THE INFLUENCE OF SOCIO-CULTURAL ISSUES IN LIMITING GIRLS' PRIMARY EDUCATION IN MAKONDE SOCIETIES: A CASE OF NEWALA DISTRICT IN TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2015

CERTIFICATION

The Undersigned certifies that he has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation titled **"*The Influence of Socio-Cultural Issues in Limiting Girls Primary Education in Makonde Societies-Newala District, T*anzania"** in Partial Fulfillment of the Requirements for the Degree of Masters of Education in Administration, Planning and Policy Studies of the Open University of Tanzania

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Date

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DECLARATION

I, **Melkezedeck Ruambo,** do hereby declare that this dissertation is my own work and that it has not been presented and will not be presented to any other university for similar or any other degree award.

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Signature

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Date

DEDICATION

This work is dedicated to my beloved parents who indeed exposed me into the world of education.

ACKNOWLEDGEMENT

ABSTRACT

The study is about the influence of socio-cultural issues in limiting girls' primary education in makonde societies. A case of Newala Districts in Tanzania. This study focused on the following objectives; (1) To examine the views of education stakeholders on the influence of rites of passage in limiting girls' primary education in Newala district.(2) To investigate the extent to which early marriages affect the girl-pupils academic development in primary school in Newala district.(3) To explore the attitude of the community towards educating girls.(4) To identify possible strategies to be taken to address the problem of socio-cultural practices limiting girls' primary education in Newala district. The study used mixed approaches involving a total of 204 informants the study deployed purposive, simple random and stratified random sampling to select sample informants. Data were collected through documentary analysis, questionnaire, interview and FGD. A few quantitative data collected were analyzed using simple mathematical calculations while qualitative data were subjected to content analysis. Major findings showed that 3(03%) female pupil respondents' views appeared to be neutral. The second group of respondent's appeared to support and encourages the idea that the social cultural issues in limiting girls' primary education, it involved 101 (70%) female pupils, 18 (100%) school committee female members, 18(50%) teachers and 05 (85.7%) head teachers, the third group of respondents' views appeared to oppose and discourage the idea. It comprises of 40(27%) female pupils, 18(50%) teachers and 01(14.3%) head teachers. It is recommended that both central and local government, schools and mass media should organize public awareness campaign to continue raising community awareness on the importance of investing in girls' education.

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LIST OF ABBREVIATIONS

EFA   Education for All

ETP   Education Training Policy

MDGS   Millennium Development Goals

MOEC   Ministry of Education and Culture

MoEVT   Ministry of Education and Vocational Training

NGOs   Non-Governmental Organizations

OUT   Open University of Tanzania

PEDP   Primary Education Development Program

SEDP   Secondary Education Development Program

TIE   Tanzania Institute of Education

UDSM   University of Dar es Salaam

UNESCO   United Nations Education, Scientific and Cultural Organization

UPE   Universal Primary Education

URT   United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1   Background to the Problem

Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such nation. It is generally believed that the basis of any true development must commence with the development of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society.

Sub-Saharan Africa (SSA) has increased the enrolment of female students during the 1990's with the gender parity ratio ranging from 0.82 to 0.88 in 2000 for primary education and from 0.65 to 0.82 at secondary level in the same year (UNESCO, 2006). This means that for every 100 male students enrolled, there were 82 and 88 female students at primary and secondary education level respectively. It has also been observed that, in spite of all these gains in developing countries where an equal intake in enrolment rate is observed, the report by UNESCO (2003) indicates that in sub-Saharan Africa only 46% of girls complete primary school education as compared to the average of 76% in the rest of developing world. These statics suggests that dropout and school repetition, failure and low transition rates are critical problems among female pupils.

Primary education is supposed to provide a foundation for further education, training, work, self-education and employment. It is also a means to create the capacity to

cope with rapid changes in the environment in the period of information and technological explosion, where basic literacy and numeric skills are becoming absolutely essential for an individual to survive and prosper (URT, 1995). Thus, its universal availability in reasonable quality is central to the human resource capacity of any society, and any negligence of investment in this sector and or limit to its access may lead to catastrophic effect (Omari, 1995).

Since independence in 1961 the government of Tanzania has passed various acts and policies in order to expand primary education sector; For example the then Ministry of Education and Culture (MOEC) reviewed the education policy and come up with the Education and Training Policy (1995) which provides condition for compulsory enrolment and attendance of pupils in primary schools as well as creating friendly school environment for female students which will ensure better performance and quality girl-friendly primary education (URT, 1995). Also the government initiated various educational programs aiming at improving primary education in general and female-students education in particular. These programs include; Primary Education Development Program (PEDP)- I and II and Secondary Education Development Program (SEDP) with the aim of increasing enrolment opportunities to pupils passing primary school examination (URT, 2008). However, various reports indicate that efforts of the government of Tanzania to universalize primary education are hampered by number of issues. For instance in the year 2010, 1768 girls left primary school due to pregnancy (Temu, *et al.*, 2011).

Temu, *et al.,* (2011) indicates further the number of teenage pregnancies in primary and secondary schools in Mtwara has increased since 2009. In secondary school the

recorded number of pregnancies was 53 in 2009 as opposed to 2012 in 2010. In primary schools, the number of teenage pregnancies increased from 87 in 2009 to 98 in 2010. Also Mtwara paralegal centre (2007) showed that out of 495 primary school girls (standard IV, V and VI in eight examined schools) in Mtwara region, more than 10% of the girls dropped due to pregnancy in 2009. This massive dropout of school girls is associated with the influence of structural, socio-cultural and economic factors (URT, 1995).

Studies show that in most of developing countries girls have been performing poorly in their studies, in Tanzania the problem of poor performance to girls in primary schools has been persisting for several decades since independence to date (Ayoub, 2010). The trend shows that girls have been performing poorly in the national standard seven examinations for many years. Table 1.1 illustrates performance in the national standard seven examinations in six selected regions of Tanzania in 2007.

Table 1.1: Standard Seven National Examination Results by Gender and Regions in 6 Regions-2007

REGION	CANDIDATES SET			CANDIDATES PASSED			% PASSED	
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
Coast	11702	10366	22068	7788	4968	12756	66.5	47.9
DSM	27964	28889	56853	22558	17760	40330	80.6	61.5
Lindi	9185	7911	17096	5317	2692	8009	57.8	34.0
Mtwara	12561	11453	24014	6136	3639	9775	48.8	31.7
Tanga	20509	19920	40429	14001	11798	25799	68.2	59.2
Morogoro	19813	18419	38232	12435	9020	21455	62.7	48.9

Source: BEST (2008)

Table 1.1 portrays that there is much failure among female pupils compare to their male counterparts. This problem is also associated with the influence of socio-cultural issues among other factors. The extent to which this problem exists in various regions of Tanzania mainland differs as the socio-cultural issues differ in these regions. According to the table above, it seems that the problem is serious in Lindi, Mtwara and Coast region whereas Dar es Salaam and Tanga show slight difference, a situation which is attributed by the mixture of pupils from different cultural background in primary schools whereby the influence of cultural issues is minimal. This study therefore intends to investigate the influence of socio-cultural issues in limiting girls' primary education in Newala district.

1.2 Statement of the Problem

Acquisition of primary education is important for socio-economic development of any society including Tanzania. However, its provision is hampered by problems of dropout, poor academic performance and truancy which affect female students the most. Local and international communities and authorities have reacted to the problem by introducing different initiatives, including putting declaration such as; The United Nations declaration of human right, the Jomtien Conference on Education for All of 1990, the Dakar frame work for Action of 2000, the UN's Millennium Development Goals of 2000. Also PEDP I and II of 2000's were introduced in Tanzania to ensure equal access to, and participation for both girls and boys.

Unfortunately, many of these initiatives have not been able to address problems limiting girls' education associated with socio-cultural issues. This is because most

of the initiatives were directed mainly at addressing non-cultural related problems while school dropout, poor academic performance are attributed to socio-cultural issues among other factors. Therefore, this study intends to investigate the influence of socio-cultural issues limiting girls' education in primary schools.

1.2   Purpose of the Study

The main purpose of this study is to investigate the views of education stakeholders on the influence of socio-cultural issues in limiting girl's education in primary schools in Makonde societies in Newala district. The focus of this study will be on studying rites of passage, early marriages, the attitude of community towards educating girls.

1.3   Objectives of the Study

1.3.1   General Objective

To investigate the views of education stakeholders on the influence of socio-cultural issues in limiting girl's education in primary schools in Makonde societies in Newala district.

1.3.2   Specific Objectives

This study intends to achieve the following specific objectives;

(i)   To examine the views of education stakeholders on the influence of rites of passage in limiting girls' primary education in Newala district.

(ii)   To investigate the extent to which early marriages affect the girl-pupils academic development in primary school in Newala district.

(iii) To explore the attitude of the community (education stake holders) towards educating girls.

(iv) To identify possible strategies to be taken to address the problem socio-cultural practices limiting girls' primary education in Newala district.

1.4 Research Questions

In order to achieve the objectives of this study, the following questions were put forward to guide the study;

(i) What are the views of education stakeholders on the influence of rites of passage limiting primary education to girls in Newala district?

(ii) To what extent does early marriage affect girls' education development in primary education in Newala district?

(iii) What are the attitudes of community (education stakeholders) towards educating girls?

(iv) What strategies should be taken to address socio-cultural issues limiting education to girls?

1.5 Significance of the Study

The usefulness of the study is to provide information to education stakeholders and community at large on the social cultural limitations on girls' education in primary schools and the way forward. The findings will help researchers, policy makers and administrators in all levels to understand the influence of socio-cultural issues in limiting girls' education. The findings of the research will provide the education authorities with the necessary needs to enhance the pupils and the community to

understand the importance of education in their life. It will also guide other researchers and other people interested in finding out the causes and solutions to the problem.

In addition this study, will also contribute knowledge to the existing literature about socio-cultural issues limiting girls primary education in Newala district. Furthermore conducting this study will enable the researcher to gain more practical knowledge and skills on research knowledge learnt theoretically. Lastly, successfully completion of this study will enable the researcher to be awarded a Masters degree in Education of the Open University of Tanzania since it is an important and compulsory requirement for that award.

1.6   Conceptual Framework

Conceptual framework is a graphical or narrative illustration of the main variables composing the study. It entails the main variables with their predicted relationship (Cresswel, 2009). It gives the general focus of the study .The model used to develop conceptual framework for this study is adapted from Haule (2012). The major components of the overall conceptual framework are summarized in Figure 1.1.

The framework shows the relationship between dependent, mediating and independent variables. Independent variable in this framework include socio-cultural determinants such as the rites of passage "unyago'', Preference to educate sons and early marriage which act as a root cause for the limitation of girls' education. Mediating variables include; pre-marital pregnancies, Involvement in sexual practices and psychological disturbance.

