

**PULLING AND PUSHING FACTORS IN PRIMARY SCHOOLS IN IRINGA  
REGION, TANZANIA**

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**A DESSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
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**2018**

**CERTIFICATION**

The undersigned certified that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitle: “Pulling and Pushing Factors in Primary Schools in Iringa Region in Tanzania” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Date

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I, **Mkanibwa Ngoboka**, do hereby declare that this dissertation is my own original work and that it has not been presented, and will not be presented, to any other University for the similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to Jesus Christ, the Begotten Son of the Almighty living God and to my family especially to my dear husband Alberto and my son Raphael. Their love to me, guidance, support and encouragement led me to complete this work successfully.

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## **ABSTRACT**

This dissertation aimed at analyzing pulling and pushing factors in primary schools in Iringa region, Tanzania. Specifically this study focused on: i) assessing pupil aspirations towards school, ii) To examine the factors pushing pupils out of school iii) To determine factors pulling pupils towards school. A case study was used. Case study helped in obtaining an in-depth understanding of the pulling and pushing factor in primary school. Purposive sampling technique was used to pick sample for case study which helped to identify key informative. This study used, interview and documentary review as data collection methods. By using thematic analysis it was found that self-desire, future prospects and possibility to find work are main pupils' aspirations toward school. Findings from the interview also revealed that cost sharing policy, coordination between teachers and parents, parents guidance, good toilets, provision of meals, students attitude to learn and well trained teachers play important role in pulling pupils towards primary school education. Further analysis using thematic analysis indicated that distance from school, parent negligence, poor toilets, early marriage, lack of basic needs, child labor, death of parents, teachers attitude, house work, and peer influence were among the factors identified to be related to pushing pupils out from primary school. This study, recommends and concludes that the law should be enforced and convict parents as well as head of schools who hesitate to take legal measures against the pupils who are pushed out of school. In addition, it is recommended that the government at both the central and local levels should organize campaigns in order to raise public awareness about the importance of investing in children's education.

## TABLE OF CONTENTS

<b>CERTIFICATION.....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>TABLE .....</b>	<b>xi</b>
<b>FIGURE .....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiii</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS.....</b>	<b>xiv</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>GENEAL INTRODUCTION AND BACKGROUND OF THE STUDY .....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Statement of the Problem .....	8
1.3 Research Objectives .....	8
1.3.1 General Objectives .....	8
1.3.2 Specific Objectives.....	9
1.4 Research Questions .....	9
1.5 Significance of the Study.....	9
1.6 Scope of the Study .....	10
1.7 Conceptualization of Key Terms .....	11
1.8 Organization of the Study .....	11



1.9	Chapter Summary.....	12
<b>CHAPTER TWO.....</b>		<b>13</b>
<b>LITERATURE REVIEW.....</b>		<b>13</b>
2.1	Introduction.....	13
2.2	Theoretical Literature Review .....	13
2.3	Empirical Literature Review.....	15
2.3.1	Pupil Aspirations Towards School.....	15
2.3.2	Factors Pulling Pupils to School .....	16
2.2.3	Factors Pushing Pupils out of School.....	19
2.3	Research Gap .....	21
2.4	Conceptual Framework .....	22
2.5	Chapter Summary.....	23
<b>CHAPTER THREE.....</b>		<b>25</b>
<b>RESEARCH METHODOLOGY.....</b>		<b>25</b>
3.1	Research Approach .....	25
3.2	Research Design.....	25
3.3	Study Area .....	26
3.4	Targeted Population .....	26
3.5	Sampling Design and Procedure .....	27
3.5.1	Sampling Frame .....	27
3.5.2	Sampling technique and Procedures .....	27
3.6	Data Collection Methods .....	28
3.6.1	Interviews .....	28
3.6.2	Documentation.....	29

3.7	Data Analysis .....	29
3.8	Reliability and Validity of Scales .....	30
3.9	Ethical Issues .....	30
3.10	Chapter Summary.....	30
<b>CHAPTER FOUR .....</b>		<b>31</b>
<b>RESULTS AND DISCUSSION OF THE FINDINGS.....</b>		<b>31</b>
4.1	Introduction.....	31
4.2	To Assess Pupil’s Aspirations Towards School .....	32
4.3	To Examine Factors Pushing Pupils out of Primary School .....	35
4.4	To Determine Factors Pulling Pupils Towards School .....	44
4.5.1	Pupils Aspirations Towards School .....	54
4.5.2	Factors Pushing Pupils out of Primary School .....	55
4.5.3	Factors Pulling Pupils Towards School.....	56
<b>CHAPTER FIVE.....</b>		<b>58</b>
<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>		<b>58</b>
5.1	Introduction.....	58
5.2	Summary.....	58
5.4	Recommendation.....	59
5.5	Areas of Further Studies .....	60
<b>REFERENCES .....</b>		<b>61</b>
<b>APPENDICES .....</b>		<b>67</b>

