

**ASSESSMENT OF THE CONTRIBUTION OF CULTURAL PRACTICES ON
STUDENTS' DROP OUT IN TANZANIA SECONDARY SCHOOLS
IN KISARAWA DISTRICT, TANZANIA**

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CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance by
The Open University of Tanzania (OUT) dissertation entitled: “**Assessment of
cultural practices in students drop out in Tanzania secondary school, case of
Kisarawe district**” in fulfillment of the requirements for the degree of Masters of
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DEDICATION

This dissertation is dedicated to my beloved family who have encouraged me through out the whole period of my studies at the Open University of Tanzania. They taught me to always believe in everything I do and to work hard towards my dreams. Their love have laid a strong foundation of making my dreams comes true. My almighty God bless them.

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ABSTRACT

This study investigated the contribution of cultural values on students' drop out in secondary schools in Kisarawe District, Tanzania. The study adopted mainly qualitative research design with simple frequencies and percentages. Convenience and judgmental sampling were used to obtain 204 respondents targeted in this study. Data were analyzed using content analysis and descriptive statistics. Majority of the respondents (54.1 per cent) viewed the extent of drop out problem at the district as very high. Majority of the respondents viewed poor class performance, low parents awareness on the importance of education, and provision of child care facilities, as among the common and general causes of students drop out in the area. Majority of the respondents agreed that pregnancy, childhood marriage, initiation ceremonies, and puberty as among the socio-cultural related factors which contribute to students drop out in the area. Various ways can be used to reduce and eliminate drop out problem due to cultural factors including avoiding outdated traditions like women circumcision and educating parents on the importance of education for their children. Both cultural and non cultural related factors lead to drop out problem. Various recommendation are given including having outreach efforts which consider targeting women who were married before age 18 as potentially in need of assistance. Parents should be convicted for accepting their children who drop out of school. Village by-laws about dropout have to be introduced to ensure that pupils who are out of school have legal actions taken against them.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
COBET	Complementary Basic Education in Tanzania
EFA	Education for All
EMIS	Education Management Information system
ESDP	Education Sector Development Programme
ESR	Education for Self-Reliance
FGM	Female Genital Mutilation
HIV	Human Immune Virus
LGRP	Local Government Reform Programme
MTEF	Medium-Term Expenditure Framework
NECTA	National Examination Council of Tanzania
PEDP	Primary Education Development Program
PER	Public Expenditure Review
PRSP	Poverty Reduction Strategy Paper
SEDP	Secondary Education Development Programme
SPSS	Statistical Package for Social Sciences
ZPD	Zone of Proximal Development

CHAPTER ONE

1.0 INTRODUCTION

This chapter introduces the study. It presents background to the research problem; statement of the problem; aim of the study; research questions; significance of the study; limitations of the study; delimitations of the study; definition of key terms; and overview of the thesis.

1.1 Background to the Study

URT (2001a) points out the problems facing primary and secondary education to be low basic education enrolment, high dropout rates, poor learning achievement, low pass rate (e.g. in primary 7,19.4 per cent passed in 1999 and 22 per cent in 2000), inefficient use of resources, insufficient financial resources to meet education system needs, few girls in secondary schools, etc. By and large these problems are similar to those experienced in the 1980s and 1990s.

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

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

In 1996, the Government of Tanzania undertook further measures to develop the education sector through the introduction of Education Sector Development Programme (ESDP). EDSP was a sector-wide programme aimed at implementing the various policies pertaining to sub sectors in Education and Training Policy. The programme covered all sub-sectors in education sector. The contents are: basic education which includes (pre-primary, primary, adult, secondary, and teacher education), higher education, vocational education both formal and non-formal. Programme priorities, resource allocation and disbursement are consistent with the guidelines provided under the macro reform policies and programmes which include: The Tanzania Development Vision 2025, Public Financial Reform Programme, Tanzania Assistance Strategy (TAS), Poverty Reduction Strategy Paper (PRSP), Highly Indebted Poor Countries (HIPC), Local Government Reform Programme (LGRP), Medium-Term Expenditure Framework, (MTEF), and Public Expenditure Review (PER).

In 2001, Tanzania implemented the Primary Education Development Program (PEDP) and eliminated public school fees in order to increase access to primary education. Schooling was made mandatory for children ages 7-15, and although enrollment has dramatically increased, Tanzania has not yet achieved universal primary education (UPE). According to different figures, 15-20% of children still do not attend school in Tanzania (Denni & Stahley, 2012).

The Secondary Education Development Programme II (SEDP II) is a continuation of SEDP I, which was implemented between 2004 and 2009, building on the national goals of secondary education provision. The programme vision, as reflected in the Education Sector Development Programme (ESDP) 2008 - 2017 document, is to continue to have upgraded and coherently planned, managed and monitored education sector, secondary education sub-sector inclusive, that will develop human capital in order to boost economic growth and eliminate poverty (URT, 2010).

Tanzania is one of the countries which adopted both the 1990 Jomtien and the 2000 Dakar World Conferences on Education for All (EFA). The main EFA Goals that are linked to the Adult and Non-Formal Education include meeting learning needs of children, youth and adults, improving adult literacy 50 per cent in 2015, and all aspects of the quality of education (URT, 2012).

The government also introduced the COBET programme. A total of 651,224 out of school children and youth benefitted through COBET programme between 2004 and 2008; provided opportunities for children from disadvantaged circumstances to get education; motivated communities to convert COBET centres into primary schools;

acquired life skills helped to rehabilitate children with deviant behaviours and empowered them for self employment. COBET influenced primary school to adapt curriculum, participatory teaching and learning methodology and to become child friendly (URT, 2011).

Despite all those efforts, education sector especially primary and secondary education is still facing many challenges. Some of the challenges are students drop out due to multiple factors, lack of enough teachers due to difficult working environment, lack of desks, and frequent changes of curriculum. In 2012, enrolment in pre – primary schools decreased to pupils 1, 034,729 from 1, 069,208 pupils in 2011, equivalent to a decrease of 3.2 percent. Out of those 504,304 pupils were girls equivalent to 48.7 percent and 530,425 pupils were boys. Enrolment in Government pre – primary schools was 985,060 equivalent to a decrease of 1.2 percent out of which 480,125 pupils were girls and 504, 935 were boys. Enrolment in non-Government pre-primary schools was 49,669 of which 24,179 pupils were girls and 25,490 were boys (URT, 2012).

Tanzania education sector is facing different challenges including globalization of education, challenges of providing quality, access and equitable education due to having poor teaching learning environment and inadequate capacity to plan and manage education at grass-root levels. Also there is the need to meet the growth health challenge of HIV/AIDS pandemic, as it is already decimating population in Tanzania. This already has had a disproportional negative impact on increased potential for socio-economic development including declining enrolment levels, reduced entrants, and higher drop-out rates, increased number of orphans and

repeaters rates. HIV/AIDS will also have an impact in exacerbating the problem of shortages of skilled personnel and reduced contact time in classrooms, hence, affecting performance (URT, 2000).