Independent Variable	Mediating Variable	Dependent Variable
Rite of passage Early marriage Preference to educate boys	Involvement in sexualpractice Truancy Psychological disturbance Early preginancy	Decision to Ignore Studies Dropout Poor Acedemic performance
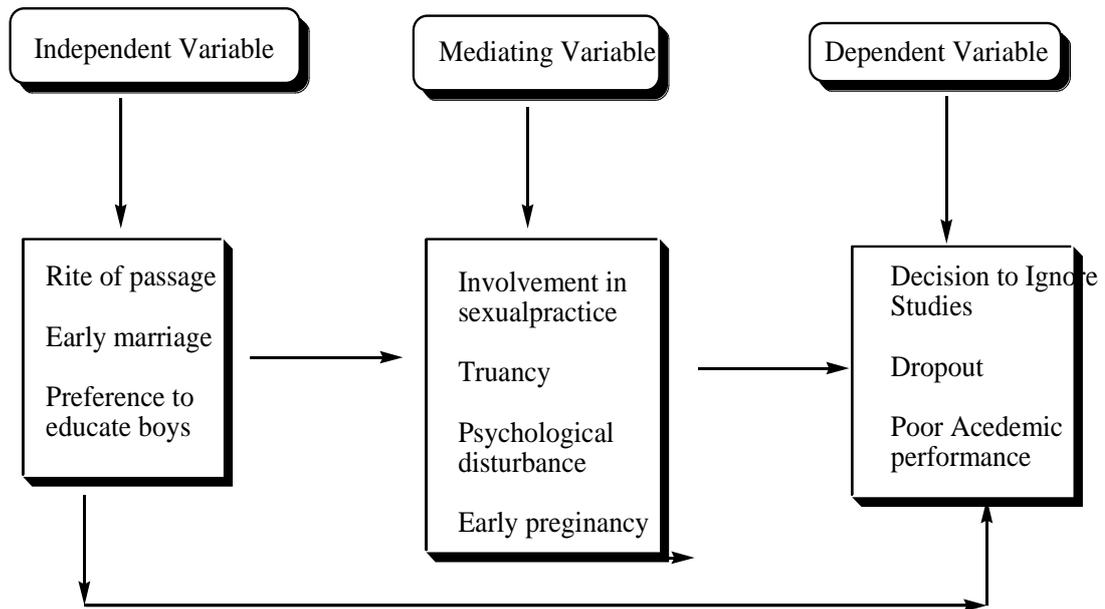
Figure 1.1: The Conceptual Framework on the Influence of Socio-cultural Issues Limiting Girls' Primary Education

Source: Adapted and modified from Haule (2012)

This study assumes that socio-cultural factors may lead to practices which in turn limit girls' primary education by influencing dropout, poor academic performance and truancy. Taking school girls into the rites of passage introduces them to sexual practices and may influence them to engage in sexual behaviors and early marriage. This may therefore limit girls' education in terms of dropout, truancy, poor academic performance.

1.7 Limitations of the Study

In conducting this study the researcher was constrained by the following problems. Some respondents refused to be interviewed while others requested the researcher to pay them some money so as to give him information. Also data collection exercise was done during rain season, this made it difficult.

1.8   Delimitations of the Study

This study was delimited to socio-cultural issues limiting girls' primary education with an assumption that early marriages, the rites of passage, preference to educate boys can limit girls' access to primary education. Other aspects of socio-cultural issues have not been considered. In addition this study will cover only one district (Newala) with a sample of only five public primary schools which may not be the representative of all the Makonde societies in southern Tanzania, therefore limiting the generalization of the findings.

1.9   Ethical Consideration

Ethical standards were observed in the conduct of the study. First, the researcher requested the research clearance from the Director of Postgraduate Studies at the Open University of Tanzania. This enabled the researcher to obtain further permit from Mtwara regional administrative secretary and Newala district administrative secretary respectively. During data collection stage, informants for this study were requested their informed consent. Therefore it was their choice to participate in the study. This was done through explaining to them the purpose of the study and guaranteeing their privacy and confidentiality of information.

In addition, the researcher ensured the security of informants from physical, psychological and social harm through ensuring that the collected data are used for the predetermined purpose and obstruct unauthorized persons to access collected data. In reporting the findings, neither the names of schools nor of people included in the sample have been referred. The study used alphabetical letters (A, B, C, D, E &

F) in reporting research findings to represent sampled schools instead of real names of those schools.

1.10   Definitions of Key Terms

Household. In this study, the term has been used to refer to collective group of individuals who dwell under the same roof and form a family.

Household chores. The term is used in this study to refer to the duties or pieces of work that are done in a home, garden, or on a farm beyond one's own self maintenance. They include; cooking, dusting, moping, ironing, child and elder care, garden and animal care.

Academic performance. Refers to how students deal with their studies and how they achieve in both school internal and national examinations.

Dropout. In this study it is used to refer to the situation where a pupil leave school permanently before completing a prescribed cycle or level.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter reviews the literature related to socio- cultural issues limiting girls education in Tanzania and elsewhere in the world. The review of literature emphasized on reviewing socio-cultural issues as causative factors in limiting girls' education which is reflected in dropout, truancy and poor academic performance in primary schools in Newala District, in Tanzania and elsewhere in the world. The purpose of doing literature review is to find out what has been done on female education in general and girls' education in particular, so as to determine what has not been studied on the influence of socio-cultural issues limiting girls' in primary education.

2.2   The Importance of Educating Girls

The Importance of educating girls has been very much acknowledged, first education is a basic human right stipulated in international commitments such as the convention on the rights of the child, and at regional level, the Charter on the Rights and Welfare of the African Child (Plan, 2012). Plan (2012) asserts further that girls' education is one of the effective means of development not only for girls themselves but for communities. Better girls' education contributes to maternal health, reduces mortality, improves nutrition within home, and increases the potential work force and opportunities for economic growth. The effects of not attending school are greater for girls than boys and their impacts transfers to the next generation of both girls and boys. Whether educated or not, girls are more at risk than boys from HIV/AIDS,

sexual exploitation and child trafficking. Without the knowledge and life skills that school can provide, the risks are multiplied. So, if school allows girls and their families participation will lead into multiple protections, and its absence means multiple problems (UNICEF, 2003).

Studies show that education is a key to preventing child marriage that is women aged 20-24 years with primary education are less likely to be married by age 18 years than those who are not. For example 20% of women who received primary education were married at the age of 18 years compared to 36% of those who did not attend school. Moreover women with secondary education were less likely to be married by the age of 18 years. In the United Republic of Tanzania, for example, educated women were 92% less likely to be married by the age of 18 than women who had not received education (UNESCO, 2005). For women who received tertiary levels of education, child marriage rates were almost equivalent to negligible.

2.3   Challenges Inhibiting Girls Participation in Education

There was an increase in primary school pupils' enrolment between 1999 and 2004, which grew by 27% in SSA compared to 19% in South West Asia. But the global primary education pupils' net enrolment ratio stood at 86% (UNICEF, 2005). The increase in grade 1 enrolment is hampered because too many children who start school do not reach the last primary grade, that is, less than two-thirds in half of the countries in Sub-Saharan Africa. The children who are most likely to dropout live in rural areas and come up from the poorest family households (UNESCO 2007, Kimego, 2007). In the world, magnitudes of factors inhibiting girls 'education vary

from one continent to another and from country to another. However, the following are the general factors inhibiting girls' participation in education:

2.3.1 Parents' Educational Status

King and Hill (1991), shows that female children from educated families, are more likely to enter and remain in secondary than female students from uneducated families. This is because poor families have inadequate resources to incur the direct and indirect costs of schooling for their children. In some societies the decision of the parents to send children is determined by the level of education of the families (Rugh, 2000). For example, because of marriage female children are expected to benefit the families of their husbands. In contrast it is perceived by many parents that male children deserve education because parents and families are likely to benefit from their education. These are common perceptions within patriarch systems where males are expected to stay with their families. This shows that the parents are not ready to educate female children because they will benefit their husbands' families after marriage (Kimego, 2007). In some circumstances parents worry about investing their daughters because of this risk.

Furthermore schooling for girls are considered both expensive and risky in some cultures; uneducated families in particular. Most of uneducated parents believe that formal education has power to change behaviors of their daughters and make them lose their cultures. It is assumed for example that, formal education can make daughters deny their subordinate positions to men and make them question parental decisions on their choices of spouse. Kane (1995) argues that, illiterate parents fear that these behaviors might affect the family honor and jeopardize the possibility of

the daughter to be married and affect the entire family. It was noted by Sikazwe (1993) children who play truant or drop out of school do not only come from poor families but also from parents with little formal education. It was revealed that educated parents tend to motivate their children in matters related to schooling and support them academically and make a close follow-up on the schooling of their children.

2.3.2 Family Health and Diseases

Normally, diseases disrupt the wellbeing of the members of any household to a different extent, depending on the poverty level of the family and access to health care services. Education can help to do away with various diseases since an educated woman becomes knowledgeable on how to prevent and eradicate the diseases. Educated women for instance know the importance of providing nutritious food to their children, hence eradicate malnutrition and thus contribute to better school participation. Educated girls and women can also bargain with their sexual partners on the use of condom, hence reduce the possibility of being infected with HIV/AIDS.

The presence of people living with HIV/AIDS in the family affects girls' schooling in various ways. Sometimes the people living with HIV/AIDS in the family might be both the father and mothers. Since traditionally, girls serve as caregivers, they will be required to take care of the parents thus, preventing them from attending to school regularly and they will no longer be able to finance the education of their children (Mushi and Mauki, 2012). They also added that, in case the parents die, the situation becomes worse. Children, regardless of gender are forced to drop out from school in most of these cases. Additionally, when girls themselves get sick, are likely to have

poor attendance to school which then contributes to poor performance and dropout hence poor participation in education.

2.3.3   School Environments

A study by Mushi and Mauki (2012) maintains that girls are less likely than boys to enroll in, and more likely to drop out of schools that are in poor physical condition, whose teachers are often absent, and with inadequate learning materials. For those who stay in schools under these circumstances, they tend to perform poorly. In fact, school quality matters more for excluded girls than for boys and children from mainstream families because minority parents often have higher standards for the state of the school and the quality and often gender of the teachers. Unfriendly school environment to girls is likely to affect their participation hence acts as the causative factor for the gender gap in education (Plan, 2012 and Ayoub, 2010). For the girls to participate fully and comfortably in schooling there is a need of conducive learning environments such as girl-friendly facilities like sanitary latrines and clean water; especially for those approaching or in puberty. Such kinds of environments are always in short supply in many poor countries, discouraging the girls to attend school regularly (Mushi and Mauki, 2012 and Plan, 2012).

2.3.4   Home-School Distance

Most schools, especially in rural areas are located some distance from the pupils' residence, although the average distance of schools from homes is becoming small with the increase in number of primary and secondary schools. However, where there is such a long walking distance, girls feel the effects more severely, hence drop out easily or sometimes fail to concentrate in class due to tiredness, hence poor

performance (GMR, 2003, Mushi and Mauki, 2012 and Plan, 2012, 2013). Evidence from Africa indicates parents' reluctance to send girls to schools far from home because girls are considered to be weaker than boys and hence unable to burn up the energy required to walk to and from school everyday Plan, 2012 and Mushi and Mauki, 2012). Generally, parents are not willing to send their children, daughters in particular, to schools which are located very far from their residence due to their daughters' safety.

2.3.5 Divorced or Separated Families

It has also been reported that broken families, which may result due to divorce, separation, death or desertion of one or both parents may affect the schooling of children. Studies by Mullen, (1970 and Plan, 2012) showed that dropout, truancy and absenteeism in primary schools, in most cases involve children from broken families. Children from families without fathers are likely to be truant and eventually dropout of school more than children with fathers. It is the African tradition for fathers to be perceived/regarded as pillars of the family and mothers are subordinates to them, so, they cannot manage families competently in the absence of fathers. Therefore children from broken families are likely to develop truancy/absenteeism and ultimately may end up dropping out of school (Mullen, 1970).

2.3.6 Economic and Financial Difficulties

Direct and indirect costs of education remain one of the most frequently cited barriers to children's enrolment and retention in education. A number of studies have indicated that national level policies on free education have yet to be fully implemented at local levels, with the continued existence of school fees in countries

across sub-Saharan Africa. In addition, indirect costs including uniforms, textbooks and travel costs in education are unaffordable for many families (Plan, 2012). This has a particular impact on girls, as economically driven decisions for poor families usually favor sending boys to school because of the perceived and real future economic and social benefits. With secondary education costs often 3 to 5 times higher than primary, these financial barriers play an important role in the low transition rates for girls and their withdrawal from education at a crucial stage when it can provide support and personal resources in the face of increasing pressures to engage in sexual activity, to marry, have children or to join the labor market (Plan, 2012).

