders

should work together in preventing such practices in order to move forward girls' education.

4.9.1 Analysis of socio- cultural factors contributing to girls' dropout

The findings in Table 14 denoted that teenage pregnancy caused a large number of girls to drop out of primary schools located in the study area. This undesirable cultural practice had affected girls who lived in villages which are closer to the main road (Mbeya- Dar es Salaam road) namely; Mkambarani (11.1 %) and Fulwe (10%). The study observed that majority of girls (pupils) in Mkambarani and Fulwe villages engaged in love relationship with petty traders, drivers and business men who carried out economic activities in such villages. Most of them engaged in such illegal relationship because of economic hardship which faced their families. As a result some of them failed to continue with schooling due to early pregnancy and pre- mature marriage.

The same problem had forced 10.1% of girls in Kinole village to drop from primary schools (Table 14). Teenage pregnancy has been affecting a large number of girls in Kinole village because most of adolescent girls have been engaging in early sexual intercourse with some traders operating within the area and from outside who come to buy different products from farmers and sometimes sell several items to farmers. Also such illegal relationship may lead to the increase of HIV/AIDS prevalence rate and pre- mature marriage. Chi- square revealed statistical significant ($P < 0.05$) association between teenage pregnancy and girls' dropout in primary schools (Table 14).

The study results indicated that early marriage continued to cause dropout among girls (pupils) in three villages namely; Fulwe (10.1%), Kinole (10.1%) and Mkambarani (10.0%). The study observed that some parents in such villages, supported early marriage

for young girls as a means to avoid the risk of getting pregnancy out of wedlock which could bring shame to the family. Also they considered marriage as an escape route from family poverty while the common cultural practice of charging bride wealth brings substantial income to the family. Chi - square denoted statistical significant ($P < 0.05$) relationship between early marriage and girls' dropout rate in rural primary schools (Table 14).

Further results in Table 14 showed that initiation rituals caused high dropout rate in Kinole village (10.0%). Key informants pointed out that, some girls in Kinole village who were initiated, perceived formal education as a worthless social institution. This perception created negative attitude towards formal education and consequently led to poor attendance, poor performance and finally high dropout rate among girls. Chi - square indicated statistical significant ($P < 0.05$) association between initiation rituals and girls' dropout in the study area.

These cultural practices continue to affect girls because the society respects them. If the government and other stakeholders fail to take immediate measures to stop them, gender disparity in development opportunities will keep on prevailing in the study area.

Table 14: Chi – square Analysis on socio – cultural factors for girls' dropout

Socio – cultural factors	Villages in the study area affected with girls' dropout				Total	X ²	P value
	Fulwe	Kiroka	Kinole	Mkambarani			
	%	%	%	%			
Early Marriage	10.1	0.5	10.1	10.0	30.7	25.234	0.237
Teenage pregnancy	10.0	4.6	10.1	11.1	35.8	20.213	0.234
Initiation rituals	3.5	3.2	10.0	2.5	19.2	21.340	0.231
Attitude of parents towards girls' education	1.1	1.1	2.1	1.2	5.5	20.322	0.233
Parental attitude towards girls' academic ability	1.7	1.0	0.1	0.1	2.9	20.312	0.229
Lack of parental care	0.1	1.1	0.1	1.1	2.4	23.332	0.224
Loss of parents	0.3	1.1	1.1	1.0	3.5	23.316	0.231
Total	26.8	12.6	33.6	27.0	100.0		

4.10 Stakeholders Participation in Tackling the Problem of Girls' Dropout

4.10.1 Girls' involvement

All respondents agreed with the study that girls' dropout in rural primary school was a problem. They argued that girls' dropout had been the main cause of high illiteracy rate among girls and women. The rural community has been experiencing poverty probably because of several reasons one of them is illiteracy rate among young girls and women.

The decision to tackle the problem of girls' dropout in primary school had surfaced because most of them who dropped had come to understand the meaning and merits of formal education in human life (Gonzales, 2001). Such awareness has given them power to fight against all undesirable cultural practices in order to promote girls' education for the betterment of the country. The findings in Table 15 presented methods used by girls who left school to combat the problem of girl's dropout in rural primary schools.

