

**ACCESS, RETENTION AND PERFORMANCE AMONG MAASAI
PRIMARY SCHOOL BOYS AND GIRLS IN MONDULI DISTRICT,
TANZANIA**

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**A DISSERTATION SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER DEGREE OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2015

CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance by the Open University of Tanzania dissertation entitled “**Access Retention and Performance among Maasai primary School Boys and Girls in Monduli District**” in fulfillment of the requirements for the Master Degree of Education in Administration, Planning, and Policy Studies of the Open University of Tanzania..

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DECLARATION

I **Jonais N. Lowassa**, do hereby declare that, this dissertation is my own original work and that has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my brother in law, Edward Ngoyai Lowassa, Member of Parliament (MP) in Monduli District, and the retired Prime Minister of the United Republic of Tanzania.

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First, I would like to show my gratitude and return all praises and glory to Almighty God who is full of love, care and mercy for granting me health and life in every new day that made it possible to accomplish this notable research task. I would like to convey my special thanks to my Supervisor, Professor Issa Mcholo Omari of the Open University of Tanzania for his tireless effort, assistance, guidance, willingness and advice in perfecting this dissertation. Special thanks should also go to my husband Mr. Alex Ngoyai Lowassa, and my beloved daughters Neema Alex Lowassa, Happiness Alex Lowassa, Paulina Alex Lowassa for their daily prayers upon my studies and my sons in law; Joseph Ngereja Mchungu, Delphinus Alex Mshumbusi without forgetting my real sons Baraka Alex Lowassa Edson Khamene, Ngowi and Amoni Alex Lowassa. Also my friends who participated in one way or the other who helped me to accomplish this work, include Gerald Iron Human Resource Officer in Teachers Service Department in Monduli District. I can't forget my fellow church members starting with Pastor Joel Nangole for their support in prayers and Rev. Elias Peter Cherra of Mount Meru University who also encouraged me in this educational Endeavour, I also acknowledge the encouragement of my fellow workers from Presidents Office Public Service Commission. Last but not least, I would like to convey my special thanks to my grandchildren Nathan Ester and Christian for their daily encouragement and support from initial stage to the final stage of my study. It would therefore be impossible to accomplish this study if they were not patience on me.

ABSTRACT

The study on “Access Retention and Performance among Maasai primary school boys and girls:” This study was conducted in Monduli, in three ecological areas. The objective of the study was to analyse the patterns and causes of access, retention and performances among primary schools boys and girls. The specific objectives of the study were, to examine the boys and girls primary school education access compared to boys, taking in to account age at which they were enrolled, to analyse the differential drop-out rate, in primary schools and to assess the performance of boys against that of girls in primary schools examination. Analysed the cultural factors accounting for differences in access between boys and girls. The research methods used were, sampling procedures, and sample size. Also the tools such as checklist for data collection in sample schools and questionnaire for students. Primary and secondary data were also collected as well as focus group discussion. Primary data collected through, observation, focus group discussion and checklist instrument while secondary data were collected through journals, books and school reports. Data collected were coded and analysed using SPSS program. The results of the study shows that more girls than boys in Monduli District dropout from school due to traditional culture, and norms that were maintained within the society. Religious groups has also helped both boys and girls to enroll in schools at the same number. It is recommended that the district management and politicians should develop ways of retaining both boys and girls in schools. However, for the society, the government should encourage natives to study in both formal and informal education in the evening programs or after working hours.

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LIST OF ABBREVIATIONS

ADEM	Agency for the Development of Educational Management
EFA	Achieve Education for All
ESDP	Education Sector Development Program
FGM	Female Genital Mutilation
IAP2	International Association for Public Participation
ICPD	International Conference on Population and Development
MDGs	Millennium Development Goals
NGOs	Non-Governmental Organizations
PEDP	Primary Education Development Plan
SME	Small and Medium Enterprises
TGNP	Tanzania Gender Networking Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund works for children's rights
UNMDG	United Nations Millennium Development Goals
UPE	Universal Primary Education
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This chapter describes the introduction of the study that is proposed to investigate access, retention and performance among Maasai primary school boys and girls in Monduli district. The chapter is organized into the following sub-sections: Background of the study, statement of the problem, objectives of the study, research task and questions, significance of the study, limitations of the study, scope and delimitation of the study, conceptual framework.

1.2 Background of the Problem

Education is important and it has been a problem educating all the children especially boys and girls due to the fact that many of them perform family duties. The population is scattered making schools far away from residence. There was variety of wildlife among Monduli District these animals range from Hyenas, Lions, Elephants and wild Dogs, which caused dangerous while traveling by foot from one village to another.

Several serious challenges for the Tanzanian schools have been pointed out during the recent decades. For example the decrease in student enrolment, large classes, lack of teaching materials and facilities, corporal punishment, teacher absence and student drop out (Chonjo, 1994; Ishumi, 1994; Khwaya Puja and Kassimoto, 1994; BEST, 1994; Malmberg and Hansdn, 1996). Macroanalysis of how financial crises in the

country have affected the educational system have been carried out by (Ishumi, 1994; Sumra and Samoff, 1994; Chinapah, 1996), but less emphasis has been devoted to how students perceive themselves in the present school system, that is the students' self-concepts. Considerable variation in students' school achievements can be found, which are due to socio-cultural factors, for example parents' level of education, mother tongue and gender (Fuller, 1990; 1990; Khwaya Puja and Kassimoto, 1994; Temu, 1995; Booth, 1996).

Investigations of the Enrolment, Retention as well as Performance of Primary school pupils have been carried out across the world (Temu, 1995).

These studies have established that the higher the educational level of parents, the higher their children perform at school and are more likely to pursue further studies. However, as Booth (1996) points out, several studies in Africa, in which SES has been included, have been based on homogenous or non-representative samples. Also case studies of schools which provide valuable in-depth investigations of how one school functions (e.g., Kolouh, 1993) usually lack features of representativeness.

In Tanzania, the educational level of parents has an impact on whether students apply for nongovernment schools or government schools, whether the child receives individual tuition of the teacher after regular school hours, or whether the child was assisted doing homework (Mc Gillicuddy-DeLisi, and Subramamian, 1994; Temu, 1995). Also parents' attitudes and involvement towards their children's learning

varies according to educational level (Malekela, 1994; Mganga and Mizambwa, 1997). Gender has an effect on school experiences and achievement in Tanzania. Girls perform lower than boys especially in mathematics and science. Statistics shows higher percentage of girls drop out than boys. Boys and girls receive negative expectations about their studies, from teachers, peers and the community at large (Bendera, 1994; Khwaya Puja, and Kassimoto, 1994; TGNP, 1993). These gender differences are more pronounced in secondary and further education than on the primary school stage. The choice of school language in Tanzania has been pointed out as a "hot issue" on the political level (Rubagumya, 199]; Brock-Utne, 1993; Roy-Campbell, 1995).

However, compared with its neighbouring countries, Tanzanians coexist peacefully regardless of tribe, language or religion. However, no empirical investigations have so far addressed the relation between mother tongue and educational achievement in Tanzania.

Gender has an effect on school experiences and achievement in Tanzania. Girls perform poorly than boys especially in mathematics and science. The access, retention and performance in Tanzania has been pointed out as a "hot issue" on the political level (Rubagumya, 199]; Brock-Utne, 1993; Roy-Campbell, 1995). However, compared with its neighbouring countries, Tanzanians consists peacefully regardless of variation of economy. However, no empirical investigations have so far addressed the access, retention and performance among Maasai boys and girls in Monduli.

1.3 Statement of the Problem

Access, retention and performance among Maasai boys and girls in Monduli was among the key issues affecting the society. Several serious challenges for the Tanzanian schools have been pointed out during the recent decades. For example the decrease in student enrolment, large classes, lack of teaching materials and facilities, corporal punishment, teacher absence and student drop out (Chonjo, 1994; Ishumi, 1994; Khwaya Puja and Kassimoto, 1994; BEST, 1994; Malmberg and Hansdn, 1996). Considerable variation in students' school achievements can be found, which are due to socio-cultural factors, for example parents' level of education, mother tongue and gender (Fuller, 1990; 1990; Khwaya Puja and Kassimoto, 1994; Temu, 1995; Booth, 1996).

The major issue in as far as access to education is concerned is that cultural practices make females keep on lagging behind males in education, and this problem has existed since the colonial period (Jezebell, 2002). While the second and third Millennium Development Goals (MDGs) focus on enhancing girls' education and addressing the gender gap in the delivery of education, still there exists the problem of inequity and inequality in the education system particularly at primary school, secondary and tertiary levels. (Bendera and` Mboya, 1998; Kamuhangiro et al., 2003) have cited inadequacy of funds due to poverty, distance to schools, cultural practices and sexual harassment to be among the factors which have contributed to poor schooling among girls in African countries.

Various efforts have been made to promote Maasai girls' education such as the

development of the Maasai Education Discovery in Tanzania that finances girls' education (Miller, 2010). However, gender gap still exists among the Maasai in Tanzania whereby boys tend to be given priority in the access to education compared to girls. It is the work of this study to come up with findings to maintain access, retention and performance among Maasai primary schools particularly for boys and girls in Monduli district.

1.4 Research Objectives

1.4.1 General purpose of the Study

The main objective of the study was to analyse the patterns and trends in access, retention and performance among primary Maasai schools boys and girls in Monduli District.

1.4.2 Specific Objectives of the Study

1. To examine access to primary school education, for boys and girls in Monduli District.
2. To analyse the difference between dropout and retention rates in primary schools for boys and girls; 2011-2013.
3. To assess boys and girls performance in primary schools examinations 2005-2007.

1.4.3 Research Tasks and Questions

Task 1- To examine the primary school education Access, Retention and Performance for boys and girls taking in to account the age at which they were enrolled at 2005-2007

Questions

- What were the primary school education access, retention and performance for boys and girls taking in to account the age at which they were enrolled at 2005-2007?
- Does the number of pupils enrolled at 2005-2007 relate with the number of pupils completed after the seven years?

Task 2- To analyze the difference between dropout rate and completion rate in primary schools at 2011-2013

Questions

- What are the differences between girls and boys dropout rate and completion rate in primary schools from 2011-2013?
- What are the factors behind the difference between girls and boys dropout rate and completion rate in primary school from 2011-2013?

Task 3- To assess the performance of boys against that of girls in primary schools examination at 2011-2013.

Questions

- What is the nature of performance if any between boys and girls in primary school examination at 2011-2013?

1.5 Significance of the Study

The study was based on great significance in researching on the access, retention and performances among Maasai boys and girls in Monduli. It intends to make analysis

of issues affecting both women and men in pastoralist areas in enrolling boys and girls in primary schools so as to bring out the solution on the causes expressed in the study to the community leaders, education policy makers and law makers so that the causes will be understood and will be used in policy and planning. And to help increase performance in standard seven examination. Therefore enhancing equal rights and opportunities for boys and girls in all the political, social, legal and economic sectors in Monduli District and hence add value in development of the district.

The findings of the study would help various authorities, organizations and individuals in various ways such as the followings:

They will generate information and data on the access, retention and performance among Maasai boys and girls in Monduli. It will also help to advance practical solutions on how to alleviate the challenges that face them. The findings will help policy makers, planners, Non-Governmental Organization (NGO), Private Sectors dealing with issues of Access, Retention and Performance among Maasai boys and girls in Monduli to improve learning.

Given the fact that literature on the Access, retention and performance among Maasai boys and girls in Monduli and the factors confronting pastoralist boys and girls from enrolling in primary school education, is limited in Tanzania, the importance of this study is that it adds to the literature, and can also provide a basis for further research.

1.6 Limitation of the Study

The study conducted in selected six schools in Monduli district. The coverage period was three years from 2005/6 to 2007 information. The decision of three years is to attain the data which can show whether there are differences in access, retention and performance among Maasai boys and girls in Monduli. Therefore, the results may not necessarily be generalized to boys and girls in the country and beyond. The findings that will be collected will depend on the perception and willingness of respondents to share their experiences accurately and faithfully.

1.7 Scope and Delimitation of the Study

The study will be conducted in Monduli District. Area selected is because it has the same characteristic as many other pastoralist district in Tanzania where culture of people, discrimination of women, prostitution, early marriages early pregnancies unwanted babies, poverty, geographic position and access, cause poor performances of boys and girls. The study will be delaminated in to six schools focused on collecting data and information from primary school concerned with development of boys and girls. The study focuses on the stake holders accountable with social welfare, education officers, religion leaders and other politicians.

1.8 Conceptual Framework

The main goals of this study are to find the solution of access, retention, and performance of the pastoralist boys and girls in Monduli in order to eliminate every kind of operation within them in the society. A modified Stufflebeam CIPP model of 1971 is used in this study to assess the performances of the pastoralist boys and girls

in Monduli District. In addition the access, retention and performance of boys and girls is one of the activities in which one articulates the development of boys and girls under United Nations Millennium Development Goals (UNMDG, 2002)

The aim of this was to improve the conditions of boys and girls in Monduli district and the solution of oppression of boys and girls which abandon them from development within the district. Poor culture, geographic position, policy of the county, poverty, flexibility, sex harassment, punishment, quality management and distance are source of discriminations for girls. The process means pastoralist girls at Monduli district they are flexible and they are much affected with sex harassment, punishment and quality management. The assumption was that the culture, distance, flexibility, access, retention, and performances affect more girls in education than boys. Figure: 1 Illustrates on the access, retention and performance of Maasai boys and girls in Monduli as independent variable through intermediate variables influence dependent variable which was performance of pastoralist boys and girls.