Moreover, girls normally work to supplement household income while lack of formal employment opportunities discourages children from completing the primary cycle (UNESCO, 2003). This then reduces chances for enrolling and participating in secondary education. Many developing countries abolished school fees at primary level so as to achieve EFA goals. In the case of primary education, some few countries in SSA have been reported to achieve gender equity in primary schools, mostly attributable to the elimination of tuition fees in 2000's.

However, despite the abolishment of the fees, majority of poor parents are often unable to meet other costs of schooling. This poses a big challenge for the retention of those enrolled in school. The challenge exists not only at the primary level but also at secondary level. In Tanzania for instance, there has been a number of community secondary schools where parents cannot afford to pay only 20,000/= of tuition fees annually (Mushi and Mauki, 2012). In such cases girls suffer most

because most poor parents tend to sacrifice girls' education first in economic hardships.

2.4   International Intervention on Girls' Education

Over the past decade the focus on girls' education has been shaped by number of key commitments including the Beijing Platform for Action in 1995, The Dakar Framework for Action on Education for All and the Millennium Development Goals. Within Africa, the second Decade of Education for Africa (2006-2015) reflects these commitments and have specific goals which are to eliminate gender disparities and ensure gender equality, girls' and women's empowerment throughout the education system (Plan, 2013).

Other global commitments include the Convention against Discrimination in Education of 1960 and the Convention on the Elimination of all forms of Discrimination against women (CEDAW) of 1979 and the 1989 Convention the Rights of Child which promotes free primary education and quality education an obligation for the world governments to adhere to (Kimego, 2007). UNESCO (2005) asserts that girls continue to comprise the majority of out of school children and women forming the majority of the world's adult illiterates. As long as the Millennium Development Goals (MDGS) and The United Nations Girls' Education Initiatives (UNGEI) which aimed at raising awareness of the importance of educating girls and to generate support nationally, regionally and internationally for this critical issue. Generally part of the international commitments involves campaigning for increasing investment in girls' education and informing educational policy-makers

about what hind full participation of girls in schooling and suggesting possible strategies to address the situation.

2.5 Socio-cultural Barriers to Education

2.5.1 Gendered Attitudes of the Society as a Factor Limiting Girls' Education

Most of the concerns and obstacles to girls' education are rooted in gender inequalities. The assumptions about girls' roles as care givers, mothers' brides and household laborers influence perceptions of the value of girls' education. Changing these attitudes and behaviors is one of the greatest challenges facing girls' education and also one of the most complexes to address. Studies show that patriarchal communities are marked by preference to educate sons and daughters are discriminated from their early years. In some countries of South and East Asia, North Africa and the Middle East gender inequalities in education in such societies are one aspect of systematic discrimination against women and girls (UNESCO, 2003 and Kimego, 2007). Even in areas with positive attitudes towards girls' education there is till a tendency for parents to support boys' education over girls'.

A study conducted by Plan (2013) in Mali indicated that 48% of parents surveyed revealed that they would keep their sons in school rather than their daughters if forced to make a choice, compared to only 28% opted for keeping their daughters in schools. The study indicated further that in Ashanti area of Ghana those who opted for sending boys to school were 50% against only 10% for girls. In Tanzania the influence to educate boys is influenced by the fear of parents to invest in education for girls as most of the parents are reluctant to invest to their daughters for the fear of

pregnancy which would force their daughters to terminate their studies hence wastage of resources (FEMSA, 2000). Also a study by Sikazwe (1993) on the evaluation of the universal primary education (UPE) program in Sumbawanga showed that parents do not care about the schooling of their daughters because they dodn't appreciate the importance of education to their girl children as a result they assign domestic responsibilities to them which hinder their access, achievement and retention in education.

It has also been reported by Mbilinyi et al (1989), that sexual division of labor and the system of bride price, marriage and adultery fines contributes to drop out of girls from primary school. Households rely on girls as the source of production at farms, livestock keeping and child care and at domestic works instead of attending to school. This point of view regards girls as producers of goods and services for domestic and commercial use as a result girls' schooling is given no importance.

Hacks (2011), on the effect of house hold chores on girls' academic performance in primary school examinations conducted in Misungwi district, Tanzania revealed that girls spent more times in household chores before and after going to schools and during weekends hence make them busy for household activities a situation which is likely to contribute to their poor academic performance. This was also noted by Levira (2002) in a study on the evaluation of the complementary basic education (COBET) in Maneromango division, Kisarawe, where he found that male students remembered most of the things taught previously than female students. This was attributed to the fact that female students do not have time to revise what they learn after school hours, since they are busy with home chores such as cooking, collecting

fire wood, pound cassava and prepare supper for the family. It was also identified by UNESCO (2005) that one of the challenges of investing in girls education in the world is that girls are forced to participate more in household activities than school activities.

2.5.2 Early Marriages and Pregnancies as Factors Limiting Girls' Education

It has been noted that in most of developing countries early marriage and pregnancies have been one of the factors limiting girls' education. In Africa early marriage and pregnancies have been associated with rites of passage which prepare girls to be married off and to become mothers. Ayoub (2010) revealed that in Kisarawe 179 primary school pupils got pregnancies between 2004 and 2009. He also comments that once a girl is initiated is like being given a permit of doing sexual activities as a result a girl fall in love with a man and become truant and under developing academically because of expecting to be married.

Findings show that 33% of children surveyed in Senegal and 25% in Mali identified it as a key factor in girls' dropping out of schools (Plan, 2012). It is reported by Plan (2012) further that marriage leads to significant social, domestic and economic pressure which force girls to abandon their education and fulfill more traditional roles as wives and mothers. Early marriage has also been contributing to early pregnancies. In Sub- Saharan Africa this problem is common with more than 50% of girls and young women give birth by the age of 18, and for majority of girls pregnancy means the end of education. A study conducted by Plan (2013) indicated that in Liberia 61% of the children reported knowing at least one girl who had become pregnant in the last two years and only 5% reported that those girls had

returned to school. In Uganda 57% identified pregnancy as the cause leading to primary school dropout. A study by Ssekamwa (1997) in Uganda showed that when girls reach marriageable age, that is puberty; their parents would cut short their studies for marriage. A study Michael (1993) on dropout and repletion rates of primary schools in Mozambique revealed that in rural society and in the suburbs girls' are prepared mentally to accept responsibilities and roles such as cooking future wives.

2.5.3   The Rites of Passage as a Factor Limiting Girls' Education

UNESCO (2003) argues that the rites of passage affect girls' education because they reflect norms and belief about appropriate roles for adult life. Rites of passage are associated with giving introductory knowledge on reproduction, marriage, puberty and the sexuality of female children. This knowledge is linked to the development of sexuality in both girls and boys, but it mostly restricts the freedom of girls to participate in education. Also Lulu and Mushi (2009) in a study on the influence of culture in gender in equality in education conducted in Morogoro region discovered that the majority of respondents (94.7%) had the opinion that rites of passage exposes girls to early sexual affairs by stimulating their sexual desire, consequently resulting into engagement in love affairs and prostitution which end up limiting girls education.

A study conducted by Temu et al (2011) on critical gender issues in Mtwara region indicated that during rites of passage girls' are taught sexual practices despite their young age, and they are encouraged to practice their newly acquired knowledge with boys and with older men. These practices ultimately contribute to both early

marriage and pregnancies leading to girls' pupil dropout from primary schools and under performance to those continuing with studies due to lack of concentration on studies and or psychological disturbance.

Ayoub (2010) made a similar observation that, during initiation ceremonies a girl is trained how to satisfy a husband when in contact with him sexually. Other type of trainings insists on how to live without depending on parents on essential needs like exercise books, pens, pocket money and school uniforms. In this regards, Ayoub (2010) comments that a girl is therefore forced to engage in sexual activities in order to experience what she was taught during initiation period and for the sake of getting money to buy school requirements like pen, exercise books, and also pocket money to sustain during school hours. As she precedes doing sexual activities the discipline of studying decreases, truancy starts gradually and decreases the interest of studying hence a girl start under performing academically and others make decision to drop from studies. In addition participation in initiation rites ceremonies forces girls to stay away from schools for a considerable period of time while studies are going on and in some occasions the school girls refused to come back to school after the ceremonies (Kimego, 2007 and Ayoub, 2010).

2.5.4 Religious Belief as a Factor Limiting Girls' Education

Participation of female in education is determined by religious belief among other factors. In some religious affiliations women are expected to be the bearers and makers of society traditions and religious identity. Therefore as agent of socialization in the family, their schooling in religious beliefs and tradition may be considered more important than just promoting their own educational position. Kimego, (2007)

argues that these gender inequalities in education are designed to mould girls into the narrowly conceived roles of wives and mothers. This means that, parents would encourage their daughters to attend traditional and religious schooling for their proper identity in the society, which as a result, may discourage formal schooling for girls. Ayoub (2010) reports that in Islamic laws ('shariah') a girl can be married at the age of 9 years or bellow. Therefore, many school age girls practice sexual activities at young age because of the influence of Islamic religion wedlock which allow girls to be married at very young age and ultimately affect their participation in schooling.

Studies conducted in Kenya on girls' participation in education report that the problem of teenage mothers is very serious that demands immediate solutions. The increase in teenage pregnancies in Africa is attributed to combination of factors such asocial taboo, tradition values, religious belief and sexual behaviors (Bennars, 1997). He also added that factors like poverty may push young females in sexual activities for money. In some societies early pregnancies to young girls is perceived to be normal.

2.6   Empirical Literature Review

A study about Socio-cultural beliefs and practices carried out by UNICEF shows that, early marriage and pregnancy prevent girls from finishing school. Girls who get pregnant are expelled and the pregnancy is considered to be the girl s fault. UNICEF provides technical support to the Government through participation in the Expanded Enrolment, Quality, and Institutional Arrangement Technical Working Groups, as well as the Basic Education Development Committee which is a policy decision

making body. Through the African Girls' Education Initiative, UNICEF focuses on Policy advocacy to ensure gender sensitivity and addressing critical issues of girls access to schooling, ensuring girls retention and improved performance in school through implementing Child Friendly School initiatives to create a safe and supportive learning environment for girls and boys, Addressing the needs of out-of-school girls and boys through Complementary Basic Education in Tanzania (COBET). With the successful mainstreaming of COBET, the learners have done just as well as those in formal schools in national examinations, so UNICEF is focusing on supporting COBET scaling up to cater for the 11-13 who have been left out of the formal system. Policy and strategy development for prevention of HIV infection among girls and boys and for mitigating the impact of HIV/AIDS on the education system. UNICEF has continued to highlight the need to change the policy on the expulsion of pregnant schoolgirls through the gender task force of the Ministry of Education and Culture. Conducted community dialogue on factors affecting girls' education and making the community members part of the decision-making process for addressing these factors. Initiated an out of school non-formal education programme in the target districts, one of which (Kisarawe) has the highest HIV/AIDS infection rate in the region and some of the lowest transition rates to secondary school in the country (5-7%, with some wards sending no children on to secondary school). UNICEF, (2003).