About 40% of respondents said that, they had decided to provide civic education to the pupils on the importance of formal education in human life. They believed that through this method, majority of the pupils would be aware and therefore able to participate in academic affairs successfully (Table 15).

Furthermore, 38% of girls' who dropped out, had been using their income to provide material support such as food, shelter, books and other needs to pupils especially girls who came from poor families, in order to create conducive environment for girls to study and perform well in examinations while 22% of them decided to tackle the problem of girls' dropout by sending reports to responsible offices (Table 15). They pointed out that they were sending reports either to the Ward Executive Officer, the Village Executive Officer or to the Police station.

Table 15: Measures taken by dropouts to solve the problem of girls' dropout

Measures taken	Frequency	Percentage
Providing civic education to pupils	40	40.0
Supporting girls who come from poor families	38	38.0
Sending reports to appropriate offices	22	22.0
Total	100	100.0

4.10.2 Measures taken by parents in tackling the problem of girls' dropout

Results in Table 16 showed that there had been concerted efforts by parents in tackling the problem of girls' dropout in rural primary schools which had brought negative impacts to the rural communities. One of them was the provision of civic education to illiterate parents (40%) so that they could realize the importance of educating girls. Further findings revealed that 43% of parents had been providing moral education (ethics) to their daughters on the merits of obeying the existing laws. Also they provided civic education in order to create awareness among girls on the necessity of formal education in the society.

However, some parents argued that some governmental officials including Village Executive Officers, Head teachers, Police and W Executive Officers had been refusing to take immediate actions probably due to corruption against people who caused girls' dropout. Inability to take punitive measures had brought confidence to people who opposed girls' education and caused girls dropout at primary school level.

Table 16: Measures taken by parents to solve the problem of girls' dropout

Measures taken	Frequency	Percentage
Provision of civic and ethical education	43	43.0
Provision of civic education to parents	40	40.0
Sending reports to proper offices	17	17.0
Total	100	100.0

4.10.3 Government intervention in combating the problem of girls' dropout

Majority of girls who dropped out of school argued that the government especially the local government had been taking several measures to stop girls' dropout at primary school level. In this study 75% of respondents agreed that the government had been active

in addressing girls' dropout issue. According to key informants, the local government had been conducting seminars and meetings with rural people. Through meetings and seminars government officials got the chance to educate rural people on the significance of investing in girl's education.

The government at village level had started to take punitive measures against people (men and parents) who supported girls to leave school. These findings imply that more efforts are needed as a means to curb the existing problem. The government and other stakeholders should work together as a team in combating the problem of girls' dropout and promoting girls' education in rural communities.

Table 17: Views on government intervention in the problem of girls' dropout

Respondents' views	Frequency	Percentage
Government intervenes to stop girls' dropout.	75	75.0
Government doesn't intervene	25	25.0
Total	100	100.0

CHAPTER FIVE

5.0 CONCLUSION AND RECCOMENDATIONS

This chapter presents conclusions drawn from the study and gives crucial recommendations for immediate policy interventions at respective rural authorities. The highlighted recommendations are expected to assist changes in the Ministry of Education and Vocational Training and other stakeholders who are dealing with primary education. The drawn conclusions and highlighted recommendations are also expected to apply on other areas with similar situations to the study area.

5.1 Conclusions

This study examined socio - economic, socio - cultural and demographic factors contributing to girls' dropout in rural primary school. The following are conclusions which can be drawn from the study findings;

The study found that biological and social changes during adolescence period have been affecting majority of adolescent girls in the study area. Most of adolescent girls experienced a number of problems such as sexual harassment from men and sometimes from teachers. Such barriers are experienced by girls who study in upper classes (from standard four to seven). Girls who fail to overcome such challenges are the ones who engage in sexual relationship with men consequently get pregnancy and finally drop out of primary school.

Further, the study found out that income poverty is still a dominant socio-economic factor contributing to girls' dropout in the study area. The findings reveal that majority of girls who drop from primary schools in the study area come from low income families. More

findings show that most of children who leave primary schools and engage in income generating activities come from poor families. So the study concludes that the number of girls who dropout from primary schools will continue to rise if the government and other stakeholders fail to tackle such a problem.