According to Education Sector Development Programme-2008-17 (2008), the education sector is facing different challenges such as increasing enrolments at Pre-Primary, Secondary, Folk, Vocational, Technical and Higher Education levels; improving pass rates and reducing the high unit costs per graduate; increasing physical facilities and expanding infrastructure at all levels; recruiting and retaining qualified teaching staff at all levels; increasing teaching and learning materials and equipment at all levels; reviewing and developing a curriculum that is demand driven; building adequate capacity in governance, management, monitoring and evaluation; building adequate capacity of the existing education system to address cross-cutting issues; ensuring effective linkages and synergies within the education sector; ensuring adequate funding of education programmes; and boosting morale and ability to demonstrate initiatives across the sector.

In Africa other reasons mentioned for dropout of children include early marriages, pregnancy and sickness especially among girls. Reasons mostly cited for boy's dropout include; job seeking, lack of school interest, dismissal and poor school discipline. Girls who are already married have new responsibilities to take care of their families and children, while boys struggle for employment in order to compete for high demands of life. Usually both have no intention of coming back to school (Khamsini, 2010).

Nyazi (2002) observes that the proportion of pupil's dropout in Africa for girls and boys is almost the same. In Kenya the situation is not different from other African countries where the high rate of pupils' dropout has been ascribed mainly to more or less similar socioeconomic situations including families social backgrounds, the negative attitude of parents toward schooling, parent's ignorance, and lack of interest in education, early marriages, unaffordable school fees, migration and poor academic performance.

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

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

Evidently, drop out from school maybe instigated by traditional ceremonies such as the rites of passage during which pupils are given traditional sex education. School girls attending initiation ceremonies are led to engage in sexual activities, which slowly cause them to lose interest in schooling. Early marriages of female students

also lead them to dropout from school. On another hand Hyera (2007) notes that some parents neglect to invest in the education of their female children fearing that they would be vulnerable to becoming pregnant. Galabawa (2003) also mentions that extended truancy is among the major causes of dropout of children in Tanzania.

Historically, since independence in 1961, Tanzania has shown genuine commitment to various U.N and other international agreements especially those related to education. In the year 1967 for example, President Nyerere issued the policy directive on Education for Self Reliance (ESR) that was later strengthened in 1974 through the Musoma Resolution which led to the realization and commencement of Universal Primary Education (UPE) policy in 1977 (Nyerere, 1988; Malyamkono and Manson, 2006).

Subsequently, the Government of Tanzania reviewed its primary and secondary education programmes by improving on infrastructure and other facilities by building new schools and rehabilitating dilapidated structures. From 1995 to 2004 for instance, as reported by (Kapinga, 2007) the number of public primary schools not only increased from 10 891 to 13 533 respectively but also enrolment rate rose to 82.7%. District wise, Kisarawe is among the six districts in Coast Region which is faced with relatively high school dropout rate in the region. Other districts are Mkuranga, Bagamoyo, Kibaha, Rufiji and Mafia.

According to statistical data from Coast Region Education Officer (2009) a total number of school dropout in the region was 11303 of which 924 (24%) were from Kisarawe District, compared to Mkuranga 1494 (21 %), Bagamoyo 3428 (32%),

Rufiji 4307 (42%), Kibaha 987 (36%) and Mafia District with the least, 163 (11%). Despite the deliberate efforts made by the government to ensure that education is accessible and affordable, its attainability by the local communities in many parts of the country including Kisarawe District is still doubtful. This study therefore, is designed to assess the cultural values/practices that influence primary education attainment in Kisarawe District.

1.2 Statement of the Problem

Tanzania education sector is facing many challenges such as HIV AIDs epidemic, lack of enough teachers, lack of desks, lack of toilets, reduced entrants, and higher drop-out rates, increased number of orphans and repeaters rates, shortages of skilled personnel and reduced contact time in classrooms (Chonjo, 1994; Ishumi, 1994; Khwaya Puja & Kassimoto, 1994; BEST, 1994; Malmberg & Hansen, 1996). Drop out is among the biggest problem among these in different parts of Tanzania including Kisarawe. For example in the year 2002, 86,363 primary school students dropped out of school (49 per cent female) (URT, 2002).

According to UNESCO (2009), although enrolment is close to universal at primary level, with gender parity almost achieved, at secondary level only 31% of boys and 24% of girls are enrolled in school, with significant gender disparities. This means that 76% of girls are out on secondary education, compared to just 3% at primary education level. According to the NECTA database there were 1,017,865 students sitting for PSLE exams in 2008 while there were 1,065,819 students enrolled in standard VII in 2008 according to the EMIS data i.e. it may be interpreted as a dropout of standard VII of 47,954 students (4.4%) during the school year (Claussen

& Assad, 2010). Kisarawe is among the six districts in Coast Region which is faced with relatively high school dropout rate in the region.

According to statistical data from Coast Region Education Officer (2009) a total number of school dropout in the region was 11303 of which 924 (24%) were from Kisarawe District. Among the major reasons which results to such high degree of dropout are social and cultural factors such as early marriage, early pregnancies, and polygamy, which negatively affect girls' education opportunities? The problem is relative from one district to another, creating a need for specific study in Kisarawe District to ascertain the causes, extent and impacts of this problem.

1.3 Objectives of the Study

1.3.1 Main Objectives

The main objective of this study was to assess the contribution of cultural practices in students' drop out in Tanzanian secondary school with focus on Kisarawe district.

1.3.2 Specific Objectives

- i) To ascertain the extent of dropout problem
- ii) To identify cultural practices that lead to students dropout
- iii) To identify strategies which can be used to reduce student dropout?

1.3.3 Research Questions

- i) What is the extent of dropout problem in Kisarawe?
- ii) What are cultural issues which lead to student's dropout?
- iii) Which strategies can be used to solve dropout problem?

1.4 Significance of the Study

The findings in this study are useful in creating awareness to the Ministry of Education and Vocational Training and other Education stakeholders on cultural specific factors which lead to drop out in secondary schools in Tanzania, so that the situation can be rectified. The study will help to raise the level of awareness among parents and guardians on drop out for their children and in doing so it makes them take measures to ensure that their children stay in school for future benefits of families, their societies and the country as a whole. The findings is a good source of reference for researchers who will be interested in this area as most studies base on causes of drop out in general than specific causes of drop out like cultural related ones.

1.5 Limitations of the Study

The study faced some difficulties, which in one way or another, affected the data that were to be obtained. Some of cultural information was regarded as secrets by the respondents so they could not talk about them openly. These were practices such as Genital Female Mutilation (FGM) which is done to girls during the initiation ceremonies.

Some of teachers were not in available for interview because they had some private activities aimed at getting extra income. Therefore, the interview guides were half answered as a result other information intended to be obtained were missing. Heads of schools were busy with administrative issues in and outside the school. Therefore, it was very difficult to make them settle for the interview. Parents were busy with

their daily income generating activities which made a researcher to go early in the morning so as to meet them. Other parents were afraid of giving information thinking that they would be sent to jail. For these reasons the researcher had to waste a lot of time and some of information was distorted. Despite all these challenges, the researcher obtained relevant information which resulted to writing and completion of this research.

1.6 Delimitations of the Study

The study involved issues pertaining to secondary education in Tanzania, used teachers and various stakeholders like parents and religious leaders to collect information in relation to the topic of the study at Kisarawe, one of the districts in the Dar es Salaam region. Five schools were involved in the research.

1.7 Definition of Terms

Dropout: refers to pupils absent from for four consecutive weeks or more it includes those individuals who have not completed the formal schooling due to truancy, pregnancy, death, illness, parents' attitude toward education, and lack of school needs. In general, dropouts are those pupils who after they have been registered withdraw from schooling (Khamsini, 2010).