Also a study about Socio-cultural Factors and Tanzanian Primary School Students' Achievements and School Experience is conducted by *Lars-Erik Malmberg* and *Suleman Sumra* it investigated how Tanzanian primary school students' *school*

experience varied according to *school performance* in subjects such as mathematics and Kiswahili) and several *socio-cultural factors* like parental educational level, gender, age, religion, and home language. A representative sample was collected from urban and rural schools in Morogoro region. 545 students (254 boys and 291 girls) from STD 1II through VII responded to a questionnaire in Kiswahili. The findings showed that high achieving students experienced the classroom atmosphere more positively and felt less social anxiety than low achievers. Use of Kiswahili at home was related with positive school experience in the urban sample and related with less use of native tongue in the rural group. Educational level of the parents was not correlated with their children's achievements. Unlike the lowly educated parents, more highly educated parents had placed their children in higher performing schools (according to the Primary School Leaving Examination). Children in the urban higher performing schools experienced school more positively than in the lower performing urban school.

2.7   Theoretical Literature Review

For the purpose of this study, the following are the theories used:

2.7.1   Goal Setting Theory

The main proponents of this theory were Edwin A. Locke and Gary P. Latham, this theory shows how the field of organizational behavior should progress from a sound theoretical foundation to sophiscated research and to actual application of more effective management practice. It lies at the centre of performance-based motivation programmes which are effectively applied in human resources management in the form of management objectives.

Goal setting theory is widely applied in education since education is a highly result oriented discipline. At the outset, education managers must set general aims of education which are in the line with the education policies of the country. Therefore the government should implement the education general aims set by finding out the solutions for the socio-cultural issues in limiting girls' primary education in Makonde societies in Newala district and Tanzania in general. More over, education managers (head teachers, education officers, and ward education coordinators) need to tailor the goals of education institutions to the needs of the students and teachers.

In 1968 Edwin A. Locke presented a seminar paper which has been considered as the pioneering work on goal-setting theory. According to him goal setting performs four important functions for employees in education institutions, helps employees (teachers and non teaching staff) to focus his or her attention on a particular task/objective, it regulate or increase employees (teachers and non teaching staff) efforts, goals also remind workers (teachers and non teaching staff) of where they are moving to and how they are moving, and they make workers (teachers and non teaching staff) become more creative in charting out new strategies and action plans for achieving the agreed upon results Okumbe (1998).

2.7.2 The System Theory Approach

The systems theory was first developed by L. Von Bentalaffy (1950), the system approach is a theory that is concerned with developing a systematic framework for describing general relationship of the work particularly the components within it. The approach tries to analyze the interrelationship and interdependence of various

components of a system. The word system originated from a Greek word 'systema' which means a relationship among functioning parts or components of a whole. Any system must have objectives. It should always be remembered that each system has some parts which when put together do make a whole. For the purpose of this study, the government of Tanzania is a system which is made up of subsystems (education institutions in education sector) which are responsible to ensure education development especially for girls by solving the socio-cultural issues in limiting girls' primary education in Makonde societies in Newala district and Tanzania at large.

2.8   Synthesis of Literature Review

Studies by other researchers reviewed have some deficiencies which call for the need to conduct this study in Newala district. A study by Kimego (2007) on the influence of socio-cultural values on the dropout of female students concentrated on secondary school level and it was also delimited to Tunduru district for which reasons its findings was limited to secondary schools in Tunduru district. Also a study conducted by Sikazwe (1993) on the evaluation of UPE program focused on studying the general factors affecting the implementation of Universal Primary Education (UPE) program did not specifically focus on studying the influence of socio-cultural factors deeply.

2.9   Research Gap

On the other hand a study by Lulu and Mushi (2009) did no concentrate on studying the influence culture in gender inequality in education, rather based on causes and effects but not providing the description of how socio-cultural issues limit girls'

education in primary schools. In addition, these studies have been conducted in areas other than Newala district, leaving the influence of socio- cultural issues in limiting girls' primary education in Newala district uninvestigated and so undocumented. This study therefore intends to bridge the gap by investigating the influence of socio-cultural issues in limiting girls' primary education in Newala district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents the methodology used to carry out this study. It consists of research design, area of study, population, sample and sampling techniques, instruments and validation of instruments, validity control procedures and data analysis plan.

3.2   Research Design

A research design refers to the general plan of how a researcher will go about answering the research questions. It specifies the sources from which the research intends to collect data and time employed. This study employed the descriptive design (descriptive survey design), on which the researcher selected this type of design for the purpose of describing an issue at hand.

3.3   Research Approach

 For the purpose of this study mixed methods approaches (qualitative and quantitative approaches) have been employed in data collection and analysis. Mixing of the two approaches have been done in data collection, where the researcher collected both qualitative and quantitative data concurrently. Also the researcher used variety of   instruments to collect data. The instruments were focus group discussion (FGD), questionnaire, documentary review and interview. Further to this, mixing have also been done in data analysis and interpretation, where qualitative data

have been subjected to content analysis and presented in themes/sub headings while some of quantitative data were analyzed using simple mathematical calculations and presented in tabular forms.

The decision of the researcher to employ mixed methods approaches is on the merit that the design helped in collection of data about people's views and opinions about socio-cultural issues. It also helped to provide a complete picture of the research problem by triangulating quantitative and qualitative data, it increased accuracy by triangulating sources of data and research instruments. The design also helped the researcher to control the weaknesses and biases of single approach (Cresswell, 2009; Cohen *et al.,* 2011).

The researcher used case study method of inquiry in data collection. This method helped the researcher to get detailed information about the problem and also helped the researcher in interpreting collected data as the presence of the researcher in the field (context) helped him to explain how and why things happen (Lunenburg & Irby 2008; Simons, 2009).

3.4   Area of Study

The study was conducted in Newala disrtict, one of the (local government) districts found in Mtwara region. The decision of the researcher to choose Newala was due to its relative low rates of students' participation in education, high rates of pregnancies, dropouts among school girls and the persistence of poor performance in the primary school leaving examinations.

3.5   Population, Sample and Sampling Techniques

3.5.1   Target population

The target population for this study comprised pupils, teachers and head teachers, and School committee female members.

3.5.2   Sample Size and Sampling Techniques

The identified population was sampled to get a total of 205 participants which included: 36 primary school teachers, 6 head teachers, 144 pupils and 18 female school committee members and one DEO. The study employed stratified random sampling technique for the sampling of teachers and pupils, simple random sampling technique to select female school committee members and purposeful sampling technique to select head teachers. The decision of the researcher to sample the population and get the above number and categories is in order for the researcher to efficiently produce accurate information, reduce a period of data collection and cost of the study (Lunenburg & Irby, 2008).

3.5.3   Sampling of Schools

 For the purpose of this study six primary schools were randomly sampled. The process of selecting schools involved obtaining the list of wards from the office of District education officer. Six wards were purposively selected for the study. The selected wards were chosen for the criteria of having large number of school girls' pregnancies, dropouts and poor performance of female pupils. From six wards a list of schools for each ward were made available, and from that list one school was selected from each ward. The selection of school from each ward involved labeling pieces of paper with names of all the schools in each ward and the researcher

randomly picked one of them after mixing up pieces of paper this is in order to avoid unnecessary bias in the selection of sample.

3.5.4   Teachers

Simple random sampling were used to select a total of 06 from each school to get 36 teachers, this involved labeling names of teachers in piece of papers from the list of teachers available in the offices head teacher of these schools, and six teachers were picked randomly for each school.

3.5.5   Head Teachers

The study involved six head teachers who were purposefully selected from six selected primary schools to participate in the study. Their number tallied with the number of selected schools. Head teachers were included in the sample because they are responsible to make sure that pupils were learning effectively so as to achieve the educational goals and objectives. I was expected that they could render useful for this study.

3.5.6   Pupils

Stratified random sampling was used to sample a total of 24 standard six and seven pupils were selected from each school to get a total of 144 pupils. The decision of the researcher to select standard six and seven is on the merit of their literacy skills which could enable them to understand and respond to questions correctly. Pupils were involved in this study because they are the main target of the study and they are the ones who experience the influence of cultural practices in their schooling whether

positive or negative. The researcher used Focus Group Discussion (FGD) to collect information from pupils.

3.5.7 School Committee Members

A total of 18 female school committee members were selected on the merit that they are both the parents and representatives of the entire community in the school management. It was expected that they could render important and useful information for the study Three (03) members were randomly selected from each school from a list of names available in the head teachers' offices. Names of female school committee members in each school were written in separate pieces of papers, they were then be mixed up and the researcher picked up two pieces of paper randomly. Random sampling was done to minimize bias in sample selection.

3.5.8 District Education Officer

The District Education Officer (DEO) was selected through purposive sampling and was involved in the study because of the merit that DEO is the in charge of education implementation at the district level and by the virtue of their responsibilities in primary school education provision since one of their responsibilities is to ensure that the internal system of primary education is effective and deal with all issues which are likely to ill-affect the schooling of all pupils and girls in particular. Therefore he had important information to share with the researcher on this topic.

3.6 Data Collection Methods

The study employed various data gathering methods, for there is no single method that is adequate in itself in collecting valid and reliable data on a particular problem

(Patton, 2002). After completing data collection activities the process of analyzing data was done through explanation, tabulation and analytical method, later on the data was converted into percentage.

3.7   Data Collection Instruments

Information for this study was collected using; questionnaire, interviews, documentary reviews and focus group discussion. Ary *et al* (1996) comment that exclusive reliance on one method may bias or distort the researcher's picture of reality he/she is investigating. The use of multiplicity of techniques serves as means of cross checking the authenticity of information/data, hence enhancing their validity and reliability.

3.7.1   Documentary Review

This technique entails gathering information from primary and secondary types of documents. Primary source included records of original information and data from authenticated sources including official documents like attendance registers, internal and external examination results and number of pupils. Table 3.2 contains the list of primary documents reviewed. The researcher decides to use documentary review due to the fact that it helps to gather ready made information, provides assistance to cross check information collected through other sources such as questionnaire, FGD and interviews. It also helps to collect qualitative data which cannot be gathered by any other sources (Ary, *et al.*, 1996). In order to minimize the limitation of human memory, checklist of documents reviewed was prepared to guide the researcher while reviewing documents (see Appendix F). Table 3.2 shows documents reviewed by the researcher and their sources.

Table 3.1: Primary Documents Reviewed

S/n	Type of Document	Location	Information Sought
2	Files on pupils' pregnancies and drop out report	Head teachers Offices.	Trend of pupils by sex dropout from 2010-2013
3	Pupils Attendance register	Head teachers Offices.	Trend of pupils by sex absenteeism from 2010-2013

Source: Researchers' field data (2015)

3.7.2 Questionnaire

Questionnaires were used to collect qualitative and quantitative data. Each questionnaire consists of semi-structured questions. Questionnaires were prepared in Kiswahili which is the working language of the participants in the research site and were used to collect data from teachers. The decision of the researcher to use questionnaire is supported by the merit that they are economical in terms of time and money, their administration and analysis consumes less time, also they have possibility of high return depending on how they are administered (Ary et al, 1996). Questionnaires were administered by the researcher in personal in order for him to clarify items which were not clear to respondents.

3.7.3 Interviews

Interviews were used to obtain in-depth information from school committee members and head teachers. Guiding questions were initially prepared in English later on they were translated into Kiswahili which is the working language of the participants in the site. Semi-structured questions were used to collect information from respondents. The researcher decided to use interview on the merit that it allows flexibility in data collection since the researcher is able to modify difficult questions

for more clarity and even ask some more questions depending on the context, it allows further probing, has higher response than questionnaire, it is also the best in collecting in-depth information.

The researcher administed interviews in person guided by prepared questions (see Appendices B and D). The researcher recorded the interviews manually in the note book which were prepared for that purpose. The interview continued after the researcher has introduced himself, his research topic, the significance of the research and asks for the informed consent of the respondents.