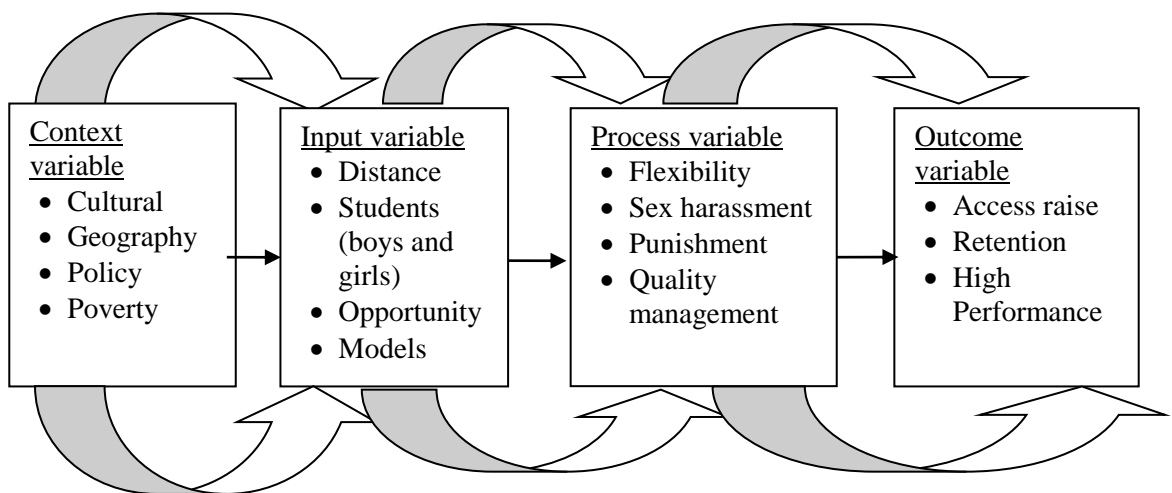


Figure: 1.1: Conceptual Framework Adapted from Stuffle Bean (1982)

Figure: 1.1: Shows the variables accounting for access, retention, and performance among Maasai boys and girls at Monduli. The independent variables in this study are the contexts and inputs that determine the process as well as outcome. This means that, the presence of cultural practices that does not favour education for boys and girls, geographical issues like distance from home to school that threaten boys and girls due to the presence of raping, policy that does not recognise the pastoralist's communities as well as poverty, have a direct relationship with the dependent variables that are access, retention as well as performance of primary schools pupils in Monduli district.

In 1998, the Parliament of Tanzania also became the first Parliament in East Africa to pass a law against social harassment for the women, boys and girls and children (National News Paper 1st July 1997) also government passed SME development policy which was approved by Parliament on 11/2/2003 and officially launched on 27/8/2003. The overall objective of the policy is “to” foster job creation and income generation through promoting of new SME's and improving the performance and competitiveness of the existing ones to increase participation and contribution to Tanzania economy.

Cross – cutting issues such as gender mainstreaming in all activities will be put as an objective of SME policies. The policy paper shows that gender mainstreaming will be enhanced in all initiatives pertaining to SME development.

In order for the Maasai community to benefit from SME policies the study intends to use the existing literature on gender mainstreaming to identify factors inhibiting

women and disadvantaged in receiving basic education groups from going into business. The study wants to specifically address the problems of Boys and girls enrolment in primary schools and performances of pupils in standard seven, so as to design programmes to address this problem of boys and girls in Monduli district. Maasai women cannot fully benefit from SME policy unless efforts are made to educate boys and girls in primary schools who will become tomorrow's women entrepreneurs, Ministers and Presidents.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the existing literature on the subject matter related to the Access, retention and performance among Maasai boys and girls in Monduli. It provides definition of key terms, empirical findings on what others have done pertaining to the subject and theoretical aspect that reviews various theories relating to the study and finally, the conclusions which will show the lesson learned from the literature review.

2.2 Theoretical Framework

2.2.1 Functionalism Theory

Functionalism is the oldest, and still the most dominant, theoretical perspective in sociology and many other social sciences such as education. This perspective is built upon two emphases: application of the scientific method to the objective social world and use of an analogy between the individual 'organism' and 'society'. Murphy (n.d), suggested functionalism is the fundamental metaphor of the living organism, its several parts and organs, grouped and organized into a system, the function of the various parts and organs being to sustain the organism, to keep its essential processes going and enable it to reproduce. Similarly, Jarvie (1973) opined that members of a society could be thought of as cells that institute organs whose function is to sustain the life of the entity, despite the frequent death of cells and the production of new ones.

Functionalist analyses examine the social significance of phenomena, that is, the purpose they serve a particular society in maintaining the whole. Whawo (1993), citing Hearn and von Bartalanffy (1959), sees society as an open system that maintains equilibrium through a feedback process or that portion of a system's output that is feedback to the input and affects succeeding outputs and adjusts future conduct by reference to the past. Heylighen and Joslyn (1992) see functionalism as the 'Trans-disciplinary' study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. Functionalism investigates both the principles common to all complex entities, and the (usually mathematical) models, which can be used to describe them. Schools are component parts of a system in the society and tend to maintain themselves in a steady state. A steady state occurs when a constant ratio is maintained among the components of the system, given continuous input to the system. A burning candle is often used as an example of a steady state. Upon being lighted, the flame is small, but it rapidly grows to its normal size and maintains the size as long as its candle and its environment exist. It is also self-regulatory; using the above illustration, a sudden draft will cause the flame to flicker, but with the ceasing of the draft, the flame regains its normal characteristics (Whawo, 1993).

Within this perspective, schooling is viewed as essential to society, in that it sorts and sifts above average students from average and below average students. It does this in order to ensure that the more talented students rise to the top of the socio-economic status system. Another major role of structural functionalism is that it teaches the skills and norms of society. Structural functionalists believe that in order

for society to remain a viable system all components must function together and thus require a system to install similar beliefs and values to each member of that society. Those who excel in society are those who have worked the hardest for their position, a social phenomenon called meritocracy. According to Hurn “this is a society where ability and effort count for more than privilege and inherited status”.

Society needs the best and the brightest to function at the highest levels, and therefore it gives its highest rewards to this same group of people. Hurn also theorizes that society functions much better economically when there is more education for the individual or for society at large. An individual’s acquisition of additional skills provides benefits to the society in which he lives. Hurn further stated that the more education there is the less likely there will be much inequality. Whereas, human capital theorists see education as an investment in which those who feel that the benefits of college outweigh the money are the ones that rise to the top of the socio-economic pyramid. Those who do not decide to further their education, then, are less deserving of the rewards that society has to offer. This is the basic fundamental way that functionalists see education.

Durkheim (1956) feels that schools are there to teach morals to children. These morals are the ones that society has set up so that everyone is the same and need to be taught at school rather than in the home because there is too much bending of the rules at home whereas school is a colder environment. In teaching morals, the schools are also teaching children that they must become part of society and have ties to society or the child and society will break down. Durkheim concluded that these

were the most important things that school could give to its children, a sense of belonging to a larger society. In Talcott Parson's opinion, a school's main function is to socialize children by using the idea of commitments. There are two types of commitments, commitment to the implementation of the broad values of society and commitment to the performance of a specific type of role within the social structure (Parsons, 1959). Presenting the functions of education from the sociological aspect, Carr and Kemmis (1986) drew attention to the fact that the principal functional requirements of education are first, to socialize the young into prevailing norms and attitudes so as to preserve social stability, and secondly, to stratify individuals in accordance with the complex network of roles that sustains the existing social order. The critical idea here is that school does not operate in isolation and its function in society is imperative to the development of the society. While D'Aeth (1975) observed that the central objective of education was to raise the level of skills, especially technical and management skills, needed to support economic growth and to provide an adequate supply of the whole range of professional expertise needed to run a modern nation.

Basic to this perspective is the conviction that the regular patterns displayed in human action are caused by social laws operating to ensure the order and cohesion necessary for the preservation of society. Society is therefore regarded as an interdependent entity maintained through impersonal law-like processes that operate without the intervention of human purpose. Particular institutions, such as education, are presumed to be 'functional' in the sense that they exist in order to serve some of the functions that must be fulfilled for society to survive (Carr & Kemmis, 1986, pp.

58–59). Carr and Kemmis further argued that the functionalist sociology of education provides knowledge of how the social mechanism already operating in educational institutions could be modified so that the equilibrium of society could be maintained.

The researcher takes as his point of departure the functionalist approach to education because it views the school as a unified purposeful organization or simply as a system that is made up of component parts. The entire staff in the school system is viewed as a whole and they are supposed to be experts in their field. Thus, a clear picture of this ‘classic’ view of access, retention and performance among primary schools boys and girls in Monduli district. Therefore, I conclude that functionalism as a school of thought focuses on what makes society function determines its use and purpose. However, given that different situations may influence access, retention and performance of students and the society at large, Eraut (1994) argued that most accounts of the ideology of professionalism follow the functionalist models developed by Goode (1969), Merton (1960) and Parsons (1968), which accord primacy of place to the professional knowledge base. The problem, to which the concept of a profession is said to provide an answer, is that of the social control of expertise. Experts are needed to provide services which the recipients are not adequately knowledgeable to evaluate.

Also, the purpose of this choice is not to test or refute functionalist theory, but to use it to select variables of interest and to organize my research. An examination of the concepts used in this work fits into this framework because a picture of the typical outlook of professionalism is the first step towards accepting the contemporary

meaning of professionalism for today's teaching and practice issues. In essence, the goal is to test how access, retention and performance in terms of access to primary school education, difference between dropout and retention rate of primary school for boys and girls and boys and girls performance in school examination. The researcher's preference of the functionalist theory does not mean that functionalist theory is not without criticism from other schools of thought. The functionalists were criticized on their view of the causes of educational failure which apportioned blame on the individuals not the society, the poor, or the rich. Functionalists were positive regarding the common social goals of education and failed to recognize that it was hard to achieve common social goals. They also criticized the functionalist's failure to see that social stability might be a result of a 'manipulated' and 'illusive' consensus. They failed to see education as necessary for motivating individuals for their own personal development rather than the sake of national economic need.

2.3 Empirical Review

2.3.1 Access to Primary School Education for Boys and Girls

Various literatures such as (Rutashobya L.K. 1991), (Rwebangira, M.1996), explains efforts made to promote women problems arising from these efforts and their limitations. These studies have focused on Maasai boys and girls with their different age and education, teachers who normally provide education, town or city women business entrepreneurs, without forgetting about rural women entrepreneurs. However, the increases in enrolment in primary schools was seen mainly after the implementation of primary education development plan (PEDP) that articulates the vision of universal primary education (UPE). This was, the implementation of free

primary education to achieve education for all (EFA-2000) goals, and Millennium Development Goals (MDGs) with the great aims to help boys and girls to master development.

The study focus to use existing literature on Access, Retention and Performances of boys and girls in order to address the question of enrolment of boys and girls and its performances in primary education.

Sexism within ethnic groups; When analysing sexism that affecting boys and girls from ethnic background it was important to remember the two kinds of discrimination that have been used above. One was legitimate, being accepted part of society institution structure, such as the different ranks in an army. The other was illegitimate discrimination. Whether or not discriminations considered illegitimate depends on societal values. (Theodorison and Theodorson, 1970).

To an external observation from a society with a different culture and different values some of the apparent discrimination seen in the sample school could well be interpreted as sexist prejudice.

Therefore, pastoralist girls bear most of the burden of reproduction. As a result of their biological ability to gestate and reproduce, social prescriptions shape what was considered to be acceptable for girls during much of their reproductive life. Motherhood confers certain responsibilities upon girls that can restrict their movement in education and labour and entrepreneurship participation. Consequently,

girls may enter and exit the labor market more frequently than men and, had lower job tenure, also they acquire less on-the-job skills which restrict them to have education in the world learner. Women and girls may, therefore, seek education and employment in sectors (including the informal sector) where job tenure is less important so that they will change the social attitude and overcome social harassments. As a result of poor education, fewer women girls may possess long-term contracts or work in the formal sector (Babel, 1974).

Inclusive participation in education; Is a central concept and foundation principle for community development; the real meaning of participation is the collective effort by all the people concerned to pool their efforts and whatever other resources they possess together, to attain objectives they set for themselves. In this regard, participation is viewed as an active process in which the participants take initiatives and actions that are stimulated by their own thinking and by deliberations over which they exert effective control (Nikkhah and Redzuan, 2009). There are different types of participation that can be used by the society in order to encourage the development of the Maasai boys and girls and reduce retention in primary schools. Participation by giving and participating by consultation.

Two major forms of participation, most participation of the community taking to account boys and girls takes two forms which are functional participation and interactive participation.

Functional Participation; Community participates by forming groups to meet predetermined objectives related to the project. Their participation tends to occur at

later stages of a project after major decisions have been made. They may become independent but are initially dependent on external facilitators. Also functional participation means to look beyond territorial representation of interests to determine how specific groups are necessary for specific purposes Turner (2002). These purposes can vary, but management and other supporting staff has been linked with the functional participation. The goal for the functional participation is to define and institutionalize them as primary players, but also to facilitate decision making that effectively privileges them at the expenses of others.

Functional representation legitimizes specific groups and confers upon them legal rights and authority to speak for other boys and girls. The functional participation rests upon an assumption of equal representation that the author notes is not always achieved in reality.

Interactive Participation; Society participates in the issues related to boys and girls in joint analysis which may lead to action plans and the formation of new local groups to discuss the strengthening of existing on the challenges confronting pastoralists' boys and girls from enrolling in primary school education Groups take control over local decisions thus; people have a stake in maintaining structures or practices. The interactive participation gives dimension. It therefore results to responsibility, making one to be more active and effective. Also interactive participation results to promote active learning processes.

That was because community members do participate in a combined analysis in the plans as well as the formation of new groups for the betterment of the entire

community (Mchomvu 2002). Participation is also include participation by giving and participation by consultation according to the international association for public association (IAP2),

Normally people participate by answering questions designed by researchers and project managers. They do not have the opportunity to influence proceedings as the findings are neither shared nor checked for accuracy. Thus the concept of Participation by giving is not a “one size fits all” principle as the level and form of participation vary with the stakeholders’ capacity to participate and the issues that need to be addressed by stakeholders according to the development project or programmes. Mchomvu (2002), in a normal situation community is supposed to participate in the active participation as are mostly encouraged because the local community is involved in planning and in identifying the real project which solve their problem as well as creating the sense of ownership hence sustainability of the development projects.