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

place where education services are delivered, usually in constructed buildings, teachers and students attending to it.

Culture: Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artefacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other, as conditional elements of future action (Adler, 1997).

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

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

1.8 Organization of the Study

This dissertation consists of five chapters. Chapter one presents background information of the study; statement of the problem; objectives of the study; research questions, significance of the study; limitation of the study; and delimitation of the study. Chapter two presents theoretical and empirical works which relate to this study, while chapter three deals with the research methodology. Chapter four presents results, analysis and presentation of findings. Chapter five gives summary, conclusion and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter provides a review of literature, conceptual framework, theory and the knowledge gap which culminated the carrying out of this research.

2.1 Theoretical Perspectives of the Study

2.1.1 Social Learning Theories

Social learning theory emerged from learning theory and helps to explain how new behavior may be learned simply by watching others (Bandura, 1977). Social learning theory is also known as modelling or vicarious learning. Through the controversial Bobo Doll experiments, Bandura proved that young children exposed to televised aggression became more aggressive, even though their behaviours had not been reinforced through consequences. Social learning is thought to be influenced by internal processes involving attention, memory, and motivation, which might not be as readily observable as behaviour and its consequences. Young children are especially attuned to learning through modelling or watching others, especially if they identify with the model, or see that the model is reinforced for its actions. Thus, aggressive and violent actions shown by cartoon characters or other media and seen by children may actually influence children to behave in similar ways, especially if the character is reinforced for its actions.

2.1.2 Ecological Systems Theory

Ecological systems theory was proposed by Urie Bronfenbrenner (1979) to help explain how children develop within the context of their world. He described five systems that influence development, Microsystem, Mesosystem, Exosystem, Macrosystem, and Chronosystem, and considered that the person's biology also contributed to this system. Thus, both environmental and biological factors are thought to shape development and child outcomes. Bronfenbrenner is one of the founders of the Head Start Program, a federal program intended to improve cognitive and developmental outcomes for children and their families from low income backgrounds through education, health, nutrition, and parent training efforts. The concept of risk and protective factors emerges out of ecological systems theory.

Those features which are thought to contribute to behavioural disorders and poor developmental outcomes are defined as risk factors. Risk factors, which are biological in nature, reside within the child and include prenatal exposure to substances, premature birth, temperament, developmental delays, chronic medical conditions, and insecure attachments.

Environmental risk factors, or those which are external to the child, include factors such as inconsistent care giving, poverty, abuse, and neglect. Protective factors, on the other hand, are thought to improve self-regulation and behaviour and, again, may be described as within-child factors and external factors. Within-child protective factors include health and wellness, high cognitive skills, and strong adaptive skills. External protective factors include warm and predictable caregiving relationships,

safe experiences and environments, and firm and consistent discipline, as well as community supports, health services, schools, and laws.

2.1.3 Vygotsky's Socio-cultural Theory

Both Jean Piaget and Lev Vygotsky believed that children build knowledge through experiences. Piaget believed this happened through exploration with hands-on activities. Vygotsky, on the other hand, believed that children learn through social and cultural experiences. Interactions with peers and adults help children in this process. While interacting with others, children learn the customs, values, beliefs, and language of their culture. For this reason, families and teachers should provide plenty of social interaction for young children. Vygotsky believed language is an important tool for thought and plays a key role in cognitive development. He introduced the term private speech, or self-talk. This refers to when children “think out loud.”

After learning language, children engage in this self-talk to help guide their activity and develop their thinking. Generally, self-talk continues until children reach school age. One of Vygotsky's most important contributions was the zone of proximal development (ZPD). This concept presents learning as a scale. One end of the scale or “zone” includes the tasks that are within the child's current developmental level. The other end of the scale includes tasks too difficult for children to accomplish, even with help. In the middle are the tasks children cannot accomplish alone. These are achieved with help from another knowledgeable peer or adult.

The term used for this assistance is scaffolding. Just as a painter needs a structure on which to stand and paint a building, scaffolding provides the structure for learning to occur. For example, a teacher could scaffold a child's learning while constructing a puzzle. The teacher might demonstrate how a piece fits or provide clues regarding color, shape, or size. The "zone" is constantly changing. In contrast to Piaget, Vygotsky believed that learning was not limited by stage or maturation. Children move forward in their cognitive development with the right social interaction and guided learning (Triandis, 1994).

2.2 Cultural Reasons leading to Student's Drop Out

The parental preference for a 'wife and mother' has influenced a great deal for early marriages and pre-marital pregnancies, thus affecting female participation in education. Studies by Ndimba (1996), Hyera (2007) and Mwalongo (2008) have shown that there are big numbers of female pupils who have dropped out of school in Tanzania due to pregnancy. A study conducted in Nigeria by Clarkey (1998) shows that parents in Nigeria allow their daughters to be married at the age of 12 for fear of possible conception outside of marriage. Parents were reported to still cherish the culture of marrying off under-age daughters for economic and social status. Along the coast of East Africa the rites of passage and early marriages have adversely affected the enrolment and survival rates of the school girls predominantly among the Muslim communities. In such communities, School girls are forced to leave school as soon as they reach puberty Swantz (1970).

Early pregnancies and early marriages have been cited as principal barriers to girl's participation in education at all levels. A study done in Uganda by Sekamwa (1997) and that of Hyera et al. (2007) in Tanzania show that when girls reached puberty age that is the marriageable age their parents would cut short their stay at school for marriage. As a result, parents begin to develop the notion that sending a girl to school is a waste of money and other needful resources belonging to the family. Child and adolescent marriages (marriage before the age of 18 years) are very common in some parts of the world and go unregistered.

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

In Tanzania (Shuma, 1987) did a study on the contribution of family background factors to dropout behavior in Same, Kilimanjaro Region. The study revealed that initiation rites played a major role in influencing the dropout rates of primary female students. It was observed that menstruation is always associated with traditional ceremonies, which in most cases occur at primary school age. Participation in the

ceremonies forced girls to stay out of school for a considerable period of time. Schoolgirls refused to go back to school after the ceremonies. In some schools teachers label that as extended truancy denied to return to schools in pretext that they can not cope up with academics. The rites of passage include in some tribes traditional practices that mark adolescence.

UNESCO (2003) and Mwalongo (2008) argue that the rites of passage adversely affect girl's education progress because they reflect gendered norms and beliefs about appropriate roles for adult life. The practices are associated with introductory knowledge about puberty, reproduction, marriage and the control of female sexuality for female children. Mwalongo (2008) suggests that that knowledge is linked to the development of sexuality in both young boys and girls. Unfortunately, the freedom of girls to enjoy their right to education is significantly curtailed in that way.

According to The United Nations Children's Fund (UNICEF) (2005), marriage before the age of 18 is a reality for many young women. In many parts of the world parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit them both financially and socially, while also relieving financial burdens on the family. In actuality, child marriage is a violation of human rights, compromising the development of girls and often resulting in early pregnancy and social isolation, with little education and poor vocational training reinforcing the gendered nature of poverty. In this report it is recommended that the more education a girl receives, the less likely she is to marry as a child. Decreasing the pressure on young women to conceive through education and advocacy on the

dangers of early motherhood should be considered. Similar consideration should be given to ways to improve access to effective contraceptive methods.