3.7.4   Focus Group Discussion (FGD)

This technique was used to collect information from female pupils. The researcher organized a focus group discussion involving a group of 12 pupils who assembled to discuss and comment on, from personal experience, the topic that is the subject of the research. The researcher used FGD on the merit that, the technique involves number of people at the same time with emphasis not only on questions and responses between the researcher and participants but also interaction with the group based on topic provided by the researcher. With FGD respondents were also able to correct one another while in the discussion; this enabled the researcher to get more accurate data. The discussion was conducted in one of the rooms in school while ensuring confidentiality. The researcher conducted the discussion while guided by questions prepared for that purpose (see Appendix A) while recording responses manually in the notebook. Table 3.3 summarizes categories and number of respondents, sampling techniques and instruments used to seek information from respondents.

Table 3.2: Category, Number of Respondents, Sampling Techniques and Instruments to be used to Collect Information from Respondents

S/n	Category of Participants	Number	Types of Sampling Techniques	Techniques used to Collect Information
1	Head teachers	06	Purposive sampling	Interview
2	Teachers	36	Simple random sampling	Questionnaire
3	Female Pupils	144	Stratified random sampling	FGD
4	School committee members	18	Stratified random sampling	Interview
5	DEO	01	Purposive sampling	Interview
	TOTAL	**205**		

Source: Researchers' Field Data (2015)

3.8   Validity Control Procedures

To control validity in this study the researcher employed the following procedures: First, in collecting data the study used triangulation of methods. This study did not rely on a single method in data collection in order to avoid insufficiency of one instrument. The study used more than one data collection techniques namely; Interview, Focus group discussion, Questionnaire and Documentary reviews (See Table 3.3). The use of multiple methods enabled the researcher to control instrumentation error and being able to cross check data. Second, there was triangulation of data sources, where data were delivered from teachers, head teachers, female pupils and female school committee members. This also helped the researcher to cross check data. Third, before going to the field the researcher seek advice from the supervisor and other postgraduate students on how data collection tools have been set and made some improvement where necessary.

3.8   Data Analysis Procedure

The analysis of data in this study included; those which were collected through interviews focus group discussion, documentary reviews and questionnaires. The analysis of qualitative data went concurrently with data gathering, interpretations and report writing. Content analysis procedures were used to identify coherence and organize important themes related to study objectives and a few quantitative data collected were subjected into simple mathematical calculations and presented in tables.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1   Introduction

The chapter presents data analysis and discussion of the findings. Data were collected through questionnaire, interviews, focus group discussion (FGD) and documentary review. The study involved female pupils, teachers, head teachers, district education officer (DEO) and the school committee female members. Data are presented in accordance to the study objectives established in chapter one namely; (i) To examine the influence of rites of passage in limiting girls' primary education, (ii) To investigate the extent to which the tradition of early marriages affect the girl-pupils academic development in primary school, (iii) To explore the attitude of the community (education stakeholders) towards educating girls and (iv) To find out possible strategies to be taken to address the problem of socio-cultural practices limiting girls' primary education in Newala district.

4.2   The Influence of Rites of Passage on Limiting Girls Education

Rites of passage are ceremonial plans used by societies to mark the passage or transition of an individual or a group from one social status or situation to another. For   example of a modern rite of passage, look at marriage. Marriage in most cultures cannot occur until the pair is prepared to move out of their parent's house (separation). The fiancé and fiancée often go through an extended period called "engagement" after formal vows in which the pair is not supposed to live together. Rites of passage resolve life-crises; they provide a mechanism to deal with the tension experienced by both individuals and social groups during ambiguous

occasions including, but not limited to, birth, puberty, marriage, and death. Various academic disciplines (Blumenkrantz, and Stephen, 1993; Blumenkrantz and Wasserman, 1998), have emphasized differently the impact of social context variables on teenager development into adulthood. Sociologists generally give emphasis to how life events and transitions are shaped by group social norms; demographers address documentable events such as marriage, fertility, and death; and psychologists focus on phenomena related to the meanings and behaviors related to adulthood.

Research objective number one of this study sought to investigate the influence of rites of passage limiting girl's education. To accomplish this objective, two items were used; the influence of rites of passage on dropout of female pupils and the influence of rites of passage on academic performance of female pupils. Data were collected from school committee members, head teachers, teachers, female pupils, and district education officer (DEO). The instruments used to collect data were interview, FGD, questionnaire and documentary review. The results are shown in the table 4.1 bellow titled Responses from the Female Pupils, Head Teachers, DEO, School Committee Members and Teachers on the Rites of Passage.

4.3   The Influence of Rites of Passage on Female pupils Drop out

It was learned that the rites of passage was a traditional compulsory for female and male children to attend. The data for task one were collected from questionnaires and interviews administered to primary school teachers and school committee female members respectively. It also included information gathered from primary school female pupils through FGD. Table 4.1 summarizes some responses collected from

primary school female pupils, head teachers, DEO, school committee members and

teachers on the rites of passage.

Table 4.1: Responses from the Female Pupils, Head Teachers, DEO, School Committee Members and Teachers on the Rites of Passage

Question	Female Pupils Responses					
	Agree	%	Do not know	%	Disagree	%
It is good and beneficial for female pupils to attend the rites of passage ceremonies	80	55.5	12	8.3	64	44.4
The rites of passage influence female pupils' dropout	38	26.33	11	7.6	95	65.9
The rites of passage contribute to low academic performance among female pupils	49	34.02	8	5.5	87	60.4
	Head Teachers & DEO Responses					
	Agree	%	Do not Know	%	Disagree	%
It is good and beneficial for female pupils to attend the rites of passage ceremonies	05	71.4	0	0	02	28.5
The rites of passage influence female pupils' dropout	01	14.2	0	0	06	85.7
The rites of passage contribute to low academic performance among female pupils	02	28.5	0	0	05	71.4
	School Committee Members Responses					
	Agree	%	Do not Know	%	Disagree	%
It is good and beneficial for female pupils to attend the rites of passage ceremonies	18	100	0	0	0	0
The rites of passage influence female pupils' dropout	0	0	0	0	18	100
The rites of passage contribute to low academic performance among female pupils	0	0	02	11.1	16	88.8
	Teachers Responses					
	Agree	%	Do not Know	%	Disagree	%
It is good and beneficial for female pupils to attend the rites of passage ceremonies	18	50	0	0	18	50
The rites of passage influence female pupils' dropout	20	55.5	0	0	16	44.4
The rites of passage contribute to low academic performance among female pupils	20	55.5	0	0	16	44.44

Source: Researchers' Field Data (2015)

The rites of passage are traditional rituals usually accomplished by ceremonies aimed at introducing youths to adulthood and social responsibilities. There type of rites of passage that involve females aged between 7 and 12 years. Table 4.1, presents different views from female pupils whether or not the rites of passage were beneficial for female children, its role in influencing premature marriage, pregnancy and dropout among female pupils. The first group of female pupil respondents' views appeared to be neutral. In this group the respondents did not appear to oppose or support the influence of the tradition of rites of passage on limiting girls' education (dropout and low academic achievements). This group involved 12 (8.3%) female pupils; they had nothing to say in criticism or support of whether or not attending the rites of passage was good and beneficial to female pupils. In the same vein 8 (5.5%) female pupils had nothing to say on whether or not the tradition of young girls attending the rites of passage ceremonies contribute to the poor academic achievement of female pupils and 11 (7.6%) female pupils had nothing to say on whether or not attending rites of passage contribute to female pupils dropout. For the respondents in this group the tradition of young girls attending the rites of passage was neither good nor bad for female children.

The second group of respondent's views appeared to support and encourages the tradition of young girls attending the rites of passage. This group included 80 (55.5%) female pupils and 18 (100%) school committee female members, 18(50%) teachers and the 5(71.4%) head teachers who in principle supported the idea that the rites of passage are good and beneficial for female pupils to attend, also 95(65.9%) female pupils, 06(85.7%) head teachers, 18(100%) school committee members and

16(44.4%) disagree the idea that rites of passage influence dropout among female pupils In addition, 87(60.4%) female pupils, 05(71.4%) head teachers, 16(88.8%) school committee members and 16(44.4%) teachers disagree the idea that rites of passage influence low academic performance among female pupils. Interviewed respondents and those involved in FGD this group emphasized that, the tradition of rites of passage was important for introducing young girls to the values of their society and to their new responsibilities as useful members of society and it does not in anyway influence dropout and low academic performance among female pupils.

Explaining the significance of this tradition for young girls, the respondents generally suggested three reasons as follows:

First, they emphasized that in the rites of passage the young girls are trained to be hardworking and helpful to their families in domestic work such as cooking, fetching firewood, looking after young siblings and doing agricultural related activities. Second, the young girls are trained to respect their elders and their future husbands. They said that the traditions try to build in these young girls the belief that a respectful girl easily finds a man to marry. Third, the rites of passage train the young girls about the importance of keeping themselves clean. For the supporters of this tradition, the rites of passage were crucial for making young girls useful members of their society and preparing them for womanhood. One of the interviewed head teacher had this to say on the influence of rites of passage in affecting learning:

> *"……Participation of female pupils in rites of passage ceremonies aim at giving and training them about self awareness, cleanliness and reproductive health…, when children are aged (matured) enough to know what is good or wrong, So this tradition does not in anyway affect schooling nor influence female pupils dropout…..after all it is normally conducted during school vacations…"*

While responding to the same question one of the teachers involved in the study wrote this way:

> *……rites of passage does not influence dropout of school girls, a female pupil may decide to drop from studies for whatever reasons not necessarily participation in the rites of passage, dropout in this country is common in all regions and all districts…., do you want to say that all regions experiencing dropout in this country is because of the influence of rites of passage?. Rites of passage do not influence dropout or poor academic performance…."*

The two quotations above reveal that the respondents in this group had the opinion that rites of passage does not affect schooling nor does it influence the dropout among female pupils. Moreover, all the female school committee members emphasized that the rites of passage were an important tradition to prepare daughters to be good wives and mothers in the future. They said that there are very few parents available nowadays who are ready to teach their female children about all the necessary responsibilities and behaviors as wives and mothers. So the rites of passage fill this gap by providing a wide range of teaching and instructions for young girls to accept their new responsibilities. In their view, without involving young girls in the rites of passage ceremonies, they would not understand their social position and responsibilities as mothers and wives.

Generally, the respondents in this group rejected the idea that rites of passage were responsible for some school girls misbehaving, that is, involvement in sexual affairs. They emphasized that the misbehaving of some schoolgirls was the result of their own desire to accumulate money and live luxurious lives. It is also due to the failure of the families to provide these schoolgirls with school requirements such as writing materials, school uniforms and school fees, to mention a few. In contrast, the third

group of respondents' Table 4.1, views appeared to oppose and discourage the tradition of the female children attending the rites of passage ceremonies. This group comprises of 64(44.4%) female pupils, 18(50%) teachers and 02(28.5%) head teachers who disagree the idea that rites of passage is good and beneficial for female pupils to attend. Also 38(26.3%) female pupils, 01(14.2%) head teacher and 20(55.5%) teachers supported the idea that rites of passage influence dropout of female pupils. Further more 49(34.0%) female pupils, 02(28.5%) head teachers and 20(55.5%) teachers accepted the idea that attending rites of passage ceremonies contribute to low academic performance among female pupils. Generally, respondents in this group were of the opinion that the rites of the passage were of little significance for female children neither does it having benefits to them. Instead, they condemned the rites of passage for misleading young girls. Two reasons explaining the misleading nature of instructions/training given to young female pupils attending rites of passage ceremonies were mentioned as follows:

First, they condemned the tradition for exposing young girls aged 7-12 years to adult sexual responsibilities as something quite irrelevant and misleading. They claimed that adult sexual orientations were encouraging young girls to get involved in sexual affairs earlier. Respondents disclosed that the purpose of introducing young girls to adult sexual responsibilities was to prepare these young girls for sexual responsibility with diversity of sexual styles. As one of the female teacher wrote in the questionnaire:

> *"......instructions and trainings given to young female attending rites of passage ceremonies are far beyond their age, since children are exposed into learning sexual activities which end at polluting their mind......, children are then tempted to practice (try) what they learn,*

ultimately, they end at loosing concentration in studies, misbehaving to teachers, becoming prostitutes, getting pregnant and or underperforming academically or altogether…..."