External agents define both problems and solutions, and may modify these in the light of people’s responses. People do not share in decision making as their views may or may not be taken on board. Also it related with involving people seeking contributions and views about a particular policy or services, whether from individuals or groups. This can be done through holding a meeting or sending a questionnaire to complete. For instance, community participation by consultation can be done through services like libraries, museums, government archival, and art events: the accessibility of these services can be on managing of the adult learning

and training opportunities, access to the countryside, social care for adults and works with partners in the police, fire services and other councils (Odd 2006).

Listening to local people and finding out what they think of the services provided is essential because it helps us to work out what we need to do to make them better. By taking part in a consultation or survey, attending an event or meeting one can influence the decisions that affect the local community. Local Community is supposed to be encouraged to participate in the work of helping children especial boys and girls and through consultation and engagement by making sure they listen to them, and involve users and non-users in the design, development and delivery of services.

Women Access to Education; the declaration in the universal declaration on human rights Article 26 shows that education is a basic right to every human being irrespective of race, sex, economic status, age and occupation asserted the importance of education in people's lives.

Education is a central to a human being's liberation culturally, socially, politically and economically. Many researchers emphasize that women's greater access to formal education has a positive effect on their social, political, and economic life (Stromqui, 1994). However, much of the growing literature on the impact of formal education on women's social, political and economic activities shares views that women in developing countries have been denied equal opportunities and participation in formal education (Burette, 1994).

Provision of education is sexually biased in third world countries including Tanzania (Burchart, 1993, Malinguist 1992, Mbilinyi et al., 1990; Malekela, 1987, 1983). Although there have been deliberate effort to equalize the provision of education in Tanzania. Therefore, even the provision of education for the pastoralist boys and girls could be falling victim of such ideologies which seek to perpetuate the disadvantaged social status of women. (Horn, 1987).

Women are overwhelmingly employed in the secondary sector where job are described as repetitive and dependent and therefore characterized by low security and low social status (Min, 1994; TGNP, 1993). In which sector, workers have little possibility to change their position in the labour market. Elson and Pearson (1986) pointed out that boys and girls do not do 'Skilled job' because they are the bearers of inferior labour and poor education back ground, but that the job they do are 'unskilled' because boys and girls enter them already determined as inferior bearers of education.

2.3.2 Difference between Dropout and Retention Rate in Primary Schools

Factors hindering pastoralist's girls in education; throughout many countries and regions, the gender division of labor within the household underpins fundamental differences in the rights and responsibilities of men and women. In many rural societies, for example, women are responsible for household provisioning: food crop production, gathering fuel, hauling water, and take care of children, aged people and sick persons. In return, men are expected to meet certain cash requirements of the household. This division of labor affects women's ability to participate in paid

employment, to access education and training, and influences their choice of productive activities (Dhameja, 2002).

Gender and Education; Although there are variations across countries, social norms strongly influence men's and women's in both learning and working environments. Some tasks in schools and jobs are considered more appropriate for men or women, and overt or covert screening filters out applicants who defy these norms. These same norms and expectations also influence women's access to productive assets and their ownership of wealth.

In many regions of Africa, for example, men hold formal land title while women's land rights are contingent upon their status as a wife or mother. Any change in civil status for the woman, such as widowhood or marriage, alters her land rights and her access to a critical productive resource. Consequently, gendered social norms that restrict women's ownership of assets can have far reaching implications for their ability to access other productive resources, limiting their productivity and ability to engage in economic activity (Babel, 1974).

Pastoralist girl's role in development; There are girl's roles in our society by which they are expected to be careers. This profoundly influences their experience of life and limits them in terms of employment opportunities. It is usually women who disrupt their careers to care for children or for aged parents, then Moore (1993) comments that, women therefore become dependents on their husband, their parents or state. According to Chitere and Mutiso (1991) in their book stated, women play

crucial role in development of any society. It thus becomes impossible to talk of rural development without articulating the role of women. Statistics available in the third world countries shows that women constitute nearly two-third of the rural population. Studies by authors such as Boserup (1970) and Pala (1974) among others, demonstrated that, women are the majority of the small-scale farmers in the rural areas. They are also the producers and custodians of family life.

In Tanzania both traditional and current population dynamics have tended to give a dominant role to women in the farming systems. Farm work is predominantly done by women. Studies show that rural-urban migration of men seeking wage works tends to change rural farms into almost exclusively female farming systems (Bhasin, 1992).

2.3.3 Performance of Pastoralist Boys and Girls in Primary Schools Examination in Monduli District

Several studies around the world have been carried out which throw light on the challenges confronting pastoralists boys and girls from enrolling in primary school education. Though the three major stages in the development process – of creating, nurturing and nourishing – are the same for men and women, there are however, in practice, problems faced by women who are of different dimensions and magnitudes, owing to social and cultural reasons. The gender discrimination that often prevails at all levels in many societies impact the sphere of women in industry too, and a cumulative effect of psychological, social, economic and educational factors act as impediments to women entrepreneurs entering the mainstream.

One of the reasons for the poor performance of boys and girls is lack of societal support especially the presence of gender stereotype in the society. According to Moore (1993) the overwhelming majority of the poor are pastoralist boys and girls, and that the overwhelming majority of the disabled are women that women form the majority of very elderly and those women are more likely to be suffering from mental illness. So if we talk of the poor and disabled, we are also talking about women. Also Moore (1993) argued that, women form the single target group of people in poverty. This is often hidden in the way the figures are presented, by dividing the poor into categories such as pensioners, those in full-time employment, single parents the sick and disabled. However these categories are dominated by women.

Also most of the women especially in rural areas are not literate as it was revealed by UNESCO survey (1982) “most of Tanzanians non-literate populations are women and the greatest percentage of the rural inhabitants”. The situation has reduced the understanding, organizational performance and managerial abilities of the women in Tanzania.

The World Bank reported that boys and girls can have positive impact on education quality if it is appropriate well organized, recognized and competently delivered(world bank 1988) research in Bangladesh, Colombia and Ethiopia suggest that relevant, regular, and practical training that is well implemented is prerequisite for excellence (Dalin 1992). Teacher professional development is described as professional embracing all activates that enhance profession career growth. There is

agreement among scholars about the important of boys and girls and competence in the learning process. (Galabawa 2001, URT2007).

Pastoralist boys and girls in Tanzania are very hard working yet they are among the poorest citizens. Most boys and girls strive to alleviate themselves from poverty with little or no support at all.

In growing numbers, they are now organizing themselves into different groups to help to improve the standard of living of their families. Groups have been formed for business start-up guidance, milk processing, pottery production, vegetable growing and several other enterprises.

These women face many challenges such as how to market their products, understanding micro-finance and loan application procedures and many more. Volunteers are welcome to assist with training and offer any useful skill.

The assistance from the volunteers should be directed to facilitate the women:

- To formulate groups constitutions for their centres with regards to rules, regulations and benefits for group members.
- To analyse their problems and become familiar with existing oppressive and exploitative socio-economic relations.
- To become self-reliant by prioritizing their needs and interests.
- To balance their family responsibilities while remaining committed to their business acumen.
- To expanding their business and get marketing opportunities in formal sector.

- Improve their family life, pay school fees for their children and their own houses.

Pastoralist Women's Development in Tanzania; through women's group movement, women have expanded their activities from social to house improvement and economic project. The Tanzanian government through the Ministry of Community development, Women Affairs, and Children has shown commitment towards the movement by strongly supporting women's empowerment in political, social and economic aspects of life.

According to Presser and Sen (2003) in their book titled "Women's Empowerment and Demographic Process" stated that, in recent years empowerment of women has become a stated priority of governments, multilateral and bilateral institutions, and private foundation concerned with demographic trend. For instance, The Plan of Action of the 1994 International Conference on Population and Development (ICPD) agreed by 183 countries (including Tanzania) stating that, "the empowerment and autonomy of women and the improvement of their political, social, economic and health status is highly important end in itself (and) is essential for sustainable development" (United Nations, 1994).

In Tanzania, Non-Governmental Organizations (NGOs) support women to improve their standards of living by developing their initiatives and locally encouraging the use of available resources. To this end, they emphasis women participation and involvement as prerequisite for financial, technical and moral support. For instance, The Political Handbook & NGO Calendar (2002) Tanzania stated, "There is no doubt

that NGOs have a role to play in the improvement of the life hoods of the Tanzanians. By their nature NGOs have a potentially transformative role to play in strengthening civil society, providing space for women, youth, the poor and other disadvantaged groups to organize themselves around their own concerns and challenge status quo” (United Nations, 2002).

Although NGOs involvement in rural development favours small-scale projects focusing people at village or community level they are, according to Tongswate and Tips (1989) claimed to be autonomous, flexible, efficient and effective as they aim at: fostering people’s self-reliance, developing human resources, increasing productivity, increase local peoples income and developing quality of the life of the people.

Tanzanians National Policy on Women in Development; Most development plans and policies of African states have been "gender blind." The planning and policy making processes in the region have failed to appreciate the fact that women and men have different roles and that their needs and constraints are different.

According to population census (1988), women in Tanzania account nearly 51% of the total population. The economy of Tanzania depends much on agriculture; about 90% of the able bodied population is engaged in agriculture of which about 75% are women. Yet the status of women is still low, both economically and socially. In spite of efforts made by the government, it remains a fact that few women participate in decision making.

The policy document argues that, this situation permits because of a number of factors such as: Lack of a specific body charged with the responsibility of training of framing and issuing guideless and follow of implementation of development programs for women, Inadequate in cooperation of women issues in planning process at village, region and national levels, Customs and traditions which disseminate against women, Lack of guidelines on planning and development of women in general, No recognition and appreciation by society of the multiple roles and the heavy workload borne by women, Lack of a correct interpretation of the concept of women in development, and unfair distribution of resources.

In brief, plans and policies have not been "gender responsive." That is, they have not recognized existing gender imbalances, and have not taken into account the different gender roles which men and women the constitution emphasis the equality of each person, respect for each person, humanity and right to justice before law. Empathy it safeguards gender freedom, security of life, right to ownership of property and productive resources, right to work and play. Women are therefore constrained in participating effectively in the development process because their subordinate position in society is ignored in development planning and policy making, while their concrete needs are equally ignored. This is reflected in the manner in which resources are allocated and utilized.

Then the Policy states that, "Tanzania believes in the equity and rights of each person. This belief enhance in the constitution of the United Republic of Tanzania of 1977 as amended in 1984. .

2.4 Synthesis of the Review of Literature

Deferent views have emerged from the above literature review and actually have revealed crucial views and concerns on boys and girls which form the foundation of this study of the access, retention and performance of boys and girls in pastoralist society in Monduli district. The literature review has provided the solution, of pastoralist boys and girls as I mentioned before.

Firstly, it has been observed that, education may be better than any other things.(Nyerere 1968, 1972, Rosenbaum1979, Spellman 1991, Gajendra verma1989). Secondly, it indicated that many boys and girls from pastoralist societies hate schools due to poor living condition, cultural practices, hash treatment from teachers, early marriages for girls , and lack of accountability among government leaders. Kayombo (2007) Wintham (1992), Lieberman (1956) and UNICEF (1978).

2.5 Knowledge Gap

It appears that only a few studies have been done to assess the provision of women's education and participation in business oriented enterprises in Tanzania, with a specific focus on access retention and performances boys and girls from enrolling in primary school education. Besides, it seems that hardly any study has approached that theme from the perspective of gender except, perhaps, one by Mgaya (1976) which looked at the conditions of workers in the lower and the middle positions in the factory, with a particular focus on women. The study discovered that female workers of the two positions were discriminated against in terms of education, training, work, promotions and leadership positions due to their dual roles of home

and work place, believed to originate from the traditional sexist division of labour, as well as due to lack of the requisites education. In ideal conditions, therefore, women, like men, need political stability which guarantees protection of their basic human rights, social security to be able to engage in productive activities, the right to develop and utilize their talents, fair pay for the work they perform, and the right to participate in the management of their societies as intellectuals, policy makers, producers and consumers.

This study therefore, intended to assess the challenges confronting pastoralists' boys and girls from enrolling in primary school education in Monduli District.

Monduli District is one of the seven Districts of Arusha region, the other districts are Longido, Karatu, Ngorongoro, Arusha municipal, Arusha District and Meru District. Monduli District lies between 4° to 4°3'S Latitude and 34°E to 35°E Longitudes. Altitudes range from 1000 meters to 1500 meter above the sea level.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter would focus on the methods which would be used at the field, aiming at fulfilling the research objectives. It includes sources of data, collection methods, sampling procedures sample size; research design, data analysis and data interpretation.

3.2 Location of the Study

Monduli was one of the seven districts of Arusha Region in Tanzania. These include Monduli, Ngorongoro, Karatu, Arumeru, Longido, Meru and Arusha City council. It is located in the north-eastern section of the country. It is bordered to the north by Longido District to the east, by Arusha District and Arumeru District, to the south by Manyara Region and to the west by Ngorongoro and Karatu Districts. According to 2002 Tanzania National Census, the population of the Monduli District was 184516 people. Men were 89676 and Female 94840. Children was 49%. The population is growing at a rate of 3.9%. The National Census, (2002).

Monduli District is administratively divided into three Divisions which are Manyara, Makuyuni and Kisongo which all contains 14 wards namely Monduli Urban, Engutoto, Sepeko, Lolkisale, Moita, Makuyuni, Esilalei, Mto wa Mbu, Selela, Lepurko, Meserani, Majengo, Engaruka and Monduli Juu. There are 60 Public Primary Schools, 13 Secondary Schools, One Teachers Training College, one

Community Development College, and one Vocational Educational Training Centre at Mto wa Mbu. People that reside in Monduli District are Maasai people. They are pastoralists who shepherd sheep, goats and cows. The main language is Maasai and Swahili. The Maasai live in huts made of mud. They are friendly people and live peacefully alongside one another. Women do most of the casing for children and farming, while men and adolescents roan the fields with the livestock during the day. Maasai social activities include dancing and other traditional ceremonies for Men. The area contains about 4.6 million animal's majority of which is livestock. The reason for selecting this is that, pastoralists' society is always movable in search of pasture and waster which makes pupils in primary schools to be absent and increase of truancy. Therefore, there is a need of conducting this study.