According to Save the Child (2003), a wide range of cultural practices relating to sexuality and rites of passage are common among both girls and boys in different societies, North and South. Some are more harmful than others. Piercing, tattooing and scarring of the skin, for example, may be carried out at different ages with the aim of making boys and girls more attractive (and to increase their marriage prospects). There are also ceremonies which form part of the socialization and coming-of-age process. Examples include seclusion and initiation rites for girls, and mass beatings of boys (to mark their passage to adulthood) which take place in parts of Kenya and southern Ethiopia. Finally, there are other much more violent practices such as honour killings, bondage, FGM and early, forced marriages and abductions. These practices stem from religious or other ethical and moral codes and are socially sanctioned by the communities in which they are practiced, even when the country's national laws prohibit them. They usually take place within the child's family and with the parents' approval, and are often (but not exclusively) promoted more strongly by communities in rural areas, among the poor and in refugee and displaced communities. All such practice affect children's access to education and their whole life systems.

In a study in Nigeria conducted by Okojie (1996) it was found out that parents' financial constraints were among the reasons for high school dropout. Fathers were responsible for the costs of their children's education especially buying textbooks. Likewise, mothers who head the families alone experience similar problems.

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

2.3 Empirical Literature Review

A lot has been written on drop out among students in both Tanzania and outside Tanzania. Various studies are analysed in this section. Truancy, pregnancy, illness, death, child labour, petty trade and lack of support are the most predominant factors leading to dropout. Socio-economic and cultural reasons cause many children especially the vulnerable poor, girls and children with disability to be severely underrepresented in educations in terms of access, participation and academic achievement.

Mpamila (2007) however, observes that the situation differs from one place to another in Tanzania. This view is also supported by Sumra (1991) who suggests that the magnitude of the problem varies from one district to another. It is therefore evident that in some districts in the country there are still some school age children

who are not yet enrolled in Primary Schools. For instance Cooksey et al. (1998) indicate that Gross enrolment rates in primary schools varies quite considerably across the regions ranging from 63% to 100%. While this observation may appear outdated by PEDP achievements (Mbilinyi, 2003) noted that in every 100 children of primary school age only 56 were enrolled in Primary schools in Tanzania in 2003.

On an international level Deolaliker (1997), asserts that determinants of child schooling in developing countries include household income, number of siblings and community schooling. The report by World Bank (1996) also confirms that about more than one third of the children in many developing countries do not complete primary education due to political and social constraints plus un-willingness of some parents to send their children to school and sometimes due inability to support and pay for education due to family's low economic status. Again Deolaliker (1997) reports that some parents in Tanzanian communities do not send their children to school because they feel that they get little value for the money they invest in the education of their children. In other words, they feel there is very low economic returns against investment in education, especially at primary education level since both the content and approaches do not prepare the cohort for active living in the communities. Apart from the few who proceed on to secondary education, those who join communities exhibit very little capabilities in acquisition of both knowledge and skills badly needed in their community development Endeavour's.

This syndrome has lead to poor school-community relationship since primary schools are not viewed by the communities as centres of positive changes in community development. However, while researchers such as Mpamila et al. (1997)

and others present very valuable critical assessment of the current situation they have given solutions to mitigate the identified problem of dropout from primary schooling. Pupils drop out from schooling for various reasons, on and above the financial problems. Some have family problems as noted by Hallams (2002), while others may find difficulties in coping with their studies, and are therefore likely to engage in work rather than schooling. Some lack the motivation to learn. There are also pupils with multiple factors as dropout determinant. Consequently, they are easily distracted and detached from what is happening in schools and therefore dropout. Financial constraints have a lot of implication to children education development. Although Tanzania has removed fees in primary schools in order to provided free basic primary education for all children, parents are still expected to contribute the indirect costs of educating a child in primary school today.

Carney (2006) summarizes that such costs include those for infrastructure development, meal contributions and provision of academic equipments, school security guards, uniforms, study tours, text and exercise books. These payments far exceed the fees that were charged before hence some students fail to complete the school due to low household income that do not meet school requests though not vividly spelled out within the joining instructions. Such pupils become discouraged, consequently they decide to drop out and get employed in alternative activities which portray better economic returns and thus more profitable than schooling.

Family background such as socioeconomic status, single-parent families, siblings, education level, and family mobility are among the factors correlated with the livelihood of many students dropping out of school as cited by Terr (1987). Low

parental income and education factors, have strongest relation to drop outs. Low income of parents contributes to lack of basic needs for their family such as school uniforms and learning materials. Furthermore, education attainments act as a model in the family level. For those parents who fail to provide education facilitates to their children including follow up and support for teaching and learning materials cause their children to dislike schooling.

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

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

outside the classrooms like sweeping, farming gardening, mopping, cause pupils dropout against regular classroom attendance.

Bradby (1992) did a longitudinal study of seventh graders and found out that dropping out is more likely to occur among students from single-parent families and students with an older sibling than among other counterparts without these characteristics because it very difficult for single parents to follow up and ensure that every day the child is attending class, due to many responsibilities that they have. Others whose children have dropped out schooling as a waste of time they encourage the pupils to withdraw from school and seek employment so that they support them economically. Other aspects of a student's home life such as level of parental involvement and support, parental educational expectations and attitudes to school, and stability of the family can also influence a youth's decision to stay at school.

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

The decision to send child to school is made by parents. In the household, production function approach it is assumed that a household with married coup utility function is

maximized and resource allocation decisions are made through dictatorship of the household head (Becker, 1981). On the other hand educated children may directly enhance their parent's utility on benefit of education by enhancing to go to school. When education is seen in this way the household preference for educated children will play part in the decision to send their children to school. This is again likely to be related to the level of parent's education.

Preference for schooling of boys and girls are formed in the context of social and cultural norms, and it is likely therefore that preferences will be gender specific and household attributes will have a different impact on the schooling decision for boys and girls (Samer, 1992). However, Mason and Khandker (1995) argue that completion of primary education may be more closely associated with household characteristics than initial enrolment due to the fact that initial enrolment is compulsory and completion is not.

Omari (1998) observed that the longer the distance from home to school the more the children are unwilling to walk those distances especially during the long rains or scorching summer sun and cold winter especially during morning time, which becomes more crucial in communities where education is not highly valued. In the study carried out by Rumberger (1987) he found that long distances may affect the attendance of both girls and boys. Graham (1991) did a study in Egypt which showed that educational coverage in terms of numbers of schools was relatively good with 94 % of boys and 72 % of girls enrolled where there was a school within one kilometre. However, when the distance rose to two kilometres enrolment fell to 90 % and 64 %, respectively. Sharing and Dhoundiyae (1997) did a study about the effects of

walking long distance to school. They found that walking distance has adverse effect upon the academic achievement of students.

In another study in Ghana by Vuri (2008), the results revealed that the availability and travel distances to schools both primary and middle schools in the community influence children's attendance. Vuri's study also revealed that some children who walked long distance performed badly in tests and many decide to dropout. In a related study recommend maximum distance should not exceed 3 kilometres. This recommendation is supported by other studies made in the majority of rural districts in Sub Saharan Africa including Hill and Hallack, (1977) which indicated that about one quarter of children have to walk between 2 and 4 kilometres to school, and around 5% walk more than 4 kilometres.