Second, the instruction provided during the rites of passage ceremonies encourages sex and childbearing as important responsibilities for women in the society. The young girls were discouraged from fearing sex when they reach the age of puberty. The young girls in the rites of passage are trained to believe that the best woman is one who manages sexual affairs, among other qualities. This postulation leads many young girls into temptation and it increases their desire to engage in sexual affairs. The respondents suggested this to be one of the reasons for a good number of young girls engaging in sexual activities and dropping out of school after pregnancy. They emphasized that these experiences seem to have done more bad than good in terms of behavior of young girls and have affected the schooling of many female pupils Although the parents in this group took a negative position, they were blamed for not being ready to abandon the tradition for fear of being alienated culturally. It was learned that the tradition of female children attending the rites of passage had been practiced throughout the history of their ancestors, so there was little chance of neglecting it.

When they were asked whether the rites of passage had any influence on dropout rates of female pupils, the respondents in this group provided negative opinions. They emphasized that the rites of passage had a negative influence on female students' sexual behaviors that is; it motivated schoolgirls to engage in sexual practices. They said that female pupils' involvement in sexual affairs has two outcomes: decrease and loss of concentration in learning as they concentrate on

sexual affairs or get pregnant and forced to drop out of school. It was also noted that rites of passage encouraged the desire of the young girls to become mothers and wives.

The respondents in this group suggested that, the rites of passage were currently not necessary because the schools, which have professional teachers, can effectively take the same responsibility. The respondents disclosed further that soon after the girls have been introduced to the rites of passage, the concentration on sexual activities increases. The information collected from pupils participated in the FGD noted that many schoolgirls engage in sexual relationship earlier to prove their adulthood sexual competence. Focused group discussion revealed further that some female dropouts terminated schooling soon after they got pregnant and others drop out of their studies after loosing interest in schooling and concentrated on sexual affairs.

From the above findings one may argue that the effect of the rites of passage on the female dropout is associated with the immediate change in the sexual behavior of female students, particularly at puberty. The findings showed that the sexual behaviors of schoolgirls were linked to the implementation of instructions or trainings female pupils were exposed to during the rite of passage ceremonies. It was also noted that the adult sexual training motivated the young girls to engage and concentrate in sexual affairs.

These results concur with what were observed by Temu, *et al.,* (2011) who noted that during the rites of passage girls are taught how to perform sexual activities successfully despite their young age and encouraged to practice their newly acquired

knowledge with boys and old men. These practices ultimately contribute to early marriage, pregnancies leading to pupil dropout, low academic performance and or psychological disturbance which generally end up affecting girl's education. Also schoolgirls left school for marriage soon after they have reached puberty and after they had attended the rites of passage ceremonies. Some students failed to return to school after attending the rites of passage ceremonies because they considered themselves mature and able to make decisions on their own (Lulu and Mushi 2009).

The findings are also in agreement with the observation made by Kimego (2007) and Ayoub (2010) which showed that adult sexual orientation in the rites of passage greatly influenced female pupils to engage in sexual activities earlier than expected. Pregnancy was the common outcome for those involved in sexual affairs while still at school ultimately end up influencing female pupils drop out and low academic achievements, hence limiting girls' education.

4.4   The Influence of Early Marriage in Limiting Female Pupils' Education

Objective two of the study determined to find out the effects of early marriages in limiting female pupils' education. Specifically this objective examined the influence of early marriage on low academic achievement and dropout has been studied. Data were collected from the female pupils, teachers, head teachers and school committee members. The instruments used for collection of data were questionnaires, interviews, focus group discussion and documentary review.

4.4.1 The Influence of Early Marriage on Female Pupils' Drop out

Data collected on the influence of early marriage on female pupils' drop out indicate that 82 female pupils participated in the FGD disagreed on the idea that they are

parents who support the tradition of early marriage for female pupils and encourage them to drop out of their studies in order to be married.

When asked whether early marriage has any influence on dropout of female pupils the respondents provided differing views. The first group had respondents who did not see any adverse influence of early marriage on the dropout of female's pupils from school. This group comprised 82 female pupils and 8 school committee members, 6 teachers, 4 head teachers. Commenting on the influence of early marriage on dropout of female pupils the interviewed head teacher of school A had this to say:

> *"……nowadays my school doesn't receive some cases of female drop out….., nor some complaints from pupils being forced by their parents to drop out of school in order to be married off as it used to happen in the past…..,cases of early marriage for schoolgirls were common… the community has began to appreciate the importance of education to girls I think….."*

While discussing the influence of early marriage on drop out one the female pupils involved in FGD in school C summarized this way:

> *"….to be frank I have never head even from friends of mine that they are dreaming of dropping out of school for the purpose of getting marriage nor have I heard or seen a parent forcing or encouraging his/her daughter to drop out of school in order to be married…….our dream is to study up to university and our parents encourage us so!….."*

The two quotations above give more information in supporting the views posed by the group of respondents who find that there is no influence of early marriage on female pupils' dropout. The above quotations disclose that; first, there are no parents/guardians who force or encourage their school girls to drop out of schools in

order to be married. Second, the tradition of early marriage to school girls was practiced in the past and the community has now changed and sees the importance of educating girls. The quotations also reveal that female pupils are nowadays studying hard to join universities.

These findings were also supported by the interviewed Newala DEO who commented that parents have been given education on the importance of educating female children. DEO argued that Newala district council has been having campaigns supported by different Non Governmental Organizations (NGOs) in educating the community on the importance of education to female children; the DEO also added that issues of dropout influenced by pregnancy and early marriage to school girls have been abolished.

The second group of respondents agreed that early marriages had an influence on dropout of female pupils and low academic achievement. The respondents in this group included 2 teachers and 14 female pupils. They emphasized that some traditional practices were influencing the sexual behaviors of which are likely to result in pregnancies among school girls. It was learned for instance that many female parents wanted their daughters to adopt mother and daughter roles earlier since this could bring respect and raise social status to them (mothers). Commenting on this, one of the teachers in school D said that some parents indirectly influence their daughters to get marriage earlier for example; others do not care whether or not their daughters have attended schools, not warning daughters when engage in sexual activities and sometimes praising other girls who make decision to marry early. They

also inculcate a feeling among school girls that marriage is a solution to economic difficulties to themselves (girls) and their families. Generally, respondents from this group showed that some parents still supported early marriage though not directly.

These findings are in line with Michael (1993, Kimego, 2007, Ayoub, 2010 and Plan, 2012) who found that early marriage have been influencing and contributing to the drop out of school girls in African countries. For example Plan (2012) portrayed that 25% of girls surveyed in Mali and 33% in Nigeria identified early marriage as a factor contributing to drop out of school girls from school system.

The influence of early marriage on female dropout may vary from culture to culture. In some parts of Nigeria, for example, parents would like to withdraw their daughters from school at the edge of puberty for fear of conception before marriage (Plan, 2012). This suggests that puberty marks the end of schooling for female students for another responsibility and that is "marriage". The situation is different in Southern Sudan where the parents in the herding of Dinka would like to marry off their daughters early for the purpose of raising family income through the bride price. So, these cultural and economic considerations act as limiting factors to girls' education (UNICEF, 2005).

However, findings collected from documentary review, DEO and teachers reveal that there has been no drop out and early marriage among school girls in recent years (2010-2013) in Newala district compare to what was happening in the past. This situation probably suggests that members of the community have now began to change and appreciate the importance of educating girls or fear legal actions to be

taken against them or both, as argued by some of the respondents involved in this study.

4.4.2   The Influence of Early Marriage on Academic Performance

Regarding the influence of early marriage on academic achievements the findings portray that early marriage has adverse influence on poor academic achievement among female pupils in Newala district. Explaining this one of pupil involved in FGD from school B said:

> "......there are pupils who are not studying hard believing that they will get marriage soon after completing their studies, they are performing very poor in the class, they don't concentrate in studying rather, their stories are always about their future/ expected husbands, they are praying not pass their standard seven national examinations so that they can be free for marriage soon after the release of standard seven national examination……"

A teacher from school D wrote further that:

> ".....there are some female pupils who are married off soon after the release of primary school leaving examination results. This tells that these pupils were not concentrating on schooling,… if you trace careful you can note that even the preparation for the wedding ceremony started sometimes before the release of the examination results….which means that some female pupils prepare themselves to fail their examination in order to justify their desire for early marriage….to them passing examination is a misfortune."

Quotations above reveal further that the plan and desire for early marriage make some of the school girls not work hard academically in order for them to be married soon after completing their studies since passing National examination would obstruct their plan for marriage after completing studies. Also there is a possibility that both parents and pupils collaborated to ensure that female children fail in order for them to justify their desire for marriage soon after primary education as findings

show that they are some cases were parents were seen to prepare the wedding ceremonies of their daughters prior to the release of results of primary school leaving examination. This tells that both parents and pupils were sure that the girl would fail her examinations.

It was also learned from the findings that, this community seems to favor marriage ceremonies because they raise the status of female parents in society and encourage more ceremonies. The invited guests in these ceremonies get an opportunity to congratulate and reward their hosts with clothing, foodstuffs, money and various types of decoration. That means some female parents would always encourage their daughters to marry rather than working hard academically because the parents would benefit from these ceremonies socially and economically. Therefore some female parents and their daughters still believe that marriage is more important for a female child than education. This influences low concentration in academic activities/matters among school girls and hence poor academic performance.

These findings concur with the findings of a study conducted in Mozambique by Michael (1993) who found that suburb school girls are prepared to marry early and accept responsibilities and roles as wives at a young age a situation which is said to influence girls pay little attention in studying since they see no importance or no future in studying as a result they end up attaining poor academic performance among other negative effects in schooling. The same situation was also portrayed by Temu, *et al.,* (2011) who reported that because of the tradition of early marriage, and ignorance of some parents female children are made to think and believe that a girl could only excel in her life if at all she gets someone to marry, this idea/thinking has

ended at spoiling the mind of school girls both in primary and secondary schools and contributing to their academic underachievement.

Table 4.2: Academic Underachievement of pupils at Newala District Due to Early Marriage Preference

Name of school	Year	Number of students
Nachitulo P/R School	2013	15
	2014	18
Butiama P/R School	2013	16
	2014	14
Newala P/R School	2013	22
	2014	14
Luchingu P/R School	2013	18
	2014	21
Karume P/R School	2013	07
	2014	14
Julia P/R School	2013	08
	2014	16

Source; Newala District community development office (2015)

4.5 The Attitude of the Community towards Educating Girls

Objective three of this study intended to investigate the attitude of the community towards educating girls. Data were collected from 144 female pupils, 18 school committee members, 06 head teachers and 36 teachers. Questionnaires, interviews and focus group discussion were used to collect data for this objective. Table 4.3 summarizes same responses as provided by the respondents on the attitude of the community towards educating girls.