Teenage pregnancy has been causing high rate of girls' dropout in the study area. This problem comes into existence simply because a large number of adolescent girls (pupils) have been engaging in love relationship with men. Majority of girls who get pregnancy are in standard five, six and seven. Pregnant girls (pupils) are expelled from the education system with no chance of re- entry after deliver. So the study sees the necessity of providing education to girls on how to avoid unwanted pregnancies.

On the other hand, the problem of early marriage is still persisting in the study area. The study found that parents are the ones who encourage their daughters to drop from primary school and get married since marriage would also solve some of the family's financial problems. Also early marriage continues to exist in rural areas because some men do not like very educated wives who may challenge their authority. The study concludes that the village government and higher authorities should continue to take punitive measures against men who marry girls or parents who force their daughters to get married.

Initiation trainings offered to adolescent girls have a negative effect on girls' education. The study found that girls who attended such trainings are the ones who drop earlier than non-trained girls. After leaving primary school, most of them get married. Further, the findings reveal that trained girls have been sometimes convincing girls who are in school to drop and engage in other economic and social issues i.e. get married. So the study concludes that the communities should continue to educate girls on the importance of

formal education in human life. Such intervention will create awareness to girls who devalue formal education.

The study found that people and the government have been working together in solving girls' dropout in rural primary schools. As a result this collective responsibility has brought positive changes in the study area because the number of girls who complete primary education has increased. The study lastly concludes that, the number of dropouts will decrease and the problem of girls' dropout will be tackled, if all stakeholders continue to cooperate and work together in fighting against girls 'dropout in primary schools.

5.2 Recommendations

Based on the study findings, the following recommendations are made:

- i. As primary education is widely recognized as one of the most effective instruments for combating child labour, the study recommends that the government must continue to invest in primary education because schooling can remove children from the work force and provide them with an alternative use of their time.
- ii. The study recommends that the government should start to provide free meals to pupils in all primary schools. This will reduce the costs to parents of providing one or two meals (breakfast and lunch) and will help children especially girls who come from poor families to get nutrition essential for learning. Also it will enable pupils including girls to concentrate on schooling and finally complete primary education successfully.

- iii. The Law of Marriage Act of 1971 allows the marriage of girls at the age of 15 years; at this age the girls are still biologically and psychologically immature. This Act is in conflict with several other local and international legal provisions because it paves a way for undesirable cultural practices like early marriage and teenage pregnancies to take place. So, the study recommends that there is a need to review the act in order to stop pre- mature marriages and create conducive environment for girls to study and complete primary education fruitfully.
- iv. Academic attainment of parents is a key factor that influences the chances of a girl dropping out of school in both rural and urban areas, and across all age cohorts. It is therefore recommended that the policy and programmes of adult education by government to be rolled out in all parts of the country. The importance of adult education is envisaged to support in enhancing attitudinal change among illiterate and ignorant parents in favor of girls education.
- v. Punitive measures should be taken against men who cause pregnancy to girls (pupils) and people who have been forcing girls to get married including men who pay bride price to the daughter's parents.
- vi. The study found that some government officials have been refusing to take immediate action against parents and men who cause girls to withdraw from primary school probably because of corruption. Such accusations were raised by parents and some teachers in schools in the study area. So the study recommends that PCCB and Police should work very close in order to identify

them and take punitive measures as a step to end corruption and proper way to tackle the problem of girl's dropout.

- vii. Girls' education is more than an educational issue in the sense that it involves gender, economic, political and ideological matters. It is deeply influenced by poverty, tradition, habit, legal systems, and discrimination, among other things. It is therefore recommended that political will is required, not just to educate girls, but also to eliminate obstacles like sexual harassment, pre- mature marriages, and child labour which have been hindering girls' education in the study area.

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APPENDICES

Appendix 1: Questionnaire for Girls' who dropped from primary schools

Title: Factors contributing to girls' dropout among primary schools in Morogoro District.

Division.....

Ward.....

Village.....