3.3 Research Paradigm

Research paradigm is the mental and philosophical dispositions a researcher may have, consciously or unconsciously, on the nature of knowledge, how it is acquired and the nature of human beings, as a respondents in any social reality under microscope and can only be qualitative or quantitative (Omari 2011:2). The research paradigm chosen is quantitative because the researcher intends to present the information by using numbers, figures and frequancies on the access, retention and performance among Maasai primary schools in Monduli district.

3.4 Research Design

Research design refers as a chosen and planned ways of investigating the social reality or the planned arrangement of how to address the research problem and are

organized in such a manner as to optimize on research outcomes (omari 2011:49). The research design used in this study was survey design because it is through this, researcher was able together a large number of sample at a particular time so as to describe the nature of the problem being investigated.

3.5 Target Population

A population is the totality of any group of units which have one or more characteristics in common that are of interest to the research (Omari 2011:71).

The target population in this study was district educational leaders and education stakeholders.

3.6 Sampling Methods and Sample Size

3.6.1 Sampling Method

In this study, which comprised 31, respondents, different sampling methods were utilised so as to meet the demand of the main objective of the study. Therefore, the District Education leaders and Education stakeholders Pupils both boys and girls, were included in this study. Six sample schools were selected in Urban, Semi-urban and rural areas as shown in the table below:

Table 3.1: Sample Schools from Urban, Semi-urban and Rural

Urban	Mlimani Pr	Makuyuni Pr
Semi-Ubarn	Lashaine Pr	Olarashi Pr
Rural	Orkeeswa Pr	Mfereji Pr

Source: Researcher (2015)

Table 3.2 Age of Respondents

Age of Students	Number of Respondents	Percentange
25-35	24	77.4
35-50	7	22,6
TOTAL	31	100

Source: District Education Office in Monduli (2015)

The above table 2 signifies the categories of age of respondents from sample studies at Monduli district. The categories range from 25.50 years old.. The age of respondents were found from personal files in the school. The age of other respondents rather than teachers were given by the respondents to the researcher. The sample for each stratum the research picked sampling obtained from teachers' population on the respective schools.

3.6.2 Sample Size

The study on Access, Retention and Performance of pastoralists' boys and girls in Monduli covers a sample size of 31 respondents who were obtained by their title in the sample schools, in rural semi- urban and urban schools. The number which were obtained are from urban, semi-urban and rural schools, which was 30 include 1 District Education Officer.

3.7 Sources of Data

Data were collected from both primary and secondary sources. Primary data would be collected from school records by using checklist collection instrument. According to the data which would be obtained from checklist instrument and interviews would be analysed interpreted and recorded clearly. Key informants would be Head of schools, Teachers from sample schools, District Education Officer

and School Committee Chairman. Those respondents, had given the researcher rich information about access, retention, and performance of boys and girls in pastoralists areas.

3.7.1 Primary Data

Kothari (2000) defined primary data as those which are collected afresh and for the first time and thus happen to be original in character. Primary data was collected using an checklist instrument, documentary and interview would be one through, conversation with education leaders, and other education stake holders. The researcher used school attendance in pilot school to analyse enrolment of boys and girls .Also data collected in primary level shows challenges faced boys and girls in the objectives stated by the researcher.

3.7.2 Secondary Data

Secondary data are data collected by someone else and which have already being passed through the statistical process (Kothari, 2004). Secondary data generated from socio-economic survey on factors influencing community participation in decision making in local authorities were collected mainly on documentary review concerning with pastoralist boys and girls, community in Monduli district level. In those secondary data the researcher used district examination results for selected three years.

3.8 Data Collection Methods

According to Enon (1995), an instrument or tool is the technique or methods/

procedures of data collection. In this research the recommended instruments were documentary review, and interview.

3.8.1 Interview

Kothari (2005) interview method of collecting data involves presentation of oral - verbal stimuli and reply in terms of oral – verbal responses. Therefore, researcher used structured and unstructured interview for district education leaders, and education stakeholders in order to get detailed information concerned with the study. According to Kothari interviewer may catch the informant off guard and thus may secure the most spontaneous reactions than would be the case if mailed questionnaire is used. Also researcher collects supplementary information about the respondent's personal characteristics and environment which is often of great value in interpreting results.

3.8.2 Direct Observations

Observations allow the investigator to learn about things participants may be unaware of or may be unwilling or unable to discuss in a questionnaire or in an interview (Oka and Shaw, 2000). The study used this instrument to observe data of access, retention and performance of boys and girls for three years. The researcher studied the data collected and made recommendation on how to go about the three objectives selected in the study.

3.8.3 Documentary Review

Documentary source in this study was used in order to collect secondary information related to the study. This source is recommended by Bailey (1994) saying that the

use of documentary review is the analysis of documents that contain information about the phenomenon we wish to study. The documents to be reviewed in this study include the trend and extent of access, retention and performance among Maasai primary schools, registration books and examinations results. These documents were obtained from the Head teachers' offices and class teachers. The researcher used a checklist with simple Yes or No that will enable to record whether some of characteristics involved in the study are present or not.

3.9 Quality Control

3.9.1 Validity of Instrument

According to Kothari (2004) validation of the instruments refers to the quality of gathering instruments or procedures which measures what they are supposed to measure. In this study the researcher developed pre-test interview to primary school teachers in Monduli district who were obtained by chance, in order to check the effectiveness of each instruments. Also researcher sat with classmate to see if the instruments are valid. At the end the researcher seek recommendation from supervisor before producing the final instruments.

3.9.2 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions Bell (1997). That is, if we repeatedly asses access, retention and performance among Maasai primary schools boys and girls a person would get the same answer each time? (Assuming the person attitudes do not change). According to Bell there are several devices for checking

reliability in scales and tests such as re- test, alternative forms methods or split half method. As he recommends, reliability of this study's instruments are ascertain by pre- testing the instruments before going to the field. The researcher would give questionnaire guides to the same groups of the respondents and re- testing them.

3.10 Data Analysis

Data analysis refers to the examining what has being collected in survey or experience and making deduction (Komba et al 2006). Data collected were classified, categorized and summarized into meaningful groups transcribed into worksheets and tabulated. Collected data were also be edited, coded so as to be able to enter into the Microsoft Excel Programme. Data collected from interview and secondary data were summarized generally on the access, retention and performance of pastoralists' boys and girls at Monduli. The results had been recorded and analyzed, in systematic way in order to achieve in the objectives.

3.11 Ethical Consideration

Wells (1994), defined ethics in terms of code of behaviour appropriate to academic and conduct of research. The ethical consideration observed in getting informed consent from adult participants and from teachers, parents and pupils are involved. The researcher consulted supervisor on ethical issues in the university, the researcher was abide with confidentiality from the people who provided information required; there were no exposing or leaking of information without consent of the person who provided information, and the researcher humbled to cultural and belief of respondents.

CHAPTER FOUR

4.0 ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction to the Chapter

This chapter presents the analysis, interpretation and discussion of the findings. The results from the school records, interviews and survey method had were related to the research questions while adhering to the research objectives.

4.2 Demographic Characteristics of the Sample

4.2.1 Age of Respondents

Table 4.1 shows that respondents 24 (77.4%) of all respondents had an age of 25-35 years, and 7 (22.6 %) of all respondents had age between 35-50 years.

Table 4.1: Age of Respondents

Age of respondents	Frequency	%
25-35	24	77.4
35-50	7	22.6
TOTAL	31	100

Source: Field Data (2015)

Table 4.2: Completion of boys and girls in Monduli District: 2011-2013

Pupils Enrolled					Pupils Completed			Percentage	
	Years	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Total	2005-2007	624	659	1283	661	616	1277	51.5	48,0

Source: Field Data (2015)

The above data indicated that in 2005 to 2007, a number of pupils who were enrolled for three years were 1283, out of which 624 were boys (51,5 per cent), and 659 were

girls (48.0 per cent). Hence the data revealed that more girls than boys were enrolled, but number of boys completed were higher than that of girls.

Table 4.3: Standard one Enrolment by Age and Sex at Ngarash Primary School

2006				2007			2008			2009			2010			TOTAL		
AGE	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
7	14	20	34	13	17	30	19	20	39	14	10	24	13	16	29	73	83	156
8	12	16	28	9	10	19	12	13	25	10	8	18	7	5	12	50	52	102
9	10	8	18	5	4	9	7	6	13	6	3	9	5	4	9	33	25	58
10	8	5	13	-	2	2	2	2	4	2	2	4	2	4	6	14	15	29
11	1	2	3	-	1	1	1	1	2	-	-	-	1	2	3	3	6	9

Source: Field Data (2015)

Table 4.3 above revealed that total boys and girls at age of seven that were enrolled for the years 2006-2010 were 156 out of which 73 were boys (47 per cent) and 83 were girls (53 per cent). Pupils of age 8 were 102, boys being 50 and girls 52. In the same years 58 pupils with age 9 were enrolled, 33 being boys and 25 girls. And those which had 10 years were 29, out of which were 14 boys and 15 girls. Pupils with 11 years old were the least number of enrolment in those three years, that is only 3 boys and 6 girls were enrolled.

Table 4.4: Dropout in Standard One Enrolment by Age and Sex 2006-2010 at Ngarashi Primary School

CLASS	2006			2007			2008			2009			2010			TOTAL		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1-11	3	2	5	1	2	3	1	1	2	1	1	2	2	-	2	8	6	14
11-111	3	1	4	2	-	2	1	1	2	2	2	4	1	-	1	9	4	13
111-1V	1	1	2	2	1	3	1	2	3	1	-	1	-	-	-	5	4	9
1V-V	1	-	1	1	-	1	1	1	2	1	1	2	1	-	1	5	2	7
V-V1	-	-	-	-	-	-	1	-	1	3	-	3	1	1	2	5	1	6
V1-V11	2	-	2	-	-	-	-	2	2	2	-	2	1	1	2	5	3	8

Source: Field Data (2015)

Key; B- Boys G-Girls T-Total

Table 4.4 above indicated that in 2006 - 2010, a total number of 37 boys and 20 girls didn't complete class seven.

Table 4.5: Number of Students Who Passed Class Seven: 2006-2009 by Age and Sex in Monduli District Council

2006			2007			2008			2009		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1105	682	1787	968	814	1782	1039	870	1909	9112	2360	11472

Source: Field Data (2015)

Table 4.5 above, indicates number of students who passed class seven, boys and girls at Monduli District between the years 2006 – 2009. The statistics shows that in 2006 out of the total number of those who passed only 38.1 per cent were girls while boys were 61.8 per cent, and the trend goes on for the following years. To summarize, all the years indicated above, shows that number of girls who passed the exams were less compared to the number of boys each year.

Table 4.6: Performance of Boys and Girls in Sample Schools for Three Years

Completion Levels In Numbers					Pass Levels in Numbers			Percentage Pass	
Schools	Years	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Olarashi	2011-2013	128	105	233	58	73	131	44.2	53.7
Mfereji	2011-2013	108	50	158	89	42	131	67.9	32.1
Mlimani	2011-2013	134	101	253	91	43	134	67.9	32.1
Makuyuni	2011-2013	151	172	323	74	42	116	63.7	36.2
Lashaine	2011-2013	90	125	215	89	61	150	59.3	90.6
Orkeeswa	2011-2013	50	63	113	51	44	114	53.5	38.5
Total		661	616	1277	452	305	757	100	100

Source: Field Data (2015)

Table 4.6 above, shows that the number of boys who completed primary school was higher than that of girls. Out of a total number of 1277 who completed primary school education between 2011 and 2013, 661 boys (51 per cent) completed school while 616 girls (48.2 percent) completed primary education. The data also show that boys performed better than girls. Out of 757 pupils who passed the exams, 452 were boys (58.2 per cent) and a total number of 305 girls passed the exams (39.3 per cent). The Data also shows that with the exception of Olarashi and Lashaine the rest of the schools, girls performed poorly than boys.

Table 4.7: Number of pupils expected to be enrolled: 2005-2007 for Urban Schools Makuyuni and Mlimani

	2005				2006			2007		
Mlimani	Age	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	7	30	35	65	41	42	83	43	42	85
	8	9	15	24	-	2	2	5	3	8
	9	3	4	7	3	6	9	-	-	-
	10	1	3	4	3	7	10	-	-	-
	11	2	-	2	3	-	3	-	-	-
	12	1	1	2	-	2	2	-	-	-
	13	2	-	2	-	-	-	-	-	-
	TOTAL	48	58	106	50	59	109	48	45	93
Makuyuni	7	62	71	133	70	72	142	68	61	129
	8	15	3	18	2	1	3	2	1	3
	9	-	-	-	1	1	3	-	-	-
	10	-	-	-	-	-	2	-	-	-
	11	-	-	-	-	-	-	-	-	-
	12	-	-	-	-	-	-	-	-	-
	13	-	-	-	-	-	-	-	-	-
	TOTAL	77	74	151	73	74	147	70	62	132

Source: Field Data (2015)

According to the census done in 2005-2007, at urban schools it was revealed that pupils who were expected to be enrolled in class one were aged 7-9 years

old. Parents who stayed in urban areas had motivation in education, for that matter their children were enrolled in school by following education policy.