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

In another study which took place in India, Dhoundiyal and Sharma (1997) indicated that poor achievement of the students had adverse effects upon pupils causing them to drop out. The study found that between 70 and 80 percent of students dropped out of school because of poor performance. They went further explaining that low participation in school activities, early school failure, low self-esteem, problem in behaviors, alienation from school, negative attitude toward school, being unable to get along with teachers or peers, having difficulty with the material being taught, and having safety concerns while at school contribute to student's poor academic performance which consequently motivate them to drop out of school. This is also backed up by research findings from the studies by Malcolm et al. (2003). In their study in Scotland, indicated that 14% of pupils drop out due to the pressure from friends, 12% due to harassment of teachers and 6% failed to cope with work given by their teachers. More importantly, children drop out of school when they find teachers and some subjects are not their favourites, fearful and grade their work with biases (Boma, 1980).

Many pupils coming from poor backgrounds lack basic school needs like school uniforms, exercise books, textbook and food that can facilitate the learning process while at school. If they miss them they decide to leave school and find employment to get money which would be beneficial to them and their families at large.

2.4 Research Gap

A lot have written about factors which results to students' drop out. Most of the studies on student's drop were not carried out in Tanzania (Deolalikar, 1997; Hallamas, 2002; and Carney, 2006 to mention few) and those which were carried out

in Tanzania (Kimaro, 1981; Nkoma, 1979, and Omari, 1998) non-specifically focused on the cultural factors as among the major reasons leading to students drop out. This creates a room for a specific study on the impact of cultural factors on student's drop-out.

2.5 Conceptual Framework

There are multitudes of reasons which make students stop proceeding with their studies. There are both general factors and specific factors in relation to this phenomenon. The model below indicate that students drop out (as dependent variable is caused by several cultural related factors (independent variables) such as early marriages, early pregnancies, female genital mutilations, male circumcision, early involvement in sexual activity, cultural beliefs and initiation ceremonies to mention some. The relationship between these variable is presented in Figure 2.1.



Figure 1: Conceptual Framework

Source: Research Own Construct

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter presents the methodology to be used in this study. It starts by describing the area of the study, population of the study, research design, sample framework, data types and data collection methods, and data analysis, processing and presentation.

3.1 Area of the Study

This study was carried out in Coast Region especially in Kisarawe Districts Council. Coast Region is one of Tanzania's 31 administrative regions. The regional capital is the town of Kibaha. According to the 2012 national census, the region had a population of 1,098,668, which was slightly lower than the pre-census projection of 1,110,917. It was also the 21st most densely populated region with 34 people per square kilometer. With a size of 32,407 square kilometres (12,512 sq mi) the region is slightly larger than the state of Maryland in the United States (32,133 square kilometres (12,407 sq mi)). The region is bordered to the north by the Tanga Region, to the east by the Dar es Salaam Region and the Indian Ocean, to the south by the Lindi Region, and to the west by the Morogoro Region. The region has the following districts namely, Kibaha, Bagamoyo, Mkuranga, Rufiji, Kisarawe and Mafia. Kisarawe is one of the 6 districts of the Pwani Region of Tanzania. It is bordered to the North by the Kibaha District, to the East by the Mkuranga District, to the South by the Rufiji District and to the West by the Morogoro Region (National Bureau of Statistics, 2013). The district has 15 wards namely Cholesamvula, Kibuta, Kiluvya, Kisarawe, Kuruhi, Mafinzi, Maneromango, Marui, Marumbo, Masaki,

Msanga, Msimbu, Mzenga, Vihingo and Vikumbulu. The area have been selected due to the fact that it is among the areas in Tanzania with the highest drop out.

3.2 Population of the Study

The population of this study was teachers, headmasters, parents, religious leaders and those students who dropped out from schools found in different wards of Kisarawe district.

3.3 Research Approach

The study mainly adopted a qualitative approach with case study design in order to get a specific picture of student's drop out in Kisarawe District. Qualitative approach was chosen in order to assess cultural factors behind student drop out. The purpose of qualitative research is to describe, explore and explain phenomena being studied. It takes the form of what is happening. Furthermore, the choice of qualitative research approach was due to the fact that the study needs to obtain detailed data by interacting with different respondents to obtain their views, feelings and perception in relation to various objectives of this study. Qualitative research approach seeks to understand peoples' interpretation (Ploeg, 1999). Quantitative approach was applied in the analysis and presentation of data obtained in this study

3.4 Sample Size and Sampling Procedure

3.4.1 Sample Size

Sample size depends largely on the degree to which the sample approximates the qualities and characteristics of the overall population. Leedy (1980) suggests three factors to consider when deciding on a sample size. The factors are: the degree of

precession required the variability of population, and method of sampling to be used. As a general principal it is advised to have as large sample as possible. The sample size for this study were 100 teachers, 1 headmaster and 19 teachers i.e 20 teachers from each school especially 20 from Cholesamvula, 20 from Jenguo, 20 from Kibuta, 20 from Maneromango, and 20 from Masaki secondary schools; 60 students including those on studies and those who dropped out from studies, 40 parents, 4 religious leaders making a total of 204 respondents.

3.4.2 Sampling Procedure

Probability sampling was used in this study especially convenience where the respondents were selected basing on easy of reach by the respondents and judgmental sampling basing of the judgment of the researcher that a particular respondents provided useful information for the research.

3.5 Data Types and Data Collection Methods

Both primary and secondary data were used in this study. More than one technique was used for gathering information since no single technique is completely adequate by itself (Cohen, *et al.*, 2000). Data collection technique in this study included documentary review and interview. Multiple sources of information were preferred in order to crosscheck on consistency of information that would not be available through use of other sources (Cohen, *et al.*, 2000).

3.5.1 Interview

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through

personal interviews and, if possible, through telephone interviews (Kothari, 2010). The interview in this study was personal interview method where the interviewer asked questions generally in a face-to-face contact to the respondents targeted in this study (At times the interviewee also asked certain questions and the interviewer responded to these, but usually the interviewer initiated the interview and collected the information.) This sort of interview was in the form of direct personal investigation and indirect oral investigation. The method of collecting information through personal interviews was in a structured way (i.e. structured interviews). Such interviews involved the use of a set of predetermined questions and of highly standardized techniques of recording. The interview method was used to collect data from all respondents who formed the sample size for this study i.e 204 respondents.

3.5.2 Documentary Review

In this method various documents related with areas of the study were reviewed. These were such as Regional Reports, Economic Survey Reports, and Census results books and reports from some schools. In reviewing these documents the researcher obtained various information on population in these regions, its distribution, composition and trends and some data on drop out.

3.5.3 Observation

Observation method is the most commonly used method especially in studies relating to behavioral sciences. In a way we all observe things around us, but this sort of observation is not scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and

control on validity and reliability. Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent (Kothari, 2004). The researcher observed various youth which were not going to school, their economic activities and standard of living.

3.6 Data Analysis, Processing and Presentation

The collected data were processed in order come up with an objective interpretation. Kothari, (2002) Provides that; data processing implies editing, coding, classification and tabulation of collected data in the form that enabled the researcher to make an analysis. Data from interviews and documentary reviews and observation were manually analysed, both qualitatively and quantitatively based on the nature of data in response to their respective research questions. Finally, data were presented through tables, figures and active voices of the respondents.