**TABLE**

Table 4.1: Respondents Profile ..... 32

**FIGURE**

Figure 2.1: Conceptual Framework ..... **Error! Bookmark not defined.**22

**LIST OF APPENDICES**

Appendix I: Interview Guide for Teachers, Pupils and Parents..... 67

Appendix II: Interview Schedule For Pupils..... 68

Appendix III: Data Clearance Letter ..... 69

Appendix IV: Permit from the Region ..... 70

Appendix V: Permit from Iringa District Council..... 71

Appendix VI: Permit from Iringa Municipal Council ..... 72

**LIST OF ABBREVIATIONS AND ACRONYMS**

APA	American Psychological Association
ACTS	American College Testing Service
CRS	Convention of the Rights of the Child
EFA	Education for All
GSFP	Ghana School Feeding Program
MED-APPS	Masters of Education in Administration, Planning and Policy Studies.
MOE	Ministry of Education
PEDP	Primary Education Development Programme
PRSP	Poverty Reduction Strategy Papers
US	United State
UNESCO	United Nations Educational Scientific and cultural organization
UN	United Nation

## CHAPTER ONE

### GENEAL INTRODUCTION AND BACKGROUND OF THE STUDY

#### 1.1 Introduction

Primary school education forms the basis of an entire system of education and it has been evidenced as an engine of social economic development of any country. Remarkably, Baruah and Goswami (2012) indicated that primary school education inculcate the spirit of self-help, self-reliance, dignity of labor and complete integration of learners with the society in which they live. On the other hand, Malik (2002) advocate the fact that, primary school education serves as a foundation on which the subsequent structure of the education system is raised. This has also been seconded by Baruah and Goswami (2012) that, investing in primary education makes a vital contribution to economic development of developed and developing countries. Moreover, Hussain, et al. (2014) argues that, primary education has gained central importance in the lives of pupils for achieving further higher education. This means that, primary education is the initial gate way for enhancing the literacy rate in countries by providing basis for further education, social, political and economic development. Hence primary schooling holds the key for transmitting values for adult life, skills for work life and cognitive readiness to engage in higher levels of learning (Baruah and Goswami, 2012; Amadi, et al., 2013). All these facts clearly establish the importance of primary education in both developed and developing countries.

It is not ideal therefore; to drop out of school for one, would not acquire the necessary talents that make him or her highly functional in the society. Also it has been argued in APA, 2010 as cited in (Salehe 2015) that, high dropout rate diminishes the pool of

well qualified people from diverse backgrounds who will enter the professional and political ranks that make important policy decisions.

Similarly, many governments have failed to meet Education for All (EFA) goal which aims at promoting learning and life skills for young people and adults by 2015 because of an increase of dropout rates among learners (Hekela, 2014). Not only that but also, nations cannot achieve the goal of educational development if there are students who drop out of the system for whatever reasons.

Moreover, pupils who are dropping out of school, there is no way in which their learning needs can be catered for. Pupils therefore, should find it an obligation to complete an educational cycle with an aim of meeting their needs and that of the society.

Realizing the importance of primary school education in economic and education well-being, many nations have devoted a substantial portion of their government funds towards primary school education. For example the government of Filipino has introduced free education policy for basic education and has granted every Filipino the right to free basic education (Atilano ,et al., 2016). According to Farooq, (2015), in Pakistan, the Universal Education from grade one to five is emphasized in The National Education Policy of 1998-2010 that all children aged 5-9 years throughout the country will have to complete the primary education cycle.

On the context of Kenya, to ensure access to primary school education and to increase enrolment of primary school, the government of Kenya introduced Free Primary Education programme in 2003 and has put strong emphasis on the policy of Education for All by the year 2015 (Morara and Chemwei, 2013).



Likewise the government of Tanzania has introduced free basic education policy to allow all those who want to access it to do so (Vavrus and Moshi, 2009). The Primary Education Development Programme – PEDP both phases (I; 2002 – 2006 and II; 2007 - 2011) were developed to ensure that every eligible child gets the best and quality education (ibid). The aim of both the free education policy and PEDP initiatives were to ensure that many children are enrolled and complete successful their primary school education. In fact there is no doubt that the implementation of PEDP and free education policy has brought positive changes in primary schools in which more children are enrolled in schools than ever before.

All these efforts from different governments worldwide aimed at ensuring access to basic education and that every pupil who has enrolled have to complete primary school education, this is also argued by Farooq (2015) that, the right of easy access to basic educational opportunities is safe guarded by the states across the globe.