A. Basic information

- 1 Questionnaire number.....
2. Respondents' age:
3. Which one was your former primary school?
 - (a). Fulwe. ()
 - (b) Kiroka. ()
 - (c) Kinole ()
 - (d) Mkambarani ()
4. Number of children in your family:
5. Marital status
 - (a) Married ()
 - (b) Living together with a fiancée. ()
 - (c) Divorced ()
 - (d) Separated ()
6. Parental care:
 - (a) Living with parents ()
 - (b) Living with Guardians ()
7. Do you have children?
 - (a) Yes, I have ()
 - (b) No, I haven't ()

8. If yes, how many children do you have?

9. The current occupation

- (a) Agriculture ()
- (b) Petty trade. ()
- (c) Mining. ()
- (d) Fishing ()

SECTION A: GIRLS' DROPOUT IN PRIMARY SCHOOLS

10. When did you drop from a primary school?

- (a) 1997. ()
- (b) 1998. ()
- (c) 1999 ()
- (d) 2000 ()
- (e) 2001 ()
- (f) 2002 ()
- (g) 2003 ()
- (h) 2004 ()
- (i) 2005 ()
- (j) 2006 ()
- (k) 2007 ()

11. Which one was your last standard?

- (a) Standard 1-2. ()
- (b) Standard 3-4. ()
- (c) Standard 5-6. ()
- (d) Standard 7 ()

12. Did you have all parents when you drop?

- (a) Yes, both parents father and mother ()
- (b) Only one parent ()
- (c) No, I didn't have parents ()

13. Did they accept and conquer with your decision?

- (a) Yes, they accepted ()
- (b) They were neutral ()
- (c) No, they did not accept ()

14. How do you examine the decision made?
- (a) Rational ()
- (b) Irrational ()

SECTION B: DEMOGRAPHIC VARIABLES CONTRIBUTING TO GIRLS' DROPOUT.

15. Do you think that biological and social changes during adolescence period contributes to girls' dropout in primary school?
- (a) Yes, it is a cause. ()
- (b) No, it is not a cause. ()
16. Have you seen a girl or girls who dropped from primary school due to such a factor?
- (a) Yes, I have seen them ()
- (b) No, I have not seen them. ()
17. Are you the one who experienced such a problem?
- (a) Yes, I experienced ()
- (b) No, I did not experience. ()
18. Which age is at risk?
- (a) 11 years ()
- (b) 12 years ()
- (c) 13 years ()
- (d) 14 years ()
- (e) 15 years ()
- (f) 16 -17 years ()
19. Did this factor lead to your dropout?
- (a) Yes, it led to my dropout. ()
- (b) No, it was not a cause. ()
20. If yes, How old were you?.....

21. Did you have both parents when you left school?

- (a) Yes, I had both parents ()
 (b) No, I had single parent. ()

22. What was the level of education of your parents/parent?

- (a) No schooling ()
 (b) Primary education ()
 (c) Secondary education ()
 (d) Tertiary education ()

23. Do you think your dropout was caused by the parents' level of education?

- (a) Yes, It contributed ()
 (b) No, It didn't contribute. ()

SECTION C: SOCIO-ECONOMIC FACTORS CONTRIBUTING TO GIRLS' DROPOUT.

24. Do you agree that socio – economic factors lead to girls' dropout at primary education level in this village?

- (a) Yes, I agree. ()
 (b) No, I don't agree. ()

25. If yes, which socio-economic factor contributed to your dropout?

- (a) Poverty at household level ()
 (b) Child labour. ()
 (c) Family size ()
 (d) Lack of facilities in primary schools ()

26. Do you know other factors that have contributed to girls' dropout in this village?

- (a) Yes, I know ()
 (b) No, I don't know. ()

If yes, mention them.....

SECTION D: SOCIO-CULTURAL FACTORS CONTRIBUTING TO GIRLS' DROPOUT.

27. Do you agree that socio-cultural factors lead to girls' dropout?

- (a) Yes, I agree. ()
 (b) No, I don't agree. . ()

28. If yes, which factor forced you to drop/leave school?

- (a) Early marriage ()
 (b) Teenage pregnancy ()
 (c) Attitude of parents towards formal education ().
 (d) Initiation ritual ().
 (e) Parental attitude towards girls' academic abilities. ().
 (f) Lack of parental care ().
 (g) Loss of parents ().