Quantitative data analysis was done to capture frequencies and percentage of the respondents in relation to their respective research questions. The results were organised into tables to indicate frequencies and simple percentages. As a result, descriptive analysis of data was carried out in order to find out the distributions of different variables of the study. Descriptive analysis provided the researcher with profiles of respondents such as sex, education level and age as well as distribution of their views in relation to the objectives of the study. Finally, tabulation, ranking and interpretation were used to simplify the presentation of data to enhance overall clarification of analysis to suit the research objectives.

Qualitative data was thematically analysed to describe the distributions of different contents in each research objectives. Moreover, qualitative data was finally organised based on their contents although tabulation of data and interpretation were used to simplify the presentation of data to enhance overall clarification of data. Finally, the analysis of qualitative data was presented by active voices of the respondents. Thus, qualitative data was subjected to content analysis and was presented in chapter four (4) as research findings.

Data analysis procedure began with code information from the interviews and documentary reviews. Qualitative coding was used to label contents based on their specific themes. When coding was complete, the interview guide was edited so as to ensure the maximum accuracy possible of entries. The collected data were processed to reduce its bulkiness thus minimized to a manageable size. For checking the accuracy of the collected data the researcher checked the correctness of given answers during the interview process. Here the researcher also crosschecked the sample size and given answers, and check whether the responses given have close relationship with contents in each objectives in a way.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter includes the findings of the study which are presented, interpreted and discussed in relation to the research objectives and questions that guided the study and the reviewed literature in the previous chapter. Generally, the objectives of the study included;

- i) To assess the extent of dropout problem.
- ii) To identify the general factors contributing to students' dropout.
- iii) To identify the cultural factors contributing to students' dropout.
- iv) To suggest strategies to reduce student dropout problem.

4.1 Respondent Characteristics

In order to get the extent of the drop out problem, the researcher asked teachers, head of schools, religious leaders and parents on state the real situation where they are currently working and residing. The answers are as shown in the Table 4.1.

Table 4.1: Respondents' Responses on the Presence of Dropout

	Teachers	School Head	Parents	Religious leaders	Percentage
Non-existing	0	0	1	0	1.7
Average	2	0	3	1	10.0
Small	6	1	5	1	21.7
Very High	17	4	16	3	66.7
Total	25	5	25	5	60

Source: Field Data, 2016

From Table 1, only one respondents which is equal to one point seven per cent said there is no dropout, six respondents which is equal to ten per cent of the respondents said there is average dropout, thirteen respondents teachers which is equal to twenty

one point seven percent said the problem is small and the majority of the respondents forty, which is equal to sixty six point seven percent said the problem is very high. The general picture provided by Table 1 is that, drop out is a very big problem in Kisarawe district though in varying degrees.

4.2 General Factors Contributing to Students' Drop Out

In order to obtain information relating to this objective, the researcher posed a number of questions to the dropouts, students, teachers, parents and religious leaders. In one of the questions, the researcher asked the dropouts on the reasons that caused them to drop studies one of them answered;

“Last year I lost my father who was working at Tanzania Port Authority (TPA). My mother was just a housewife and we depended on everything from our father. After his death, life is very difficult that my mother started making bites and I was forced to wake up very early in the morning to pass in different houses and streets to sell the bites so that we get something for buying beans and rice for our stomach. This has forced me to stop schooling, as I usually finish at 11:00 where schools sessions have already started”

Another dropout when asked the same question answered;

“I got pregnant and decided to stay at home because there was no way I could go on schooling while pregnant.”

Thus, the death of parents plays a significant role in student's dropout and this is supported by These findings are supported by Nyazi (2002) who found that high rate of pupils' dropout has been ascribed mainly to many factors including the death of parents, negative attitude of parents toward schooling, parent's ignorance, and lack of interest in education. Those who were at schools were asked to mention reasons which made their colleagues stop studies and one of them answered;

“difficult living condition, early marriage, poverty of parents, early pregnancy, temptation, lack of infrastructure, getting a fiancée, mob psychology, lack of parents follow-up, lack of support, parents belief that studying is wastage of time, lack of money to cover daily expenses, heavy punishment, lack of discipline, lack of personal needs, distance to school and distance between children and parents, negative perception of parents on girls education, initiation ceremonies.”

The other student answered;

“Most of them do not continue with studies because of corporal punishment provided by our teachers, poverty, death of parents and different job opportunities present outside school.”

Therefore there is no single reason that causes students to dropout and that is why Nyazi (2002) found that high rate of pupils’ dropout has been ascribed mainly to many factors including the death of parents, negative attitude of parents toward schooling, parent’s ignorance, and lack of interest in education.

In the other question, the researcher asked the respondents especially teachers, parents and religious leaders to rate various causes of students’ drop out by indicating whether they agree, disagree, or are neutral. VOne of the factors was whether education related costs such as different fees, exercise books and fare to and from the schools lead to students’ drop out. Answers from the respondents are shown in the Table 4.2.

Table 4.2: Contribution of Education costs on Dropout

	Teachers	Parents	Religious leaders	Percentage
Strongly Disagree	0	0	0	0.0
Agree	20	18	3	74.5
Neutral	1	3	1	9.1
Disagree	4	4	1	16.4
Strongly Agree	0	0	0	0.0
Total	25	25	5	100.0

Source: Field Data, 2016

From Table 4.2, forty one respondents which is equal to seventy four point five percent of all respondents agreed that education costs lead to dropout whereas five respondents which is equal to nine point one percent said they neither agree nor disagree and nine respondents which is equal to sixteen percent point four disagreed that education costs lead to dropout. Thus, there is a general consensus that education costs lead to school dropout and this is supported by Carney (2006), who summarized various costs to include those for infrastructure development, meal contributions and provision of academic equipments, school security guards, uniforms, study tours, text and exercise books. The other question asked to parents, teachers and religious leaders was whether distance to school contribute to school dropout and answers are as shown in the Table 3.

From Table 3, seventy six point four percent of the respondent agreed that distance to school contribute to school dropout whereas twenty three point six percent of them disagreed. Thus, the highest contribution from the respondents on this question agrees that distance to school contribute to school dropout in Kisarawe.

Table 4.3: Contribution of Distance to School on Dropout

	Teachers	Parents	Religious leaders	Percentage
Strongly Disagree	0	0	0	0.0
Agree	22	20	0	76.4
Neutral	0	0	0	0.0
Disagree	3	5	5	23.6
Strongly Agree	0	0	0	0.0
Total	25	25	5	100.0

Source: Field Data, 2016

This view is supported by various authors such as Omari (1998) who observed that the longer the distance from home to school the more the children are unwilling to walk those distances especially during the long rains or scorching summer sun and cold winter especially during morning time, which becomes more crucial in communities where education is not highly valued and Rumberger (1987) who found that long distances may affect the attendance of both girls and boys. On whether diseases contribute to dropout, the respondents' views are shown in the Table 4.4.