Despite of many policies and strategies developed to enhance a smooth transition rate in primary school, there are still children who withdraw from school prematurely (Sigei and Betty, 2014). This was also evidenced by Farooq (2015) who advocated that, despite improvements in getting children into school, dropout before the last grade remains a serious problem in many low and middle income countries. For example in Philippine where every children has a right to free basic education, still many Filipinos do not have a chance to attend and finish formal basic education (Atilano ,et al., 2016).

On the other hand, Mishra and Azeez (2014) advocated that in India and many other developing countries a large number of children's are out of school before completing

their primary and secondary education. Notably example in Pakistan, the participation rate in primary education is 50% to 60% and the dropout rate is estimated at 48 % (Pakistan academy of educational planning and management, 2010 cited in Shah, et al., 2011). In Kenya, the education sector consumes about 30 percent of public expenditure but still 1.8 million children are out of school (Okuom,et al., 2012).As a consequence, a substantial amount of this expenditure is spent on those who drop out of school.

In Tanzanian context, despite the achievements observed in primary education, there are many pushing factors that push pupils out from school, impeding their continuing with education, leading them to drop out of school and these may originate from home, from peer groups, from school or from individual student. Referring to home as a pushing factor, UNESCO (2007) identified; poverty, illness of family member, especially one of the parents. Olweya (1996) adds to this list especially for the girls pointing to early pregnancy and child labor.

On the school as a factor pushing students out of school, Watkins (2000) identified overcrowded classrooms; unqualified and unmotivated teachers, teacher absenteeism, dilapidated school buildings, inadequate facilities, limited supply of learning materials, weak curricula, gender bias and poor instructional methods. Bruce in Patrick (2008) adds that demeaning teacher attitudes and punishment often lead to school avoidance by children and poor relationship between teachers and pupils (Mulwa, 1998).

The pushing factor emanating from students themselves may include; lack of motivation of pupils, chronic sickness and medical problems, physically marked

deviations among the pupils such as height and age, involvement in casual employment to meet basic needs and long distances between schools and homes. Bad company from friends and peers may also push students out of school.

However, there are also pulling factors that pull students to school. These may be the reversal of the pushing factors. Brimer and Pavli, (1971) as cited in Adane, (1993) identified student motivation and expectation for future achievement as strong pulling factors for students to persist in school. This is a general assumption that a child with high motivation and seeing prospect in the future will likely be adoptive in school. The other concept that is related with pupils' characteristics is pre- School education experience among students. A number of studies ( Riley, 1986; Myers. 1983, cited in Adane, 1993), carried out in different countries have documented the contribution of pre-school education experience in reducing and preventing drop out and repetition in primary schools.

On the other hand, Adane (1993) states that students' persistence in school depends largely on the health condition of the learner himself or herself whether is well-nourished, having physical and mental health. Pulling factors emanating from school include teachers' characteristics like; teachers' qualification, experiences, positive attitude and commitment to their profession and pupils (Biniaminaw and Glasman 1982). The quality and efficiency of education that a child aspires to get is directly related with qualification of teachers. For example Heyneman (1980, cited in Adane, 1993) has come up with the conclusion that teachers experience and pupils progress have positive relationship and that the assignment of less experienced teachers has been the causes for students dropping out especially in rural schools.

Additionally, school physical and material facilities affect educational quality in general and pupils' are being pulled to school in particular. It is widely accepted that schools with better facilities and materials that facilitate the instructional process are possibly more efficiency than those without (Carl- Hill, 2002; Habtamu, 2002; Taylor, 1997). Thus, the school facilities that are particularly related to instructional activities contribute to efficiency in term of teaching and learning. The Quality and sufficient school infrastructure includes; the classroom, study rooms offices, toilet rooms, water supply, electricity service and health service are good pulling factors which motivate students to school (MOE, 2003).

Moreover, Carl-Hill, (2002), points to the curriculum, asserting that, curriculum that offers the children the necessary life and survival skills has the potential to attract students and pull them to attend school. The other important thing is the distance a pupil travel from home to school. The shorter the distance the more possibility those students will attend and complete school. This means if schools are allocated near, more pupils or students will be attending to school timely and participate in schooling activities full. However, if schools are far, most students find it difficult to walk long distances and hence they find themselves being pushed out from school (Odaga and Heneveld 1995; The World Bank 1990).

Factors which push students out of school affect the initiatives of the government of Tanzania to attain its 2025 vision of having a well educated population by 2025. For example the Tanzania Basic education statistic data indicates that, in 2012 about 70157 primary school pupils out of 8247172 enrolled pupils dropped out from school which make 0.85% of pupils who dropped out in the year 2012 (Basic Education

Statistics National Data, 2012) while in 2013 about 56573 primary school pupils out of 8173384 enrolled primary school pupils dropped out which make a total of 0.69 percent (ibid).