29. Do these factors continue to affect the attendance and participation of girls in Academics?

- (a) Yes, they are still persisting. ().
 (b) No, they are not affecting them. ().
 (c) I don't know. ().

30. Attitude of Girls towards formal education

Semantic differential scale

1. Nominal: The attitude of girls toward formal education

2 Ordinal: There are five:

- 1 stands for strongly agree
- 2 stands for agree
- 3 stands for neutral
- 4 stands for disagree
- 5 stands for strongly disagree

3. Interval:

- 1-15 (Positive/aware of the necessity of formal education)
- 15-30 (Negative/ not aware of the necessity of education)

Give girls power to speak	1	2	3	4	5	Doesn't give power to speak

Literate Girls can fight against exploitation and oppression	1	2	3	4	5	Literate girls are able to fight against exploitation and oppression

Gives girl ability to engage in intellectual activities	1	2	3	4	5	Doesn't give them ability to engage in intellectual activities

Girls can know their right and duties	1	2	3	4	5	Girls can not know their right and duties

Gives girls the ability to reflect and think	1	2	3	4	5	Doesn't give girls ability to reflect and think

Source of women development	1	2	3	4	5	Source of women underdevelopment

**SECTION E: MEASURES TAKEN BY STAKEHOLDERS TO SOLVE THE
THE PROBLEM OF GIRLS' DROPOUT**

31. Have you taken any measure to solve the problem of girls' dropout in this village?

(a) Yes, I have been active on this area ().

(b) No, I have been so passive on this area. ().

32. If yes, which one has been applied as a means to solve the problem?

(a) Providing education to pupils. ().

(b) Supporting girls who come from poor families. ().

(c) Sending reports to the appropriate offices. ().

33. How does the government respond to this problem?

(a) Positively ().

(b) Negatively ().

34. If Positively, how?

If negatively, why?

Appendix 2: Interview Checklist for Key informants and FGD

Title: Factors contributing to girls' dropout among primary schools in Morogoro District.

The discussion will base on the following points:

- The problem of girls' dropout at primary education level in rural primary schools.
- Socio- economic factors contributing to girls' dropout in rural primary schools
- Socio- cultural factors contributing to girls' dropout in rural primary schools
- Demographic factor contributing to girls' dropout in rural primary schools
- Perception of parents towards formal education.
- Attitude of girls towards formal education
- Measures taken by the government and other stakeholders to solve the problem of girls' dropout in rural primary schools.

Special questions for Parents

1. Scale of attitude of parents towards formal education

	1	2	3	4	5	
Source of creativity						Not the source of creativity

	1	2	3	4	5	
Productive						Non-productive

	1	2	3	4	5	
Active and hard working						Passive and lazy

	1	2	3	4	5	
Help people to get a good job						No connection with good job

	1	2	3	4	5	
Source of Morality						Source of Immorality

	1	2	3	4	5	
Key to development						Not a key to development

Semantic differential scale

1. **Nominal:** The attitude of parents toward formal education

2 **Ordinal:** There are five:

- 1 stands for strongly agree
- 2 stands for agree
- 3 stands for neutral
- 4 stands for disagree
- 5 stands for strongly disagree

3. **Interval:**

- 1-15 (Positive/aware of the necessity of formal education)
- 15-30 (Negative/ not aware of the necessity of education)

Measures taken to solve the existing problem

2. Have you taken any measure to solve this problem?

- (a) Yes, I have been active in tackling this problem ()
- (b) No, I have been lenient on this issue. ()

3. If yes, which measure have you taken as parents to solve the problem?

- (a) To educate girls on the importance of education ()
- (b) To educate parents who are ignorant. ()
- (c) Taking to the court parents or people who cause girls' dropout. ()

4. Do you cooperate with the government in solving the problem of girls' dropout in this village?

- (a) Yes, there is mutual cooperation. ()
- (b) No, there is no cooperation with the government. ()

5 . If Yes how?

If No, why?