Table 4.3: The Category of Responses on the Attitude of the Community
Towards Educating Girls

Statement	Category of Responses					
	Agree (Yes)	%	Not sure	%	Disagree	%
Sons in your communities are given more priority than daughters in their education						
School committee members	0	0			18	100
Female pupils	26	18.1	0	0	118	81.9
Teachers	12	33.3	0	0	24	66.6
Head teachers	01	16.6	0	0	05	83.3
There is a preference to educate boys than girls in your community						
Female pupils	18	12.5			126	87.5
Teachers	12	33.3	0	0	24	66.6
School committee members	0	0			18	100
Head teachers	01	16.6	0	0	05	83.3

Source: Researcher's field data (2015)

The information displayed in Table 4.3 shows that there were 18 (100%) female school committee members and 118 (87.5%) female pupils who rejected the idea that sons were given more priority than daughters in respect to education. On the contrary, 26 (18.1%) female pupils involved in focus group discussion supported the idea that boys preference with regard to education in their families and communities.

The first group of respondents rejected the idea that in this community there is sons' preference with regard to education which limits girls' education by influencing dropout and low academic achievement. The respondents in this group comprised 126(87.5%) female pupils, 24 (66.6%) teachers and 18 (100%) school committee members. Their views showed that members of society believe that investment in female education is as important as investing in male education. It was learned that the community have now changed their perception towards educating their female children up to secondary level and beyond compare to the previous time when

investing in female education was perceived to be a waste of money. In explaining

more about this, one of the teachers wrote this in a questionnaire:

> *…….In previous days parents were reluctant to spend money for the education of their daughters, since it was believed that education given to girls has nothing good to her parents, it would rather benefit her husband,………but nowadays the community has changed a lot, they have began to appreciate the importance of educating girls and they do so..''.*

With those views one would argue that the community had negative attitudes

towards girls' education and were not ready to invest on the education of their

daughters since paying for their daughters education was not a reliable investment.

The interviewed DEO also remarked that most of the parents believed that the sons'

education was a better investment than that of the daughters. This parents' negative

attitude affected the schooling of their daughters by neglecting their school

requirements. However, the quotation above and the interviewed DEO and head of

schools revealed that such a tendency is getting diminished day after day and parents

are now appreciating the importance of educating female children by sending their

daughters to school.

The findings also unveil that some of the girls 18 (12.5%) female pupils involved in

FGD revealed that same parents supported the preference to educate sons because the

parents wanted to get back the benefits into their old age. It was also portrayed that

some parents feared to prioritize girls' education because they appear to lose control

of their daughters after marriage and can no longer demand them to pay back the

returns of their investment in education. These findings are in line with arguments by

(Mbilinyi, *et al.,,* 1991) that Tanzanian girls and boys are unequally treated because

boys are considered as permanent members of their families of birth, justifying their right to inherit family properties. In contrast girls are expected to abandon their families off after marriage moving to serve their husbands and parents in law. For this reason, some parents do not see the reason why girls should be considered for education hence they pay little attention in education of their daughters, some female pupils involved in FGD commented further that this little attention of some parents is just because these parents fear legal actions to be taken against them otherwise some parents would abandon the education of their daughters completely.

These findings are consistent with (Malekela, 1994; UNICEF, 2005) arguments that same parents are reluctant to invest in their daughter's education because parents lose control over their daughters after marriage. This suggests that parents do not expect economic returns from their daughters, who are now under the control of their husbands' families. In Mali, girl's education is considered as a lost investment simply because, after marriage, parents are not expected to benefit from their daughters. Thus, to them giving education to female children is like somebody who is watering neighbors tree (Raynor, 2005).

One the other hand, 24 (66.6%) teachers and 5 (83.3%) head teachers rejected the idea that sons enjoy the preference of parents with regard to schooling (Table 4.3). They believe that, no parent would dare to discriminate against his own daughter or ignore her right to education. These teachers indicated that they see parents encouraging their children of both sexes to education and make equal follow-ups on their children's education regardless of their sexes.

4.5   Strategies to Address Socio-Cultural Factors Limiting Girls' Education

The objective number four of this study intended to get views of head teachers, DEO, teachers, pupils and school committee members on how to address socio-cultural issues limiting girls' education by influencing dropout rates and academic under achievement. The researcher used interview to collect data from head teachers and DEO, FGD from pupils and questionnaire from teachers. Respondents were requested to list and explain measures they think can best help to address socio-cultural issues limiting girls' education by reducing female pupils' dropouts and improve their academic performance rates. Data are presented as follows:

Table 4.4: Perceived Strategies to Address Socio-cultural Issues Limiting Girls' Education

S/n	Perceived strategy	Respondents							
		Head teachers & DEO (N = 7)		School committee members (N= 18)		Teachers (N = 36)		Female Pupils (N = 144)	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Establishing effective counseling and guidance service	3	42.9	8	44.4	28	77.7	122	84.7
2	Banning bad cultural practices	7	100.0	14	77.8	27	75	126	87.5
3	Changing community's perception on education	7	100.0	12	66.7	30	83.3	98	68.0
4	Mass education	7	100.0	15	83.3	26	72.2	87	60.4

Source: Field data

4.5.1   Provision of Effective Guidance and Counseling Service to Pupils

Data presented in Table 4.4 show that majority of teachers 28 (77.7%), female pupils 122 (84.7%) and the DEO had the opinion that schools should provide effective guidance and counseling services to female pupils as it is thought that it may help

pupils to accommodate psychological problems and challenging situations that obstruct them from smooth learning thus lead them to failure. This was also supported by 8 (44.4%) school committee members and 3 (42.9%) head teachers. They commented further that other situations go beyond to influencing decision to drop out from schooling. As one of the teachers from school D wrote in a questionnaire;

> *"……some school girls go through critical social and psychological situation such as external pressure to drop studies and sexual relations…… this influence others to drop and achieve low academic performance if they found no one to guide them on the right decision to take….effective guiding and counseling services need to be established in schools to control this"*

The above quotation depicts that current counseling and guiding services provided to pupils at school is not effective enough such that some pupils face problems whose magnitude and impact would have been reduced if there would be an effective counseling and guiding services provided at school. This was also supported by pupils involved in FGD while suggesting strategies to be taken to address the problem of socio-cultural issues limiting girls' education as one of the pupils in School B summarized this way;

> *"….teachers should establish and provide effective counseling and guidance services to help female pupils change the mind set of denouncing the importance of education caused by cultural values inculcated to them by families and some members of the community for so long time……it is only teachers who can help us change this mind set and concentrate on education rather than cultural values which are likely to influence us abandon our right to education…..''*

The above quotation reveals and calls for the need to establish and the provide effective counseling and guidance services in schools in order to guide female pupils on the importance of concentrating on education and how to overcome various social

challenges and pressures which are likely to affect their schooling and help to reduce the possibility of female pupils to drop out and improve their academic performance rates.

4.5.2   Changing the Perception of the Community on the Importance of Education to Girls

The findings unveiled that there is a need to change the perception of the community on the value of education to girls; some members of the community seem not to be aware of the value of education as a result they do not encourage their daughters to concentrate on education, pay little attention to girls' education, set little priority on girls education. Others prefer early marriage to education; therefore end up limiting girls' right to education.

Findings presented in Table 4.4 portrays that 98 (68.0%) female pupils, 30(83.3%) teachers, 6 (100%) head teachers and 12 (66.7%) school committee members suggested that in order to get rid off cultural issues limiting girls education, there is a need for the members of the community to change their perceptions towards the importance of educating female children, this among other things will help to reduce dropout rates and improve female pupils' academic performance as parents would support girls' academic pursuit ultimately improve the schooling of female pupils. This suggested solution is in line with Ayoub (2010) and Kimego (2007) who maintain that in order to reduce the problem of female pupil/students' dropout in schools among other things, parents and guardians need to change their views towards education of their daughters since parents have control over their daughters as they determine whether or not their daughters will attend school and survive.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents a summary and conclusions relating to the study. More over, recommendations regarding to further research and policy considerations are also given.

5.2   Summary of the Study

The purpose of this study was to collect, analyze and report data on the investigation of socio-cultural issues limiting girls' primary education in Newala district. Specifically the study focused on four specific objectives namely; (1) to examine the influence of rites of passage on limiting girls' primary education, (2) to investigate the influence of early marriage in limiting girls' education, (3) to explore the attitude of the community towards educating girls and (4) to find out strategies that can be employed to address socio-cultural factors limiting girls' education.

The sample for the study involved 6 head teachers, 1 DEO, 18 school committee female members, 36 teachers and 144 female pupils. Data were collected through documentary analysis, questionnaire, interview and FGD. A few quantitative data collected were analyzed using simple mathematical calculations presented in tabular forms while qualitative data were subjected to content analysis, then organized and presented in themes/subheadings.

5.3   Summary of the Study Findings

5.3.1   The Influence of Rites of Passage on Limiting Girls' Primary Education

To accomplish this objective data were collected on the following items; the influence of rites of passage on drop out and on academic performance rates as follows:

Regarding the influence of rites of passage on female pupils' drop out and low academic achievement, collected findings registered differing views from respondents as the first group seem to be neutral. This group had nothing to say in criticism or support of whether or not attending rites of passage neither was beneficial to female pupils nor contribute to female pupils drop out and low academic achievement. The second group supported the idea that rites of passage is important for female children and it does not in any way influence drop out and low academic achievements among primary school female pupils. Instead the group emphasized that rites of passage were important for introducing young girls to the values of their societies and to their new responsibilities as useful members of the society since training such as hardworking in domestic work, respect to elders and future husbands, personal cleanliness and good motherhood. This group comprised 55 (56%) female pupils, 18 (100%) school committee members, 18 (50%) teachers, and 5 (%) head teachers. In contrast, the other group of respondents appeared to oppose the tradition of female pupils to attend the rite of passage ceremonies. This group had the opinion that rites of passage was of little importance to children, it is rather misleading young girls due to the nature of trainings given to them since it exposes young girls to adult sexual responsibilities. The group contends that rites of passage influence early marriage and pregnancies, drop out and decrease girl's

concentration in schooling ultimately, low academic achievement among female pupils.

5.3.2 The Influence of Early Marriage on Limiting Female Pupils' Education

Data collected revealed that they are different views on the influence of early marriage in limiting female pupils' education. The first group comprising 82 pupils, 18 school committee members, 5 head teachers, 6 teachers. This group disagree the idea that they are pupils who purposely drop out of their studies in order to marry. This group discloses further that, there is no parent/guardian who force or encourage their daughters to drop their studies in order to be married. On the other hand, the other group agreed that early marriage had influence on drop out of female pupils and low academic achievement among girls since desire for early marriage among girls influence pupils to lose concentration in their studies. They added that some female parents encourage their daughters to marry early rather than working hard academically.

5.3.3 The Attitude of the Community towards Educating Girls

Data collected indicate that there are different views on the attitude of the community towards educating girls. The first group comprising 118(82%) female pupils, and 18 (100%) school committee members rejected the idea that sons were given more priority than daughters in respect to education. On he other hand 26 (18%) female pupils involved in FGD supported the idea that there is son preference with regard to education in their families and communities. The findings have also indicated that, 126 (87.5%) female pupils and 28 (77.7%) teachers rejected the idea that there is the

preference to educate sons in families and communities. The first group had he opinion that all members of the community see and believe that investing in female pupils is as important as investing in male pupils' education. This group added that the community's negative attitude towards educating girls has now diminished.

5.3.4 Strategies Perceived to Address Socio-cultural Factors Limiting Girls Education

Data collected portrayed that respondents indicate the following to be the factors which if employed may help to address socio-cultural issues which are likely to limit girls' education; the provision of effective guidance and counseling services, changing the community perception towards the importance of education to girls using mass education to educate the public and banning bad cultural practices.