Table 4.8: Number of Pupils Expected to be enrolled in Class One-2005-2007 for Four Sample Schools

2005				2006			2007			Orkeeswa
Age	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
7	21	36	57	19	30	49	20	30	50	
8	6	8	14	5	3	8	3	-	3	
9	9	7	16	2	-	2	5	2	7	
10	1	1	2	1	-	1	1	1	2	
11	3	2	5	1	-	1	2	-	2	
12	1	1	2	1	-	1	1	-	1	
13	1	-	1	1	-	1	1	-	1	
TOTAL	42	55	97	30	33	63	33	33	66	
7	12	9	21	13	10	23	21	22	43	Mfereji
8	3	2	5	4	2	6	2	-	2	
9	7	8	15	5	3	8	1	1	2	
10	3	-	3	-	-	-	1	1	2	
11	2	-	2	5	1	6	2	2	4	
12	1	-	1	-	-	-	-	-	-	
13	1	1	2	2	1	3	-	-	-	
TOTAL	29	20	49	29	17	46	27	26	53	
2005				2006			2007			Olarashi
Age	B	G	T	B	G	T	B	G	Ts	
7	22	19	41	30	33	63	31	36	67	
8	7	2	9	2	-	2	1	1	2	
9	4	3	7	1	-	1	-	-	-	
10	2	2	4	-	-	-	2	-	2	
11	1	2	3	1	-	1	-	-	-	
12	2	1	3	2	-	2	-	-	-	
13	2	-	2	1	-	-	-	-	-	
TOTAL	40	29	69	37	33	70	34	37	71	
7	16	19	35	21	20	41	19	21	40	Lashaine
8	10	9	19	4	5	9	3	6	9	
9	8	5	13	7	2	9	2	2	4	
10	3	3	6	3	2	5	3	1	4	
11	4	2	6	3	1	4	2	2	4	
12	1	--	1	1	-	1	1	-	1	
13	1	-	1	1	-	1	-	-	-	
TOTAL	43	38	81	40	30	70	30	32	62	

Source: Field Data (2015)

Table. 4.8 above, shows that pupils who were enrolled in rural schools especial boys were aged seven years old and above. The researcher observed that, those boys had to feed animals before starting school. Due to the census conducted in three years at Monduli 2005-2007 was an example. 97 percent of all pupils in urban school were enrolled in the appropriate age while 75 percent were found in rural schools. The causes of this implication was that in rural areas school children were forced to take care of their young's brothers/sisters, aged persons and other domestic family duties.

4.2.2 Sex of Respondents

Table 4.9 below illustrates ex of the respondents whereby women were 19 while men were 12. In Monduli council women are more encouraged in all aspects of development regardless of culture that practiced by Maasai compared to men. Much of the development in both social and economic development, over the few years has been related to the participation of women, and helping empowering boys and girls in development. For this case it was realized that the importance of women, young persons and children of both sexes in the village and in towns, supposed to be encouraged in learning.

Table4.9: Sex of Respondents

Sex	Frequency	(%)
Men	12	38.7
Women	19	61.3
Total	31	100

Source: Field Data (2015)

Formation of new polices and other entrepreneurship skills was to eradicate poverty and empowering women to increase efficient and effectiveness. Women are more

potential and important in making decision which can bring positive impact in any community as they are more affected in any culture made by the society.

4.3 Analysis by Objectives of the Study

4.3.1 Access, Retention and Performance for Boys and Girls

As the first objective of this study, it was the interest of the researcher to find out education access, retention and performance for boys and girls in relation to enrolment by age, in this case, the access, retention and performance of Olarashi, Lashaine, Mfereji, Mlimani, Makuyuni as well as Orkeeswa have been analyzed. The analyses of data have been based on the location of these schools whether they are located in rural, urban as well as semi urban.

4.4 Age of Enrolment in Urban Primary School :2005-2007

Results in table 4.10 below shows; age of pupils both boys and girls who were enrolled at Mlimani and Makuyuni in Monduli District ,It was observed that 84.9 per cent of all pupils who were expected to be enrolled in class one at Mlimani primary had succeeded to be enrolled in the appropriate age in 2005. While at Makuyuni primary it was 81.4 percent. Data obtained in urban schools shows that in 2006 pupils who were enrolled at Makuyuni were 76.1 percent while at Mlimani was 73.3 per cent. The school records shows that in the year 2007 boys who were enrolled at Mliman were 41 and girls were 38 Generally for the period of three years, 2005-2007 pupils enrolled were 188 out of 253 at Mlimani primary school. All of them were aged 7 years according to the government education policy. This equals to 74.3 per cent where boys were 51.5 per cent.

In this study the behavior of urban schools are characterized by high population which also influences high number of pupils who join basic education. This was due to the presence of development, infrastructure, social services favorable environment and education administration. Makuyuni primary school is allocated at Makuyuni town, one kilometer from the town. It is day school among 15 primary schools at Makuyuni ward. . Due to that scenario pupils who are enrolled at school are aged 7 years, according to environment and government education policy. Results show that the age of pupils both boys and girls who were enrolled at Makuyuni in Monduli District were 100 per cent. The findings observed that in 2005, 123 pupils were enrolled at Makuyuni and they were all aged 7 years .This appeared also in 2006 where 112 pupils aged 7 years were enrolled and 89 pupils were also enrolled at the age of 7years. The findings is in line with Horn (1987) who stated that, there have been deliberate effort to equalize the provision of education in Tanzania. Therefore, even the provision of education for the pastoralist boys and girls could be falling victim of such ideologies which seek to perpetuate the disadvantaged social status of women.

Table 4.10: Actual Enrolment of Primary School in Urban: 2005-2007

Year of Enrolment	Age	Mlimani		Makuyuni		Percentage	
		Boys	Girls	Boys	Girls	Boys	Girls
2005	7	32	37	59	64	86.6	93.5
	8	11	7	0	0	10.4	6.4
	9	3	0	0	0	2.8	0
TOTAL		46	44	59	64	100	100
2006	7	29	24	56	56	80.9	91.9
	8	12	7	0	0	11.4	8.0
	9	8	0	0	0	7.6	0
TOTAL		49	31	56	56	100	100
2007	7	33	36	37	52	89.7	97.7
	8	7	2	0	0	8.9	2.2
	9	1	0	0	0	1.2	0
TOTAL		41	38	37	52	100	100

Source: Field Data (2015)

Table 4.10 signifies age of pupils at urban sample school. These data were obtained in three years in order to follow the sequence of enrolment.

4.4.1 Access among Boys and Girls in Urban Schools

Leaders at Mlimani village in Monduli District have strategic planning for basic education to increase number of pupils in access and retention. At the period of three years, 253 children who were qualified to join primary school were enrolled. According to education policy the management of enrolment is supervised by District leaders which are Councilors, ward education officers, and village leaders. In addition, boys and girls are still victimized with the culture of the society that makes them to drop from school. Regardless the effort done by the government to assure pupils especially boys and girls are receiving priority in access to education, the number of girls in access to education are low compared to boys.

The findings show that 33.7 per cent of boys and girls were enrolled at Mlimani in the period of three years (2005-2007). This was contributed by poor effort done by the district leaders as well as poverty among the people. The administrative section of education in Makuyuni were supposed to make sure that the number of pupils which were required to be enrolled at Makuyuni were very high, due to the fact that, Makuyuni is a conducive area with a learning environment.

The town has an integration of different people with different tribes, for that matter the community has a high morality of educating their children. Many parents from Makuyuni village are sensitive to educational matters and recognize their responsibilities.

At the period of three years 2005-2007, 324 pupils aged 7 years were enrolled in Makuyuni, where 172 (53.7 per cent) were girls. The effort of enrolment was done by the District leaders and education administration in Makuyuni as well as a community awareness done at the town as shown in Table 4.11 below.

Table 4.11: Access of Boys and Girls in Urban Primary Schools: 2005-2007

Years of enrolment	Class One Enrolment							
	Mlimani				Makuyuni			
	Boys	Girls	Total	% Girls	Boys	Girls	Total	Girls%
2005	46	44	90	48.8	58	64	122	52.4
2006	49	31	80	38.7	56	56	112	50
2007	41	38	79	48.1	37	52	89	58.4
Total	136	113	249	45.4	151	172	323	58.3

Source: Field Data (2015)

The table 4.11 above shows that, at Monduli district, urban schools which was Mlimani and Makuyuni enrol highest number of girls compared to boys where 172 girls were enrolled at Makuyuni for the period of three years which was 100 per cent. Girls who were enrolled at Mlimani for the period of three years were 113 which were 100 per cent. Number of girls enrolled at Makuyuni was higher than that of Mlimani for the period of three years.

The findings is not in line with Babel (1974) who stated that, a result of poor education, fewer women girls may possess long-term contracts or work in the formal sector. Also Dhameja (2002) who stated that division of labour of affects women ability to participate in paid employment, to access education and training.

4.4.2 Dropout in Urban Primary Schools

The results revealed that, 7 girls out of 90 pupils who were enrolled at Mlimani in 2005 did not complete primary school, while all boys who were enrolled complete school. . The completion number of girls were low as they face many problems in their life. Results shows that girls in pastoralists had family challenges which caused them from completing school. Like early marriages, pregnancies, long distance and taking care of their Youngs These challenges were obtained from the head of schools, teachers, and school committee chairman.in open interview. In another aspect, some pupils dropped from studies and engaged in culture ceremonies such as circumcision. Number of boys and girls in urban area who were enrolled for those three years shows successful results in access on basic education to all. For example, in 2005 pupils who were enrolled were 212, 104 were boys (49.1 per cent) and 108 (51 per cent) were girls as indicated in table 12 above. In 2006, 192 pupils were enrolled 105 (54.7 per cent) were boys and 87 (45.3 per cent) were girls as table 12 shows. In 2007 pupils who were enrolled were 168 of which 75 boys (44.6 per cent) and 90 girls (53.6 per cent).

The results revealed that in 2005 all pupils who were enrolled at Makuyuni complete standard seven. The successful results of enrolment in Makuyuni were contributed by the effort shown by the community and parents in educating their children. According to favourable environment in Makuyuni pupils' enrolled complete school in higher rate. The findings shows that boys who were enrolled at Makuyuni in the period of three years completed standard seven in higher number than girls. Boys who completed were 151 out of 151 which 100 percent was. Moreover boys

seem to be motivated much to school compared to girls. The school records shows that in enrolment number of boys increased as parents from nearby areas moved to Makuyuni with their animals and male pupils for finding grass. In Maasai tribe men are treated like warriors, so those parents moved with their boys to help them taking care of their animals. Makuyuni leaders forced them to be enrolled in school instead of keeping cattle. In urban areas most of the people were government employed workers, although they are surrounded by indigenous they had awareness in education as the researcher observed.

Table 4.12: Dropout and Completion in Urban Primary Schools: 2011-2013

Completion					Dropout			
Mlimani			Makuyuni		Mlimani		Makuyuni	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011	46	37	59	64	-	7	-	-
2012	47	31	55	56	2	-	1	-
2013	41	33	37	52	-	5	-	-
Total	134	101	151	172	2	12	1	-

Source: Field Data (2015)

The above table 13 above shows that, at Monduli district, urban schools such as, Makuyuni enrolled highest number of girls compared to boys. The table shows that girls didn't drop from school according to the situation where the school was allocated. In this behaviour reduce the effort of government to enhance education and empower women in education area.

4.4.3 Performance of Boys and Girls in Urban Primary Schools

Data were obtained through documentary review whereby researcher discovered that in 2011, pupils who got grade A, B and C were 83 whereby 46 were boys and 37

were girls. Pupils who were enrolled in standard one in 2005 completed class seven in 2011. The pass rate of girls were 33.3 per cent and 4 girls were selected to join secondary school. In 2012, 11 pupils got grade A B, C while 2 girls out of 31 who completed standard seven were selected to join secondary school. In the year 2013, 8 girls out of 33 who completed standard seven got grade A, B, and one pupil was selected to join secondary school out of 8 girls who passed. Actually, girls performed poor because of responsibilities which they had at their homes. This information about the poor performance of girls was obtained from the sample of pupil respondents whom were interviewed.

In this area the researcher discovered that in 2011, pupils who got grade A, B and C were 81 whereby 56 were boys and 25 were girls. In percentage it was 65.8 per cent for the pupils who completed standard seven 2011. The school records shows that according to the results above 30 pupils out of 81 who passed were selected to join secondary school which was 37 per cent. Also it shows that there is a shortage of secondary schools in Monduli district In 2012, 30 pupils got grade A B, C, while 19 were boys and 11 were girls out of 111 who completed standard seven. 18 pupils out of 30 were selected to join secondary school which was 60 per cent. The performance increased compared to 2011.

In the year 2013, 23 pupils got grade A, B, C. and 11 pupils were selected to join secondary school. It was 47.8 percent. The researcher also observed that the number of pupils who passed but were not selected can be another challenge that can cause discouragement to the pupils.

Table 4.13: Performance of urban schools: 2011-2013

Completed In Numbers					Passed In Numbers				Percentage	
Years	Mlimani		Makuyuni		Mlimani		Makuyuni		Mlimani	Makuyuni
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011	46	37	59	64	44	25	56	25	60	57.4
2012	47	31	55	56	19	11	19	11	21.4	25.2
2013	41	33	37	52	12	8	16	7	15.8	8.0
Total	174	101	151	172	75	44	91	43	97.2	90.6

Source: Field Data (2015)

Table 4.13 above shows that, the performance of girls in Mlimani and Makuyuni was very poor. In the findings the researcher discovered that 166 boys were selected to join ordinary level, while girls were 87, in urban sample schools for three years. The results in urban schools shows that, 44 per cent of all pupils who completed standard seven were selected to join secondary school. The number was very low according to government education policy. The Millennium Development Goals stated to educate all people in basic education in 2025. According to data above the researcher observed that the government should make more effort in promoting education for all levels in order to implement the Millenium goals, URT (2005).

4.5 Age of Enrolment in Semi Urban Primary Schools: 2005-2007

Results in table 16 below, shows the age of the students both boys and girls that were enrolled at Lashaine and Olarashi primary school at Monduli District. The researches in academic issues observe that the age of children influence the ability of children to master the different things as well as the subject. In this study it was found that in the year 2005; 2006; and 2007, percentage of girl pupils with the official age of 7 years that were enrolled at Lashaine and Olarashi were; 29.5 per cent, 34.6per cent

and 40.6 per cent respectively. This number of girls who were enrolled at the official age was higher than that of boys.

According to these findings 70.4 per cent of the boys joined primary school at the age above 7 years, while 46.4 per cent of boys and girls were enrolled at the age above 7 years. This implies that Lashaine primary school is composed of more number of children who are joining primary school aged above 7 years old. These are more likely to seek and demand better schemes of policy and education; they are also likely to take action if not motivated for the parents who delay to take their children with the normal age of 7 years to school.