Table 4.4: Contribution of Diseases on Dropout

	Teachers	Parents	Religious leaders	Percentage
Strongly Disagree	0	0	0	0.0
Agree	20	20	3	78.2
Neutral	1	1	1	5.5
Disagree	4	4	1	16.4
Strongly Agree	0	0	0	0.0
Total	25	25	5	100.0

Source: Field Data, 2016

From Table 4.4, seventy eight point two percent of the respondent agreed that diseases to school contribute to school dropout whereas five point five percent of them were neutral and sixteen point four percent disagreed. From table 4.4, it is clear

that the highest percent of the respondents agreed that diseases contribute to dropout in schools. For example long term illnesses of parents or relatives suffering from diseases such as diabetes and blood pressure may lead to drop out. This is emphasized by Hallam (2002) that many children are compelled to seek employment in order to earn money to support their families, and thus dropout and stay out of schools.

On the other hand, most of the respondents agreed that dislike for school, poor class performance, age and suspension due to indiscipline and child care play a significant role on school dropout to most of the students. This is supported by Rumberger, (1987) and Finn, (1993) who found that students who receive disciplinary measures for example, detentions, retention between grades, suspensions, and expulsions are said to run a higher risk of dropping out of school.

4.3 Cultural Values that Lead to Students' Dropout

To obtain information in relation to this objective, the researcher asked the respondents to rate various cultural related causes of students' drop out by indicating whether strongly disagree, disagree, are neutral, agree or strongly agree. The following are views from the respondents on the role of childhood marriage on drop out.

Table 4.5: Childhood Marriage and Dropout

	Teachers	Parents	Religious leaders	Percentage
Strongly Disagree	0	0	0	0.0
Agree	23	24	5	95
Neutral	0	0	0	0
Disagree	2	1	0	5
Strongly Agree	0	0	0	0
Total	25	25	5	100

Source: Field Data, 2016

From table 4.5, ninety five percent of the respondents agreed that childhood marriage contribute to dropout while five percent disagreed that childhood marriage lead to dropout. These findings are in line with those obtained from a study conducted in Nigeria by Clarkey (1998) which revealed that parents in Nigeria allow their daughters to be married at the age of 12 for fear of possible conception outside of marriage. Parents were reported to still cherish the culture of marrying off under- age daughters for economic and social status. Such findings on marriage as a reason for drop out are also pointed out by Sekamwa (1997) and that Hyera et al. (2007) in Uganda and Tanzania respectively.

When asked whether pregnancy contributes to dropout, one of the parents said

Some parents want their children to study. But some of them stop their students to go to school after being pregnant. Some take their children far from the area due to being afraid of shame. Other use this opportunity to arrange for marriage in order to get dowry”

Thus, unwanted pregnancies are key determinant factors for students to dropout and this is supported by various researchers such as Ndimba (1996), Hyera (2007) and Mwalongo (2008) have shown that there are big numbers of female pupils who have

drop out of school in Tanzania due to pregnancy. Similar findings are also arrived by BEST (2009) that pregnancy contributes to about 4.6% of all drop out.

The respondents were asked to rate the impact of initiation ceremonies where youths move to adulthood, all respondents viewed this factor as leading to drop out. For instance one of the religious leaders said

“Initiation ceremonies take so long that students lose a lot of things taught in the class. After initiation, students feel that are grown up, that they cannot be given any punishment or asked to do any activities. When they fall into confrontations with teachers, some decide to stop schooling”

The findings above are supported by a study done by (Shuma, 1987) which revealed that initiation rites played a major role in influencing the dropout rates of female students. Participation in the ceremonies forced girls to stay out of school for a considerable period of time. Schoolgirls refused to go back to school after the ceremonies.

On whether puberty contributes to dropout answers from the respondents are shown in the Table 4.6.

Table 4.6: Puberty and Dropout

	Teachers	Parents	Religious leaders	Percentage
Strongly Disagree	0	0	0	0.0
Agree	5	18	5	51
Neutral	0	0	0	0
Disagree	20	7	0	49
Strongly Agree	0	0	0	0
Total	25	25	5	100

Source: Field Data, 2016

From Table 6, fifty one percent of the respondents agreed that puberty lead to dropout whereas forty nine percent of them said puberty does not contribute to dropout. These views are in contradiction with those from various researchers including Swantz (1970) who asserted that school girls are forced to leave school as soon as they reach puberty, and this is supported by Mansory (2007) that girls are especially discouraged to attend schools from the onset of puberty and early marriage and a large number of girls in India drop out of the education system around puberty. On the contribution of religious studies like Madrasa, the majority of the respondent disagreed on its impact and few respondents agreed that the factor lead to drop out. In relation to this, one student said.

“I just go to madras twice per week. Can this make me stop my studies? Never, attending Madras cannot happen to me. I try to balance my religious studies and schooling for my own future life”.

This is contradiction with studies done by Save the Children (2005) which depicts that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions in including their progress with schooling.

Body piercing is a tradition which cause student drop out in some societies. In this research, the majority of the respondent agreed, and few respondents disagreed on its impact. The views from the parents are presented in Table 4.7. From Table 4.7 above, eighty percent of the parents said body piercing contributes to dropout while four percent neither agree nor disagree and sixteen percent said body piercing does not contribute to school dropout. From such findings, it is clear that body piercing

contributes to school dropout since the highest percent of the respondents indicates so and this is supported by Save the Child (2003) that piercing, tattooing and scarring of the skin, for example, may be carried out at different ages with the aim of making boys and girls more attractive exposing them to different behaviour which make them stop studies.

Table 4.7: Parents’ Responses on the Contribution of Body Piercing to Dropout

	Frequency	Percent
Agree	20	80.0
Neutral	1	4.0
Disagree	4	16.0
Total	25	100

Source: Field Data, 2016

When asked to show whether early marriages contribute to dropout in their area, one of the students said.

“When were at standard five, our two colleagues told us that they have fiancée and their parents had already taken some money from the parents of the boys. We thought it is a joke. When were back for standard six, the two students were not back and we heard that are married and one, six month pregnant.”

Early marriages in that sense contribute to dropout which is also in agreement with Mansory (2007) who found that early marriage is the foremost cause of early school dropout of girls in Afghanistan. If having a boyfriend or girlfriend leads to drop out, the majority agreed and few respondents disagreed. For example one student surprisingly said this.

“May be I do not get a boyfriend. If it happens I get one, I stop schooling so that I can care him much including cooking, washing and give him everything he want”.

Students' sexual activity has resulted into increased cases of unplanned pregnancies, poor academic performance, and eventually school dropouts (Miyakado, 2013; 2013a). In the United States, a number of studies have shown that, teenagers who abstain from sex are more likely to graduate from high school and attend college than their sexually active peers (Sabia & Rees, 2009).

4.4 Strategies to Reduce Student dropout Problem

In order to get strategies to be employed to reduce the problem of dropout which is one of the objectives of this study, the respondents were asked to suggest the strategies to reduce and eliminate dropout problem due to cultural factors, one of the parents said;

“The parents should be educated on the effects of dropout and strict measures should be taken to those parents whose children do not complete studies.”

Another parent also said

“The only solution is to provide education to the parents so as to make them understand the importance of education to their sons and daughters and therefore be responsible for the education of their children.”

One of the religious leaders also answered to the same question and said

“Parents should cooperate with the government to make sure that those cultural practices which cause our children to stop their studies are stopped completely and if not strong measures should be taken against them.”

Furthermore, one of the heads of school in an attempt to this question said

“The only solution to cultural factors that hinder children to continue with studies can only be eliminated by educating the parents and the community at large and those who do not respond to have to be taken to court for further action.”