5.4 Conclusions

The study is about the influence of socio-cultural issues in limiting girls' primary education in makonde societies. A case of Newala Districts in Tanzania. Generally, social cultural issue in many Tanzanian societies influences education especially to girls. This study focused on the following objectives; (1) To examine the views of education stakeholders on the influence of rites of passage in limiting girls' primary education in Newala district. (2) To investigate the extent to which early marriages affect the girl-pupils academic development in primary school in Newala district.(3) To explore the attitude of the community (education stake holders) towards educating girls.(4) To identify possible strategies to be taken to address the problem socio-cultural practices limiting girls' primary education in Newala district.

The study used mixed approaches involving a total of 204 informants categorized into 6 head teachers, 1 DEO, 18 school committee female members, 36 teachers and 144 female pupils, the study deployed purposive, simple random and stratified random sampling to select sample informants. Data were collected through documentary analysis, questionnaire, interview and FGD. A few quantitative data collected were analyzed using simple mathematical calculations while qualitative data were subjected to content analysis. Major findings showed that there was a mixed idea that the first group of 3(03%) female pupil respondents' views appeared to be neutral.

The second group of respondent's views appeared to support and encourages the idea that the social cultural issues in limiting girls' primary education, it involved 101 (70%) female pupils, 18 (100%) school committee female members, 18(50%) teachers and 05 (85.7%) head teachers. In contrast, the third group of respondents' views appeared to oppose and discourage the idea that the social cultural issues on limiting girls' education. It comprises of 40(27%) female pupils, 18(50%) teachers and 01(14.3%) head teachers. Despite the fact that a large number of respondents have indicated that socio-cultural issues have influence on limiting girls' education, yet the society still practice the traditions a situation which is likely to influence other girls lose interest and concentration in schooling.

5.5   Recommendations

In the light of the findings, summary and conclusion of the study, the following are the recommendations made for administrative action and for further research.

5.5.1 Recommendations for Administrative Action

1. Both central and local government should organize public awareness campaign to continue raising community awareness on the importance of investing in girls' education. Different media such as radio, magazines and televisions can be used to facilitate these campaigns.

2. Schools should organize awareness clubs at school level, organizing discussions and awareness programs on the importance of education to a girl child. The clubs may involve female teachers, female pupils and counselors.

3. There should be effective enforcement of laws to all those who influence female pupils dropout out of school.

5.5.2   Recommendations for Further Research

Considering the limitations and delimitations of this study, the following recommendations are put forward for further research; as similar study can be conducted to include a wider cultural issues and a wider population. This study involved a few cultural values/issues and a small population.

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APPENDINCES

Appendix I: FGD Guiding Questions for Female Pupils

1. Taja mambo ya mila na desturi yanayofanyika katika eneo lako

2. Nimambo gani unadhani yana athiri maendeleo ya taaluma kwa wanafunzi wakike katika wilaya hii? (Taja)

3. Katika mambo hayo ni mambo gani unadhani yanaongoza kwakusababisha maendeleo duni ya kielimu kwa wasichana, kuacha shule, nakupata ujauzito?

4. Toa maoni yako katika HOJA zifuatazo;

   (i) Mafunzo ya unyago yanawapa wasichana uelewa wakushiriki ngono

   (ii) Wanafunzi wengi wakike wanaanzakufanya vitendo vya ngono baada ya kupatiwa mafunzo ya unyago.

   (iii) Wanafunzi wengi wakike wanaacha kusoma kwa matarajio yakuolewa baada ya kutoka unyagoni

   (iv) Wako wanafunzi wanaoacha shule ili wakaolewe

   (v) Wako wanafunzi walioacha shule kwa sababu ya kupata ujauzito

   (vi) Mafunzo ya unyago yanachangia wanafunzi wa kike kupata ujauzito na kuacha shule

   (vii) Wazazi wanawashawishi watoto wakike kutafuta wachumba wakuwaoa mara baada ya kutoka unyagoni

   (viii) Mafunzo ya unyago yanachangia wasichana kutofanya vizuri kitaaluma

   (ix) Mafunzo ya unyago yanafaa kuendelea kutolewa

   (x) Mila na desturi za unyago zinawapotosha watoto wakike

(xi)   Wazazi wengi wanapenda kusomesha watoto wakiume kuliko wakike

(xii) Mafunzo ya unyago yanaathiri mahudhurio kwa wanafunzi wa kike.

(xiii) Mafunzo ya unyago yanawasisitiza watoto wakike kujitegemea kwa mahitaji muhimu,suala ambalo linawashawishi wanafunzi wakike waliopitia unyagoni kujihusisha na vitendo vya ngono ilikujipatia kipato na mahitaji mengine muhimu na hatimae kuathiri masomo yao.

6 (a) Je unadhani wazazi wanatoa nafasi sawa kuwasomesha watoto wakike na wakiume? Ndio/hapana. Toa maelezo

   (b) Kama kuna upendeleo wowote nani anaonyesha upendeleo (kati ya baba na mama au wote), nani anapendelewa nanani? (C) Kama kunaupendeleo, unaathiri vipi masomo ya watoto wakike/kiume?

7. (a) Kuna mambo yanayo takiwa kubadilishwa kwenye mila na desturi za Newala ilikuwawezesha watoto wakike kuendelea na masomo na kufaulu vizuri?...NDIYO/HAPANA (Toa maelezo)

8.   Toa mapendekezo ya nini kifanyike kutokana na changamoto za mila na desturi zinazo athiri elimua kwa wanafunzi wakike katika shule yako?

Appendix II: Interview Guide For School Committee Female Members

1. Nimafunzo gani wanayo pata watoto wakike wanapopelekwa Unyagoni?

2. Je, mafunzo wanayo yapata wanafunzi wakike unyagoni yanawasaidia katika maisha ya sasa naya baadae?

3. Kwa mtazamowako mafunzo yanayotolewa unyagoni yanaweza kuwa na faida na athari gani kwa watoto wakike waliopo shule?

4. Mafunzo wanayopata watoto wakike yanachangia vipi vitendo vya ngono, kuolewa mapema na mimba zisizo tarajiwa kwa watoto wakike?. Kama NDIYO/HAPANA.(Toa maelezo)

5. Unadhani ziko mila na desturi zinazo changia kuwafanya wanafunzi wakike kutofanya vizuri kwenye masomo yao nakuchangia, uturo, uzembe wakujisomea na kuacha shule?. Zitaje

6. Kwa mtazamo wako unadhani wazazi wanatoa nafasi sawa kwa wa toto wa kike na wakiume katika elimu pasipo upendeleo wowote?. Kama jibu ni NDIO/HAPANA .(Toa maelezo)

7. Unadhani kuna umuhimu wowote wakuwasomesha watoto wakike sawa na wa kiume?..NDIYO/HAPANA. (Toa maelezo)

8. Tatizo la watoto wakike kupata ujauzito nikubwa kwa kiwango gani katika shule hii?.Ni kwakiwango gani mila na desturi, na unyago vinachangia tatizo la wanafunzi wakike kupata ujauzito?

9. Toa mapendekezo ya nini kifanyike kutokana na changamoto za mila na desturi yanayo athiri elimua watoto wakike katika shule yako.

Appendix III: Questionnaire for Primary School Teachers

1.Nimila zipi zinapatikana katika jamii inayoizunguka shule hii.

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2.Taja mambo yanayo athiri ufaulu wa watoto wakike katika masomo yao

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3. Unadhani mafunzo ya unyago yana athari mbaya au nzuri katika elimu ya watoto
wakike?....................

(Toa maelezo)

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4. Tatizo la mimba kwa wanafunzi wakike likoje katika shule yako?.Kuna mwana funzi au wanafunzi walio acha shule kutokana na kupata uja uzito kati ya mwaka 2010-2013 (taja mwaka,idadi na darasa)

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S/N	MWAKA	IDADI YA WANAFUNZI WALIOPATA UJAUZITO
1.	**2010**	
2.	2011	
3.	2o12	
4.	2013	

5.Je, (a) unadhani kuna usawa katika kuwasomesha watoto wakike na wakiume katia jamii uliyoko?. (Toa maelezo)…………………………………………………..

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(b) kama kuna upendeleo, nani anapendelewa?...................., na upendeleo ukoje? (Eleza)..

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6.Weka alama " V'' mbele ya hoja kwenye sehemu moja tu ya unalodhani ni sahihi zaidi kwako;

HOJA	Nakubali kabisa	Nakubali	Sikubali	Sikubali kabisa
Wanafunzi wengi wakike shuleni kwenu wanamaendeleo hafifu ya kitaaluma kwa sababu ya kucheza unyago				
Wanafunzi wengi wana kata taama na kuzembea katika masomo kwa matarajio ya kuolewa				
Mila na desturi za unyagoni zina wapotosha watoto wakike				
Mafunzo ya unyago yanawashawishi wasichana kujifunza kufanya ngono ilikupata uzoefu wake na kwahiyo kusababisha utovu wanidhamu unaoathiri maendeleo ya kitaaluma				
Mafunzo ya unyago yanafaa kuendelea kutolewa kwa wasichana				
Mafunzo yaunyago yamechangia wanafunzi kupata wachumba na mimba wakiwa shuleni				
Mafunzo ya unyago yanachangia wanafunzi wakike kupata mimba zisizotarajiwa				
Mafunzo ya unyago huchangia wanafunzi waliyo yapata kutozingatio masomo na hatimaye kuto fanya vizuri kwenye mitihani yao				
Wazazi wengi wanaona hakuna umuhimu kuwasomesha watoto wakike				
Kuwasomesha watoto akiume nini bora zaidi kuliko watoto wa kike				
Wapo wazazi wanao washawishi watoto wakike kuolewa mapema				
Mafunzo ya unyago yanawasisitiza watoto wakike kujitegemea kwa mahitaji muhimu,suala ambalo linawashawishi wanafunzi wakike waliopitia unyagoni kujihusisha na vitendo vya ngono ilikujipatia kipato na mahitaji mengine muhimu na hatimae kuathiri masomo yao.				

Appendix IV: Interview Guide for Head Teachers

1. Nimila zipi ambazo zipo katika jamii inayozunguka shule yako?

2. Taja mambo yanayo athiri ufaulu wa watoto wakike katika masomo yao

3. Je, kuna tatizo la watoto wakike kuacha masomo katika shule yako mwaka 2010-2013? (Toa maelezo)

4. Unadhani mafunzo ya unyago yana athari mbaya au nzuri katika elimu ya watoto wakike? (Toa maelezo)

5. Tatizo la mimba kwa wanafunzi wakike likoje katika shule yako?.Kuna mwana funzi au wanafunzi walioacha shule kutokana na kupata ujauzito kati ya mwaka 2010-2013 (taja mwaka,idadi na darasa)

6. Kwa maoni yako unadhani mtazamo wa jamii kuhusu kusomesha watoto wakike ukoje?.(Toa maelezo na sababu)

7. Je, unadhani kuna usawa katika kuwasomesha watoto wakike na wakiume katia jamii uliyoko?. (Toa maelezo) (b) kama kuna upendeleo, nani anapendelewa? Na upendeleo ukoje?

8. Je, tatizo la wanafunzi wakike kuolewa kabla ya kumaliza masomo likoje katika shule yako kati ya 2010-2013?

9. Unadhani mafunzo ya Unyago yanachangia watoto wakike kupata ujauzito, kuolewa kabla ya kumaliza shule, kutohudhuria vizuri shule na kutofanya vizuri masomo yao?

10. Toa mapendekezo ya nini kifanyike kutokana na changamoto za mila na desturi yanayo athiri elimua watoto wakike katika shule yako.