Table 4.14: Actual Enrolment of Pupils in Age in Semi Urban Schools: 2005-2007

Year	Age	Lashaine			Olarashi		
		Boys	Girls	Total	Boys	Girls	Total
2005	7	13	13	26	11	12	23
	8	12	13	25	10	11	21
	9	10	7	17	7	12	19
	10	5	1	6	0	0	0
	11	2	0	2	0	0	0
	12	0	0	0	0	0	0
	13	1	0	1	1	1	2
TOTAL		43	34	77	28	36	64
2006	7	2	17	19	11	14	25
	8	13	15	28	7	8	15
	9	8	12	20	2	9	11
	10	3	4	7	2	0	2
	11	1	1	2	0	0	0
	12	1	0	1	0	0	0
	13	1	0	1	1	0	1
TOTAL		24	49	73	21	31	52
2007	7	5	13	18	11	21	23
	8	3	5	8	2	7	9
	9	7	5	12	4	9	13
	10	2	2	4	0	0	0
	11	0	6	6	0	0	0
	12	0	0	0	0	0	0
	13	0	0	0	0	0	0
TOTAL		20	29	49	24	48	72

Source: Field Data (2015)

Results in table 4.13 shows the age of students both boys and girls which were enrolled at Olarashi at Monduli District. In my findings I observed that 3.9 percent of children at Olarashi in 2005, 48 per cent of 2006, 51.1 percent of 2007 of both boys and girls were enrolled in the normal age of 7 years as the government policy states. According to these findings 54.7 per cent of the boys and girls join primary school at the age above 7 years in 2005, 54.8 per cent in 2006 and 37.5 per cent in 2007 went to school with the age of above 7 years.

Conclusively therefore, the age of pupils who enrolled in Semi urban schools at Lashaine and Olarashi as above table shows, female pupils were enrolled much at the age of 7 years at Lashaine primary school compared to Olarashi. In my research I discovered that good leadership in implementation of policies were more utilized in Lashaine because the school is placed nearby the town. Table 4.14 above shows the results.

4.5.1 Access among Boys and Girls in Semi Urban Schools

4.5.1.1 Lashaine and Olarashi Primary Schools

Leaders in Monduli District who that is Councilors, ward education officers, all made effort to persuade the indigenous people to change, in order to educate their children. Regardless of the effort done by the government to assure that pupils who are supposed to be enrolled to school are enrolled, there are challenges which face the enrollment. Data analyzed in the research shows that 221 pupils which was 111 per cent were enrolled Pupils that were expected to join basic education were 199. And out of that number 128 pupils were girls for the period of three years. The

school objective was to enroll at least more than 80 per cent but they enroll more than 100 per cent. Although there are two sample schools in semi-urban they differ in enrolment completion and performance.

The researcher observed that there are some schools where village leaders create awareness before enrolment period. For those villages parents are willing to educate their children. Indeed in 2007, the number of pupils who were enrolled in Lashaine School was few compared to 2005 - 2006. They were enrolled 52 pupils which was 43.3 per cent succeeded to join Lashaine in 2007. In the findings it shows that girls were 32 while boys were 20. Table 15-18 shows data of pupils who were enrolled, completed and their performance- in semi-urban schools.

Result in table 15 shows the enrolment of children both boys and girls in Olarashi and Lashaine at Monduli District. In the observations, data which were analyzed shows that number of girls who were enrolled was high in Olarashi compared to boys. In 2005, 28 boys were enrolled but 44 boys joined Olarashi in 2005. The number increased because many indigenous were transferred by the government from nearby villages to have settlement in Olarashi village as coffee settlers who were occupying that area have finished their agreement. In 2007 number girls who were enrolled were 48 while the same number join class one which was 100 per cent. However, 115 girls were enrolled at Olarashi, and all of them succeeded to join standard one which was 100 per cent.

Table 4.15 below shows that, at Monduli district, semi urban schools, Lashaine, and Olarashi enrol highest number of girls compared to boys. The different of 3 girls in

Lashaine were admitted in 2005, Lashaine enrol 47 girls while 36 were enrolled in 2006. The results shows that in 2007, 32 girls were enrolled to join primary school. The second school in semi area was olarashi primary, and the results revealed shows that girls were enrolled in fewer number than Lashaine. The findings is not in line with Babel (1974) who stated that, a result of poor education, fewer women girls may possess long-term contracts or work in the formal sector. Also Dhameja (2002) who stated that division of labour of affects women ability to participate in paid employment, to access education and training.

Table 4.15: Access of Boys and Girls in Semi Urban Primary Schools: 2005-2007

Years of enrolment	Class One Enrolment							
	Lashaine				Olarashi			
	Boys	Girls	Total	%	Boys	Girls	Total	%
2005	44	47	91	51.6	28	36	64	56.2
2006	29	49	78	62.8	26	31	57	54.3
2007	20	32	52	61.5	24	48	72	66.6
Total	93	128	221	58	78	115	193	59.6

Source: Field Data (2015)

4.5.2 Dropout and Completion in Semi Urban Primary Schools

The results revealed that 10.4 per cent) of girls in Monduli District who were enrolled at Lashaine in the period of three years did not complete standard seven compared to boys. In the period of three years they were 115 who completed standard seven out of 128 while boys enrolled 93 and completed were 90 were That was due to the fact that some of the girls are forced to get married in early age as they are in class seven and they were already on adolescent period. The researcher observed from some of the students that 25 per cent of girls in Monduli District are food vendor, 4 per cent are working in the vulnerable position like helping their

extended families in taking care of their youngs, . For the period of three years there were some boys and girls who dropped from school and engage in culture ceremonies of circumcision. In Lashaine 90 boys had completed class seven out of 93 which was 96.7 per cent. Data implied that the majority of boys and girls engaged in food vendor activities (“*mama lishe*”) although they are in school. Those semi schools are placed nearby the town. This findings is in line with Dhameja (2002) who stated that division of labour of affects women ability to participate in paid employment, to access education and training.

In 2006, Data which were collected and analysed shows that the period of three years 9 pupils’ dropped out. Out of this number 8 were girls and 01 was a boys. In that period of three years 7.0 per cent did not completed standard seven due to the culture of the people geographic or nature of the environment and poverty.

Table 4.16: Dropout and Completion in Semi-Urban Primary Schools: 2011-2013

	Completion				Dropout			
	Lashaine		Olarashi		Lashaine		Olarashi	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011	42	40	29	34	2	7	-	2
2012	28	44	24	28	1	5	-	3
2013	20	31	24	41	1	1	-	7
Total	90	115	77	103	4	12	1	13

Source: Field Data (2015)

Table 4.16 above shows that, the number of drop out in Olarashi and Lashaine was very high. In the findings the researcher discovered that 14 girls dropped from school

at Olarashi and 12 in Lashaine. Boys who dropped were 04 at Lashaine while Olarashi was only one.

4.5.3 Performance of Boys and Girls at Semi Urban Primary Schools

Through data collected by using school records, and check lists instrument by head of schools teachers, , and school committee chairman was revealed that in Monduli district boys and girls face some setbacks in performing their studies due to the presence of local customs, attitude and culture that completely discriminate boys and girls. For instance, trade exhibition (*Minada*) done on Tuesday at Meserani, Friday at Kisongo and Mto wa Mbu of every 17th of every month affect school attendance.

The researcher observed school attendance, from class one to seven and found that there are truants in all sample schools. In this area the researcher discovered that in 2011, students who got grade C were 44; whereby 19 were girls and 25 were boys. This means that 27.3 per cent of girl's got grade C, while boys were 36.9 per cent. Also the research shows that 2.1 per cent of girl's failed compared to boys. In 2012 the number of girls who complete school were much higher than that of boys. , but yet the performance were very low compared to that of boys.. The similarity also appeared in 2013, whereby 2.1 per cent who failed in standard seven national examinations were girls according to table 14 below.

Through the findings, it has been difficult for teachers, and other people who have the access to education to control students attending trade exhibitions because they grew up with that culture. Apart from market and other culture subordinations among

boys and girls, girls perform many duties in the family according to leader's explanations. The respondents also mentioned that women are discriminated especially from this Maasai tribe. According to those discrimination behaviours it is evident that it causes girls to have poor performance. In the Maasai community women dignity is not recognized by men. Women are seen just as substance and they are not appreciated in whatever they are contributing in the society.

Furthermore local customs, attitude and culture affect girl's performance as was revealed by one of the NGO called HAKI ELIMU (2013), that majority of boys and girls in some district like Monduli do practice the traditional festival ceremonies during circumcisions, harvesting and marriage processes. This results shows that the community are not much involved in education issues, they put more priority to culture ceremonials. The spear headed of this ceremonials are tribal leaders named LAIGWANAN, they are being worshiped like gods. The implication of this causes boys and girls to attend school for three days instead of five days as stated in the government education policy, while the rest of the days they spend on culture ceremonials.

In this area data which were analyzed shows that, in 2011 pupils who scores grade A, B and C were 45, while 26 were boys and 19 were girls. Girl's performance was 28.3per cent that got grade B and C, while boys were 35.per cent. Also the research shows that, 2.6 per cent of girls got zero. In 2012 the number of girls who completed school was higher than that of boys but yet the performance for them was poor. Actually, girls performed poorly for all the three years.

**Table 4.17: Performance of Boys and Girls in Semi Urban Primary Schools:
2011-2013**

Completion in Numbers					Pupils Passed in Numbers				Percentage	
Lashaine			Olarashi		Lashaine		Olarashi		Olarashi & Lashaine	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011	42	40	29	36	42	25	27	19	35.3	40.3
2012	28	44	28	28	27	24	22	14	33.7	34.8
2013	20	31	41	41	20	12	25	15	30.8	24.7
Total	90	115	98	105	89	61	48	48	72.9	49.5

Source: Field Data (2015)

Table 4.17 above shows that, the performance of girls between Olarashi and Lashaine was very poor. In the findings the researcher discovered that 109 girls were selected to join secondary education in semi urban schools for three years compared to boys which were 137. Also in the table the results show that, boys and girls at Lashaine perform much better than those of Olarashi.

4.6 Actual Enrolment of Pupils by Age in Rural Primary Schools: 2005-2007

In data analysis and findings the study reveals that the age of pupils who join Mfereji Primary school were different compared to other sample study areas. The age that required by the government as it was launched by the paper of the government 2007 it was conceded. According to the research, it was discovered that 99 per cent of pupils who were enrolled at Mfereji were aged 7 -13 years old. While urban sample schools pupils were enrolled at age of 7-8 years old. The same as semi urban sample schools.

Nature of the pupils who were enrolled at Orkeeswa is different with those who were enrolled at other schools in Monduli district. Many pupils are affected with social norms, traditional and culture that are carried in their areas. Economic activities that are performed at the area are keeping cattle and agriculture as well as marketing.

Table 4.18: Actual Enrolment of Pupils by Age in Rural Primary Schools: 2005-2007

		MFEREJI			ORKEESWA		
Year	Age	Boys	Girls	Total	Boys	Girls	Total
2005	7	20	8	28	8	23	31
	8	12	7	19	3	1	4
	9	8	3	11	1	1	2
	10	5	6	11	0	0	0
	11	4	4	8	1	0	1
	12	6	0	6	0	1	1
	13	1	0	1	1	0	1
TOTAL		56	28	84	14	26	40
2006	7	12	9	21	7	7	14
	8	5	3	8	5	3	8
	9	6	0	6	2	0	2
	10	2	0	2	1	1	2
	11	3	4	7	1	0	1
	12	0	2	2	0	1	1
	13	0	0	0	0	0	0
TOTAL		29	18	47	17	12	29
2007	7	15	9	24	9	12	21
	8	6	2	8	6	5	11
	9	2	1	3	1	4	5
	10	4	0	4	2	2	4
	11	0	0	0	0	1	1
	12	0	0	0	1	1	2
	13	2	0	2	1	0	1
TOTAL		29	12	41	20	25	45

Source: Field Data (2015)

These activities have weakened the effort of the community and the government to assure basic education for all and rights of children (Haki Elimu, 2009). Distance from Orkeeswa to where pupils stayed are almost seven kilometers, for that matter it caused truants and uncompleted pupils. Due to this scenario pupils who were enrolled at Orkeeswa were aged more than seven years. Results shows that, pupils who were enrolled at Orkeeswa were aged 7 to 13 years old. The findings observed that in 2005 to 2007, 134 pupils were enrolled at Orkeeswa. While 66 pupils were aged 7 years old.

4.6.1 Access among Boys and Girls at Rural Primary School Mfereji and Orkeeswa

The school records shows that number of pupils who were enrolled at Mfereji for three years which are 2005 -2007 increased compared to last period There are some efforts done by District leaders , Councilors, education leaders and head of schools in creating awareness to the community on educating their children. . The results shows that the number of girls who were enrolled for those three years was low compared to boys. In 2005-2007, Mfereji as rural sample school enrolled 172 pupils out 190 expected which were 90.5 per cent). During interviewing the education leaders selected as a sample the researcher observed that girls in rural areas perform many activities in the family.

The government education policy insisted that pupils aged 7 years should be enrolled in basic education for all. Also Education reforms known as Education Sector Development Program (ESDP), that aimed to tackle education problems such as

access, equity quality and management formed education development programs, which were PEDP1 and PEDP 11 from 2002-2012 (ADEM, 2012). Through those programs many pupils especially in rural areas as Orkeeswa were encouraged to be educated. The findings shows that at the period of three years 2005-2007, number of pupils who were enrolled at Orkeeswa were 134 whereby 76 are girls and 58 were boys. According to table 8 about census of pupils in four sample schools, 226 pupils were expected to be enrolled for the period of three years .But they were enrolled 134 which was 59.2 per cent. Poor enrolment was caused by poor morality from the parents, absolutely poverty among the society as well as lucky of community awareness as shown in Table 19

Table 4.19: Access of Boys and Girls in Rural Primary Schools: 2005-2007

Years of Enrolment	Class One Enrolment							
	Mfereji				Orkeeswa			
	Boys	Girls	Total	%	Boys	Girls	Total	%
2005	56	28	84	33.3	14	30	44	68.1
2006	29	18	47	38.2	19	17	36	47.2
2007	29	12	41	29.2	25	29	54	53.7
Total	114	58	172	33.7	58	76	134	56.7

Source: Field Data (2015)

Data from the source shows that, in rural areas the custom and norms are still conducted with higher rate. It affects enrolment as table 20 shows above. In Orkeeswa girls were enrolled more than Mfereji but boys were enrolled more in Mfereji than Orkeeswa. Boys enrolled were 172 and 134 girls in the period of three years.