From the suggestions given above, it is clear that parents have a great responsibility of making sure that the cultural practices performed in society do not lead to student dropout by making sure that they fight seriously against them. This is supported by Kimaro (1981) who suggests that families have a great role in ensuring that school attendance is maintained.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter winds up this research by presenting the summary, conclusion and recommendations. All these are provided in line with the general objectives and the specific objectives of this research.

5.1 Summary

The main objective of this study was to assess the contribution of cultural values in students' drop out in Tanzanian secondary school with focus on Kisarawe district. Specifically this research ascertained the extent of dropout problem, identified the general the factors contributing to students dropout, specific cultural values that lead to students dropout and strategies which can be used to reduce student dropout.

- i) On the extent of drop out problem at the district, majority of the respondents, 54.1 per cent said the problem is very big. The researcher also gain understanding on the extent of the problem by observing young girls with children and he received information that those were students but stopped the studies after getting pregnancy.
- ii) Various factors which are not culture related, lead to drop out including death of parents who used to pay everything at schools for them, difficult learning environment involving lack of desks and teachers, presence of single parents, poor economic conditions which resulted to failure to pay some school expenses, distance from home to school, lack of understanding in the class, poverty of parents, temptations from men, heavy punishment by teachers, lack of government support, lack of parents care, poor families, mob psychology,

lack of parents follow-up, lack of education to parents and suspensions. Majority of the respondents view poor class performance, parent's ignorance on the importance of education, provision of child care facilities, as among the common causes of students drop out in the area.

- iii) Majority of the respondents agrees that pregnancy (100 per cent), childhood marriage (82.6 per cent), initiation ceremonies (57.8 per cent), puberty (44 per cent) as among the cultural related factors which contributes to students drop out in the area.
- iv) Various ways can be used to reduce and eliminate drop out problem due to cultural factors including avoiding outdated traditions, educating parents on the importance of education for their children, parents to collaborate with the government to discourage such traditions, stopping sex while at school, **and** stopping initiating girls while on studies.

5.2 Conclusion

Drop out is one of the major problem facing the education sector in Tanzania and other countries in Africa. The problem is attributed by both factors internal to an individual student such shame of studying due to age as well lack of discipline but also by factors which are external to the individual such as poor learning environment. The factors also include both cultural related such early pregnancies and early marriage, and not cultural related factors such as large size of the class and poor learning environment. Given the universal right of education to all children substantial efforts need to be done to curb drop out problem.

5.3 Recommendations

Thanks to the efforts of the fifth phase government to offer free education to students. However, increasing the level of compulsory education may be one tactic to prolong the period of time when a girl is unavailable for marriage. It is also important to capitalize on the window of opportunity created by the increasing gap in time between the onset of puberty and the time of marriage by providing substantive skills enhancing programmes and opportunities. There is a need to develop methods to protect girls at risk of child marriage and to address the concerns of girls and women who are already married by ensuring the fulfilment of their right to a full education and providing them with life skills-based training to ensure that they can earn a livelihood.

In order to reduce walking long distances from home to school, risk to sexual harassment and other forms of violence, schools should be built in communities that do not have schools at present to shorten the long distances covered to secure both the girls and boys to completing their studies.

Decreasing the pressure on young women to conceive through education and advocacy on the dangers of early motherhood should be considered. Similar consideration should be given to ways to improve access to effective contraceptive methods.

Outreach efforts should consider targeting women who were married before age 18 as potentially in need of assistance. Parents should be convicted for accepting their children who drop out of school. Village by-laws about dropout should be introduced

to ensure that pupils who are dropping out of school have legal actions taken against them.

Mapping child marriage levels within countries may be a useful practice for programmatic purposes when determining where to launch new prevention campaigns. It can also be used to track future progress by comparing child drop out levels at different points in time. Further data collection and research is required to explore the impact of child marriage on boys and men. Also see the impact of drop out for those who did not go back to school again.

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APPENDICES

APPENDIX 1 Stakeholders views on students drop out in Kisarawe

Section A: Introduction

I am a student in Masters of Education in Administration, Planning and Policy Studies at the Open University of Tanzania, conducting my research on assessing the impact of cultural related aspects on Student's dropout in Kisarawe district. The information that will be gathered will be used for academic purposes only. Your response will be totally anonymous and the highest degree of confidentiality will be maintained. I therefore request you to answer the following questions as honestly and openly as you can. It is my sincere hope that I will receive maximum cooperation.

Section B: Questions

1. Which wards are you coming from.....
2. Working station
3. Your occupation
 - i. Teacher
 - ii. Student
 - iii. Parents
 - iv. Religious leader
4. Gender
 - a. Female
 - b. Male

5. To what extent is you are with drop out problem among student in this area?
- Not exit
 - Moderate
 - Very minor
 - To a large extent
6. The following are differences reasons for students to drop out in school. Give your view by choosing number (1) up to five (5) to what extent you agree each statement

1=strongly agree 2.disagree 3.Agree or disagree 4. Agree 5 .strongly disagree

No	Reason	1	2	3	4	5
	Financial reasons					
	Distance from school					
	Changed school, did not like new one					
	Early marriage					
	Pregnant					
	Illness or disability					
	Did not like school					
	Was suspended or expelled from school					
	To be aged					
	Poor performance					
	Lack of parental support					
	Early pregnancy					
	Genital menstruation and male circumcision					
	Puberty					
	To take care children					
	Harshness of the teacher					
	Could not get along with teachers					
	Had to take care for my family member					
	Had to support family					
	Other reasons					

7. What are the effect of student to drop out before to complete study?.....

.....
.....

8. What should be done to reduce the problem of student drop out as a rust of culture practice?.....

.....
.....
.....

9.

*******Thank*******

APPENDIX 11: Students Interview Guide

Section A. GENERAL INSTRUCTIONS

I am a student in Masters of Education in Administration, Planning and Policy Studies at the Open University of Tanzania, conducting my research on assessing the impact of cultural related aspects on Student's dropout in Kisarawe district. The information that will be gathered will be used for academic purposes only. Your response will be totally anonymous and the highest degree of confidentiality will be maintained. I therefore request you to answer the following questions as honestly and openly as you can. It is my sincere hope that I will receive maximum cooperation.

Section B: Questions

1. Which ward are you coming from.....
2. Gender
 - c. Female
 - d. Male
3. Are you still going to school?
 - i. Yes(continue with question no 4)
 - ii. No(skip to question no 6)
4. Name of your school
5. Which class are you?
 - i. Form one
 - ii. Form two
 - iii. Form three
 - iv. Form four

6. Why don't going to school?

- i.
- ii.
- iii.
- iv.

7. What are the causes of your fellow student to drop out?

- i.
- ii.
- iii.
- iv.

8. Among the following cultural issues rate the extent to which each one contribute in students drop out in this area by indicating 1=No affect, 2=Minor Affect, 3=Neutral, 4=Moderate Affect, 5=Major Affect.

No	Reason	1	2	3	4	5
1	Early pregnancy					
2	Early marriage					
3	Genital menstruation and male circumcision					
4	Puberty					
5	Illness					
6	To take care for children					
7	To get partner in the class					
8	Lack of parental support					
9	Did not like school					
10	Had to support family					

9. What do you think can be done to control student's drop out in this district and Tanzania at large as a result of cultural practice?

.....