4.6.2 Dropout in Rural Primary Schools

The results revealed that 11.4% boys and girls who were enrolled at Mfereji in the period of three years did not complete standard seven. The 11.4 per cent was caused by early marriages for girls and keeping cattle for boys according to education leader's explanation in researcher's conversation with them. The researcher observed that boys and girls in rural schools are interested with customs and traditions than education. For the three years in Mfereji 14 pupils did not complete school while Orkeeswa were 21 pupils. The number was higher than that of urban and semi urban schools. Although girls were seen to be enrolled in higher number than boys they seem to drop more than boys. In 2005 girls who dropped from school were 7 which was 6.2 per cent while 56 boys were enrolled in the same year and 54 completed standard seven.

The results revealed that, one pupil out of 134 who were enrolled at the period of three years at Orkeeswa didn't complete standard seven because he passed away. The school records shows that out of 21 pupils who dropped out from school for the period of three years at Orkeeswa 14 were girls. For that matter 50 boys out of 58 complete standard seven, while 63 girls out of 76 complete standard seven. For the period of three years as table 4.20 below shows, 35 pupils drop out from school.

Table 4.20: Dropout and Completion in Rural Primary Schools: 2011-2013

	Completion				Dropout			
	Mfereji		Orkeeswa		Mfereji		Orkeeswa	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011	54	25	13	26	2	3	1	4
2012	25	13	17	12	4	5	2	5
2013	29	12	20	25	-	-	4	5
Total	108	50	50	63	6	8	7	14

Source: Field Data (2015)

Table 4.20 above shows, the drop out of Mfereji and Orkeeswa primary schools were very high. The findings shows that early marriages, undermines status of women and local customs are still existed. Girls who dropped school in rural areas were 26 for the period of three years. The implication was that, in Orkeeswa girls were much affected with local customs that undermine their studies. This findings is in line with Burette (1994) who stated that, much of the growing literature on the impact of formal education on women's social, political and economic activities shares views that women in developing countries have been denied equal opportunities and participation in formal education.

4.6.3 Performance of Boys and Girls in Rural Primary Schools

In this area the researcher discovered that in 2011, pupils who got grade A, B and C were 84 where by 56 were boys and 28 were girls. Data obtained from schools shows that in 2011, 33.3 per cent of girls got grade A, B and C .According to school records 4 girls were selected to join secondary school. In 2012, seventeen pupils performed on grade A B, C while 2 boys out of 25 who completed standard seven were selected to join secondary school. In the year 2013, seven pupils got grade A, B, C. and three pupils were selected to join secondary school. . Out of those three pupils two were boys and one was a girl. Actually, girls perform poor because of responsibility that they had at their families.

Data obtained and analyzed shows that 74 pupils out of 113 in the period of three years at Orkeeswa who completed standard seven passed the examination. Referring to school records 42 were boys while 32 were girls. Boy's performance was 37.1 per

cent pass and girls were 28.3 per cent pass the results were low compared to urban and semi urban schools. Table 4.20 below shows the performance of Mfereji and Orkeeswa. This findings is in line with survey done by UNESCO survey (1982) which stated that most of Tanzanians non-literate populations are women and the greatest percentage of the rural inhabitants. The situation has reduced the understanding, organizational performance and managerial abilities of the women in Tanzania.

Table 4.21: Performance of Rural Primary Schools: 2011-2013

Completion In Numbers					Puipls in Numbers Who Passed				Percentage	
Mfereji			Orkeeswa		Mfereji		Orkeeswa			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2011	54	25	13	26	56	25	9	13	63.1	50.6
2012	25	13	17	12	19	11	12	7	30.0	24
2013	29	12	20	25	16	7	21	12	35.9	25.3
Total	108	55	50	61	61	43	42	32	65.2	64.7

Source: Field Data (2015)

4.7 Access among Primary Boys and Girls in Three Year: 2005-2007

The research on the access, retention and performance of boys and girls in the primary schools at Monduli district has discovered that, many girls are enrolled in higher number than boys. Those results were found at six sample schools in school records and explanations from education leaders. The research was done at rural, urban and semi urban areas. Data analysed and observed shows that 1292 pupils were enrolled in 2.005-2007 in basic education Boys were 630 the same as 48.7 per cent. While girls were 662 and it was 51.2 per cent. Table 4.22 below shows the access for boys and girls for the period of three years in six sample schools as stated above.

Table 4.22: Access for Boys and Girls in Monduli Primary Schools: 2005-2007

Years	Boys	Girls	Total	Percentage	
				Boys	Girls
2005-2007	630	662	1292	48.7	51.2

Source: Field Data (2015)

Table 23 above indicates pupils who were enrolled for the period of three years and percentage of boys and girls. The findings were obtained by using an instrument for collecting data into six sample schools which indicated that girls are being leading in enrolment at schools. This findings is not in line (Burchart, 1993, Malinguist 1992, Mbilinyi et al., 1990; Malekela, 1987, 1983) who advocated that, Provision of education is sexually biased in third world countries including Tanzania. Although there have been deliberate effort to equalize the provision of education in Tanzania. Horn (1987) who stated that even the provision of education for the pastoralist boys and girls could be falling victim of such ideologies which seek to perpetuate the disadvantaged social status of women.

4.8 Completion among Maasai Primary Boys and Girls in Three Years (2005-2007) Primary School at Monduli District

The results shows that in Maasai area pupils who were enrolled in basic education were highly dropped out from school. Expected girls to be enrolled were 855, according to education records, but girls completed were 604. The results shows that pupils in urban areas complete basic education in higher rate than rural areas. Pupils, who were selected as sample in each class rationally, stated that culture customs and tradition still exist in Maasai area. .There are several ideologies that intensify

women's oppression such as the male ideology which is primarily rooted in the biological aspect and the household organization. Under the male ideology Roger (1980) for example, observed that women had some specific set tasks which are universal because they are based on biological imperatives sex, for example wife and mother role; man was naturally head of the family. Babel (1974), Barrett (1980) reject the idea that a woman status was predestined by nature in being a wife and a mother.

The argument was supported by many Tanzanians, for example Nyerere (1967) observed that even in the pre-colonial societies women worked more than men on family duties. Those are challenges faced girls in completion in basic education and poor performance as table 24 below shows.

Table 4.23: Completion of Boys and Girls in Monduli Primary Schools: 2011-2013

Years	Boys		Girls		Total		%	
	Boys expected	Boys cpt	Girls expected	Girls cpt	Total expected	Total cpt	Boys	Girls
2005-2007	760	610	855	604	1615	1214	80.2	70.6

Source: Field Data (2015)

Table 4.23 above indicates pupils who completed for the period of three years and percentage of boys and girls. Out of 760 boys enrolled only 610(80.2 per cent) completed, and out of 855 girls enrolled only 604 (70.6 per cent) girls completed. When put together, the total number of girls and boys expected to complete were 1615 but only 1214 (75.2 per cent) completed school.

4.9 Summary of Results of the First Objective

Data from the various respondents pertaining access, retention and performance in various schools shows that, pupils were enrolled in rural, semi and urban in primary schools but number of enrollment were different in those areas. Results obtained shows that number of girls enrolled were more than that of boys. Data which were obtained from the field were well presented analyzed and interpreted, cleared form, so that would be clearly understood by other researchers. According to Education Policy students were supposed to be enrolled while they were seven years old. Actually the results shows that some students were enrolled at age of nine to thirteen years especially boys.

Although girls were enrolled more in basic education they drop out in school in higher number than boys. The results shows that in access, urban and semi-urban schools enroll pupils in age 7 as the government education policy states but in rural areas pupils were enrolled in age 7 to 13 years old. There were impacts of those pupils who were enrolled with more than 7 years old. Girls were married before completing basic education while boys stayed with their parents keeping cattle.

Parents in the field had less awareness on educating their children, although there were slight improvement according to dialogue with head teachers. Also the researcher observed that in future Maasai community would educate the coming generation according to the income of those children who had been already educated. Some families had better life after educating their children. So far those parents who send their girls to be married at early age, they had been charged by

laws. Actually pastrolists had passive negative attitude towards educating their children especially girls.

Although now days there were slight improvement in enrolling pupils in school, especially girls according to the explanation above. Pastrolist move from one area to another for feeding cattle, those activities were done in October to December while enrollment was done, for that matter children who were qualified to be enrolled missed the chance.

4.9.1 Dropout Rates and Completion Rates in Sample Schools

As the second objective of the study, it was the interest of the researcher to assess the rates of dropout and completion rates in selected sample schools. It was observed that pupils enrolled in rural schools dropped out from school in higher rate than semi-urban or urban schools. For that matter completion rates in rural schools were low compared to semi-urban and urban schools. There were challenges which faced boys and girls in completion of class seven. Number of girls who drop out of school were higher than that of boys, although girls were enrolled more than boys. For girls, they perform family duties instead of attending school. Some of them were married before completion. The results shows that boys were enrolled with higher age of nine to thirteen years old, these causes them to drop after circumcition.

4.10 Summary of the Results of the Second Objective

From the findings above, it can be concluded that, the rate of dropout of girls, were higher than that of boys. Although girls were enrolled in higher rate than boys in

rural, semi –urban and urban schools the researcher observed that Maasai people are nomads and through their movements for pasture and waterholes school pupils are affected in completing their basic education. Boys face more challenges caused by those movements. Data which were collected and analyzed shows that girls were affected by early marriages, childish pregnancies, family duties and taking care of sick people in the families. The completion rate was higher in urban schools than rural and semi- urban. Drop out cause low performance and that's why in the researcher those schools which had higher number of drop out the performance were low .Maasai people are still encouraging circumcision during school timetable. Those circumcision activities cause drop out as children who are been circumcised were school pupils. Results obtained shows that girls were enrolled in higher number than boys but in completion their number was low than boys. In access, the researcher found out that in October to December every year enrollment was difficult because of pastoralists movements. Also, that movement caused drop out for pupils.

Drop out occurs mostly in rural areas according to researcher interviews..The researcher observed that there were no conducive environment in rural schools, such as; enough desks, classrooms, teachers , and passable roads.

4.11 Summary of the Results of the Third Objective

As the last objective of this study, it was observed by the researcher that the performance of girls was low compared to boys. According to school records number of boys who were selected to join secondary schools was higher compared to girls. Pupils who were selected as sample were interviewed by the researcher and

they admitted that some girls who were selected to join secondary school failed to attend school because they were not allowed by their parents. Results obtained shows clearly that boys perform better than girls also the research shows some challenges faced by girls while schooling like performing family duties most of their time and it causes low performance.

The results revealed that boys perform better than girls every year, and selection in joining secondary school number of boys were higher than that of girls. Those findings shows that girls attendance were low than those of boys. According to dialogue done between the researcher and education leaders in most levels, shows that girls perform many family duties than boys, for that matter they had no enough time to study.

4.12 Performance of Pupils in Sample Schools in Monduli District : 2005-2007

However in the research data collected and analyzed discovered that due to the biological perspective, girls are many compared to boys in the community. The findings show that performance of girls were low, although number of enrollment in basic education was higher than of boys in some areas in sample school. For the period of three years which was 2011- 2013, (43 per cent) of boys and girls were selected to secondary education Pupils who completed standard seven was 56 per cent.

There was different in performance in rural, semi- urban and urban schools. Actually in urban schools pupils perform better than semi –urban and rural schools. Data

obtained shows that pupils completed in rural schools were 274 and 178 passed which was 64.9 (per cent) and the performance was in grade C, and D according to school records. In urban and semi urban -schools pupils performed in grade A and B and they were selected more to join secondary schools. Actually, girls performed poor as they were affected by tradition, customs and culture in the community.

4.13 Overall Summary

Data which were obtained from the field were well presented, analyzed and interpreted so that would be clearly understood by the researchers and other scientists who would venture to explore the research. Democratic characteristics which comprised age of respondent, sex of respondent, as well as education leaders were presented as the access retention and performance of the primary pupils at Monduli district. The challenges that faced primary school boys and girls had been given the result as well as solutions to the courses of access retention and performance. The study concluded that accomplishment of the primary school boys and girls at Monduli district was directly influenced by commitments, cooperation, and higher rate of motivation between community members. Education leaders in some areas like rural schools were not well organized to exercise powers on those parents who were not willing to educate their pupils. For those areas enrollment were low. Table 25 showed the results obtained from school records for three years in access, retention and performance in Monduli District. There were challenges observed on the results which affected girls in completing basic education. Some of them were early marriages, long distance to school, early pregnancies and too much family duties. The researcher observed that there were obstacles for girls performance in

rural than semi- urban and urban areas. Parents did not have time to spare for their children's education the researcher observed. Many of them were busy with their economic activities such as keeping herds and other small activities. The findings shows that even pupils in pastoralists' areas did not like schooling so for that matter they don't care about school obstacles such as keeping herds during school hours or early marriages for girls'. In Maasae area some of the community were not wealthy enough to buy even school uniforms to their children, and it hinders attendance for pupils.

Table 4.24: Result in Six Sample Schools

Result In Six Sample Schools									
Three Objectives of The Research	Year	Urban		Semi Urban		Rural		Average	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Access	2005	104	108	72	83	70	54	82	82
	2006	105	87	55	80	46	30	49	33
	2007	78	90	44	80	49	37	36	67
	AVERAGE	96	95	57	81	55	40	56	61
Completion	2011	105	101	71	76	67	51	81	76
	2012	102	87	56	72	42	25	67	61
	2013	78	85	61	72	49	37	63	65
	AVERAGE	95	91	63	73	53	38	70	67
Performance	2011	110	50	69	44	65	26	81	40
	2012	38	22	49	38	31	18	39	26
	2013	28	15	45	27	37	19	37	20
	AVERAGE	59	29	54	36	44	21	52	29

Source: Field Data (2015)

The outcome of poor attendance was drop out and poor performance. According to some discussions with education leaders the researcher observed that education in Maasae land had improved compared to ten years ago. The improvement happened because of bylaws from the government and district of enrolling children to school.

The researcher also had observed that the government had put effort in rural schools as they had enough classrooms, teachers, text- books and conducive environment of studying. The researcher also observed that now days Maasae people intermarry especially those who went for job in different regions such as Dar es Salaam and Nairobi in Kenya. But they must had traditional wife at home.

The researcher discovered that, girls in Monduli district were enrolled in highest number compared to boys, and also with considerable age but numbers of completion were low. The finding shows that girls completed few due to the nature of the environment and culture that hinder their studies. In this research girls are given low priority in education. However in this year's girls seems to be motivated in education than boys and once they were selected to join for further education and her family declare their take them to the court, police and to the District Executive director.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents the research findings of the study conducted in Monduli District (Arusha Region). It covers three objectives developed in chapter one which are; access to primary education for girls and boys, difference between dropout and retention in primary schools for boys and girls and boys and girls performance in primary school examination.

5.2 Primary School Boys and Girls its Culture and Education

The Maasai society has a pattern of life from child hood to adult hood and each knowing their role, the society sees to it that children are raised in concurrence to what it expects and values. At an early stage before adolescent children both boys and girls, learn by observation and practice. Elders guide them carefully in community norms and the Maasai culture. Boys specialize on man's role and are trained to herd cattle while girls were trained to perform family activities.

The training done for boys and girls were how to handle the family, husbands and wives and for boys were trained to name animals. In the evening both of the family met in one of the elders to celebrate ESSOTO. ESSOTO was one of the Maasai celebration deals with playing traditional dances and drinking alcohol for the grown-ups. The researcher also observed that negative educational background was another factor which hinders parents participation in education since many parents were

illiterate hence lost a chance to take control of their children's learning at home and at school.

Boys and girls at childhood were being taught skills, knowledge, and values of their society from their mothers, sisters and not from teachers. (Astle, 1967). Those were periods when boys and girls acquire all what entailed for one to be good wife, mother and a member within their community where dignity and respect were valued. Also it was time for them to learn responsibilities of boys, girls and women. All the knowledge and skills were acquired by observation and practice.

For boys and girls, rite of passage time were used to train them all about womanhood. They were also taught cleanliness, pregnancy, how to take care of the babies and children, how to handle members of the communities.

The Education Act (1975) regulation on enrolment states that pupils should be enrolled at school at age of seven years old. According to government education policy, about enrolment age there arose a crisis between the traditional education and formal education provision. The findings show that there was a difference in enrolment at rural areas, semi-urban and urban areas. Pupils in rural schools were enrolled at age of 7-13 years old especially for boys there were challenges that faced girls in rural schools on enrollment. Some of them were early marriages, childish pregnancies long distance to school and taking care of the family. Those activities done by girls made them to drop in school and received low grades in performance. The researcher observed that pupils in rural school rather than being enrolled in small

number, the rate of completion was also low. Pupils selected to join secondary school in rural areas were low compared to semi-urban and urban schools.

The findings show that, in semi-urban schools enrollment, completion and performance were much better than rural schools. According to conducive environment of those schools pupils and parents understood advantages of being educated. For that matter pupils were interested to acquire knowledge from their teachers and they were selected to join secondary schools in higher number than rural schools. Good attendance made pupils to perform better, parents in semi-urban, were well off than rural areas, so they provided lunch to their pupils. Lunch at schools were one of the incentives which made pupils to attend school properly, and those findings were from government education leaders and community explanation.

Also the rate of completion in semi-urban were higher than rural schools. Pupils in semi-urban are not bounded by traditions, culture and village norms. It appeared that there were different tribes in semi-urban and inter marriages which caused the community to understand the fruits of education. The results observed by the researcher in urban schools show that access, completion and performance were better than rural and semi-urban schools. Number of pupils enrolled were higher than rural and semi-urban. It was observed that, parents who lived in urban areas are workers from different places in the country, for that matter pupils were not affected with culture, customs and traditional. People who lived in urban areas are educated and civilized.

According to that aspect their pupils were enrolled in age of seven to eight years old compared to rural and semi-urban where they were enrolled at age of seven to thirteen years old. Number of pupils selected to join secondary school were higher in urban for about 253 equals to 82.9 % than rural who passed for 189 (68%) and semi-urban who were 246 (62.3%). Parents, especially Maasai community should be sensitized at educating their children. It was better for all schools, no matter whether they were in rural semi-urban, or urban areas to have conducive environment for pupils to learn.

5.3 Culture and Access of Boys and Girls in Primary Schools

The researcher observed that, pupils in pastoralist areas were affected with culture in enrollment for primary school. Up to date, children in Maasai land performed the ritual of circumcision especially during school timetable. After circumcision, boys and girls had the tendency of feeling that they have grown. For that matter, they found schooling is no longer proper for them. Boys become truants while girls were married in early age. Education leaders made effort to supervise Act number 25 of 1978 which states all children aged seven years old to get basic education.

Also there were by laws made by counselors for those parents who delayed to enroll children to school. Boys were enrolled in small number than girls as most of them take care of cattle after the age of seven. Pastoralist people moved from one region to another in search for feeds for their cattle. That activity occurs at dry season which was October to December, the same period of enrollment. At that period pupils who had qualified to be enrolled at that area missed the chance.

5.4 Culture and School Retention

Boys and girls were enrolled so that they should complete school basic education properly. Unfortunately number of girls enrolled was not the number completed for example the year 2005 – 2007 rural primary schools pupils enrolled were 306 but who completed their lesson was 271 equals to 88.6%. That is 11.4% of pupils were the actual number who did not complete standard seven. According to the findings. Girls faced many challenges as early marriages, early pregnancies. Taking care of their young, sick people in the family and performed many home activities. Robert (1998) found that although boys were enrolled in small number compared to girls, at the end of the day they complete in the higher rate compared to girls.

The results shows that there were differences in completion rate in rural semi and urban schools. In rural areas parents had no awareness on importance of educating their children compared to semi or urban areas. The government kept effort in rural areas, in building classrooms, allocation of enough teachers and kept conducive areas for rural schools. Retention of students in rural areas was difficult for enrolled boys and girls as their parents were unsettled as they are looking for pastures. In Maasai land pupils are enrolled in higher age starting from 9 -13 years. Experience shows that students who were enrolled with age of 13 were drop out of the school especially boys. The researcher observed that pupils enrolled drop out of school while parents moved for feeding cattle/ animals.

5.5 Difference in Performance of Boys and Girls

The results revealed that boys perform better than girls in every year, and number of

pupils selected to join secondary school was higher for boys than girls. This is shown from the year 2011 – 2013 in urban, whereby boys passed their examination for 51.1% while girls was 31.7%. The researcher observed that girls perform more family duties than boys so they didn't have time for studying. In fact, girls are bullied by the parents as a woman in Maasai land is perceived as young child. So parents gave boys more time to study than girls. According to the findings, most of pupils who do not know swahili in the classroom were girls. For that purpose girls learnt more slowly than boys even performing were difficult. The researcher learnt that the gender mainstreaming has been implemented in Monduli and in the future Maasai culture and traditional would be reduced. In some areas where people in Maasa area were educated have better income and the community admired them in this case behavior change is showing some prospects.

Esthet (2014) the researcher showed that many pupils had not reached the higher standard of performance as in some families there was no electricity and thus they normally use kerosene lamps. Some of the parents had no funds for kerosene it affect a performance. Findings revealed that parents, education of the family, occupation, gender, economic status (SES) and income affected boys and girls performance .

CHAPTER SIX

6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This study sought to examine the access, retention and performance among Maasai primary school boys and girls in Monduli district. This chapter Presents summary of the findings, conclusion and recommendation.

6.2 Summary of the Findings

This chapter starts by providing the conclusions of the study findings. These are followed by the recommendations which if implemented will help to find out the solution on the problem of access, retention and performances of the Maasai primary school boys and girls at Monduli District. Moreover possible areas of further research are also identified and advised accordingly. The study employed quantitative approach and survey design, and sample size used was 31 respondents to answer the research problem.

Data obtained from various respondent from sample schools shows that, female pupils are completely undermined when it comes to the issues of education since early stage of enrolment in class one due to the culture, tradition and norms that practiced. The issue of early marriage, poverty, distance, culture of communities such as dancing and circumcisions of women as well as climatic conditions as well as high period of hunger is also among of the factors. In rural, urban and semi-urban therefore the enrolment is still major problems.

Poor support from the community, overconfidence from local people and powerful traditional leaders has contributed much to undermine the status of girls and hence inhibit their school performances.

Due to the poverty and less priority of the community in education manner has made girls to drop her studies hence failed to complete her studies compared to boys. This is due to the fact that, the rate of drop out between male and female are not the same. The reason behind is that male are not suffer on the issue like early marriage, pregnant or other home activities.

In this case therefore the performances of boys are likely to be higher than girls because the male has enough time to enjoy his studies when they are at home and at school. Moreover, the role played by stakeholders such as NGOs politician religious and community has played very advantage role to support women but their efforts still failed hence boys for this few generation continue to perform better than female.

6.3 Conclusions of the Study

The review of several literature shows that there are high rate of access, retention and performances of primary boys and girls at Monduli District. This is due to the fact that, the District use its ability to providing services to community like construction of schools, hospitals, treatments, poverty eradication, loans to the small scale entrepreneurship, empowering women to involve in decision making in different matters towards good governance chapter.

Furthermore, the findings revealed that, although some communities such as NGOs are important figures in deciding and questioning on community through mobilizing them to send the children to school. Still there was a restriction from the Maasai community and government leaders such as councilors who used community problem for political purposes. In the other way round the district fail to get support from community especially in man power supporting because of the culture associated by the community on the service delivery for example Maasai believes that if education will be given to their children they will live their culture. Although local authorities are regarded as the forefront of lower levels development, poor education among the members of the communities such as councilors and supporting staffs at the middle level who are supposed to influence development in the community it became the obstacles of the organization in implementing social services to the society.

However those external forces like globalization, thus it is of the essence to be acquainted with social, technical, economic and cultural problems which hinder community participation in economic development in their area and plan the marriage of young boys and girls as the source of income.

Finally, the following conclusion can be drawn after review of the findings for research; Monduli District has very high rate of access, retention and performances that can address.

The findings also revealed that boys at the age of fifteen or just before puberty for boys and girls, rates of passage are done for boys and girls and boys. This is very

crucial age for Maasai children. This is the time when the intensive and serious training is done for boys ready to be warriors. This time when young men are trained on bravery how to raise a family, who to relate with women, taboos, fighting techniques, detecting and avoid wild enemies and even knowing cloud that having rain, the direction of the wind and how to take care for themselves.

However Education Act 1975 regulation on enrolment states that children can be enrolled to school at age of seven. Adolescence for both boys and girls and boys coincides with the school age according to national education regulation. This is where band when the crisis arises between the traditional education and former education provision. Obviously any parent in the community would not be easily convinced to enroll children in school. And for those who have seen the important of education send their children to school but with great reservations due to society pressure on the need to keep the moral fibre firm and cemented.

It must also be realized that Maasai by tradition had their strong system of protecting its people and ensuring that the community is always self-sufficient where food and security are concerned. Therefore the effort should be done to address their concerns and values and education must address their social setting and their way of life in coping with their environment.

6.4 Recommendations Based on the Study Results

On the basis of the findings of this study, the following recommendations are put forward to the government and education stakeholders in order to overcome the

problems emanating from the factors that cause access, retention and performances of primary school boys and girls at Monduli District.

Management should introduce reward in form of financial incentive for example one-on-one conversation, recognitions, praise achievement also give them a chance to lead education clubs or task force this will play critical roles in making the communities feel that their district value them, take their well-being seriously, and strive to create opportunities for development growth which is about who district leaders and councilors is rewarded in accordance with their value to an communities especially those Laigwanan.

The councilors should examine the sources that can help the community to barry those poor cultures. For example the poverty in the community especially in their family has taking first position while culture rates of passage (FGM) was ranked secondly by boys and girls while seems boys and girls are equal.

The ministry of education and vocational training should prepare education curriculum which have adequate issues for advancing the pastoralists way of life.

6.5 Suggested Areas for Future Research

Base on the conclusions of this study, the researcher recommends the following for further investigation: The current study has covered only a few primary schools in Monduli. Similar studies should be conducted in other districts and regions of Tanzania so as to probe the same issue for better generalization.

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APPENDICES

APPENDIX I: Checklist for Data Collection in Sample Schools

December 2013-February 2014: Urban primary school, semi and rural

SCHOOL NAME.....

[illegible]

APPENDIX II: Interview for District Education Officer

1. Can you tell me your name and age?
.....
2. What period have you stayed in this district?
.....
3. After analyzing examination results which you have given me for three years it show that girls perform low than boys why,?
.....
4. Give me three challenges facing girl not to perform well in your district?
.....
5. What do you suggest to be done in raising performance in you district?
.....
6. What challenges if any are you facing in managing education in pastoralist area?
.....
7. Have you got enough teacher?
.....
8. Are they qualified?
.....

B: Interview for Head of Schools and Teachers

1. Please, will you introduce yourself?
.....
2. How many years /months /days have you been in this school?
.....
3. What period do you teach(everybody) ?
.....
4. What challenges do you facing in teaching in this school?
.....
5. Is there any drop out in your school?

.....

6. If any why?

.....

7. How many students were selected to join secondary school 2011- 2013(Head Teacher)

C: Interview for School Committee Chairman

1. Can you tell me your name and age?

.....

2. What challenges do you face while enrolling pupils to school?

.....

3. Is there any cooperation between teacher and community?

.....

4. When were you appointed a school committee chairman?

.....

5. Are there any challenges facing pupils in :

a) Enrolling to school?

.....

Performing better?

.....