These statistics indicate high rate of dropout at primary school level which may create many problems especially that the country is in the process of embarking on the industrial economy that needs its entire population to be knowledgeable on many issues, this cannot happen without basic education. This has also been indicated by APA (1996) that, high dropout rate diminishes the pool of qualified people from diverse backgrounds who participate in making important public policy decisions. On the other hand Lomuria (2017) argued that, school dropout has negative impact on school transition from primary schools to secondary and other higher levels of education and in the world of work.

On the other hand, Simuforosa and Rosemary (2015) indicated that, failure to finish school undermines pupils' development resulting in them having a misty future. This means that, equipping pupils with necessary skills and knowledge through education would enable them to be strategically competitive in this era of globalization. As argued by Rumberger and Lim (2008) that, in order to address the dropout crisis it requires a better understanding of why students drop out. Surprising of the problems, little has been done in analyzing factors influencing drop out. Even those few studies which were done most have come with conflicting findings and conclusions. (Dakwa, et al. (2014), Bashir, et al. (2014), Bruce in Patrick (2008), Azzam (2007), Watkins (2000), Kirui (1982), Mulwa (1998). Given this situation, this study filled the gap by analyzing pushing and pulling factors among pupils in primary schools in Tanzania.

## **1.2 Statement of the Problem**

Empirical Studies and Policy have linked the relationship between primary education and social economic development. For example, Amadi, et al.(2013) argued that primary education help to bring a change in the individuals for promoting greater productivity and cultivating modern attitude, value and beliefs about work and quality of life. On the other hand, Hirakawa (2012) indicated that, primary education is a fundamental survival for each individual in any society for increasing capability of creating income at grass roots level.

Despite the efforts undertaken by the government of Tanzania through PEDP to improve the quality of primary education, the problem of drop out of pupils from primary school in Tanzania is high, For example, in 2016 about 85,985(5.77%) primary school pupils out of 14884390 enrolled pupils, dropped out from school for various reasons (Basic Education Statistics National Data 2016). However, few researchers in Tanzania have cared to dwell on asking childrens' aspirations towards school. In fact, there is very little in terms of research in Tanzania that has dwelled on the pushing and pulling factors impacting on pupils in primary schools, leading them not to complete their basic education. This study aims at filling this gap in the literature.

## **1.3 Research Objectives**

### **1.3.1 General Objectives**

The general objective of this study was to analyze the pushing and pulling factors among pupils in public primary schools in Tanzania particularly in Iringa region.

### **1.3.2 Specific Objectives**

- (i) To assess pupil aspirations towards school.
- (ii) To examine the factors pushing pupils out of school.
- (iii) To determine factors pulling pupils towards school.

### **1.4 Research Questions**

- (i) What are the pupil aspirations towards school?
- (ii) What are the factors pushing pupils out of school?
- (iii) What are the factors pulling pupils towards school?

### **1.5 Significance of the Study**

For Policy Marker

The results of this study enables policy makers at the Ministry of Education and Vocational Training in Tanzania to come up with strong laws which restrict people who impregnate young girls not to do so that the girls complete their schooling circle successful.

The findings from this study, also facilitates a call for a policy for ensuring that pupils' are provided with food in their schools so that to minimize and even prevent them from being pushed out of school. While early marriage and parental negligence was found to push pupils out of school, this call for a policy which could help to abolish early marriage and deal with parents who are neglecting to provide education support to their children but are supporting child labor and early marriage.

#### For Researcher

While Lewin's Force-Field Theory has been used in other field other than pupils drop out, in this study the use of Lewin's Force-Field Theory to study driving force that pull pupils toward school and pushing out force that drive pupils out of school has provided indepth extension of the model in studying pulling and pushing out factors in the conets of primary school. In addition, Lewin's Force-Field Theory has not addressed exactly what is driving individual toward or outward the institution system only it keep by confirming that there is driving force and restraining force. This study has contributed by extending Lewin's Force-Field Theory to state exactly what is driving pupils and what is pushing pupils out of school. This helps the researcher to get empirical evidences established in this study for further use.

#### For other stakeholders

This study is considered to be useful in the sense that it provides detailed information on the reasons for pupils' dropping out from primary schools. On the other hand findings will be assisting in developing ways for alleviating the problem. The recommendation and suggestions given are considered useful for improving children rights for education and overcoming the problem of pupils' dropping out from schools for the benefit of the children themselves, their families and the nation.

### **1.6 Scope of the Study**

The scope of this study was to investigate the factors influencing dropout among pupils in public primary school in Iringa. Public primary schools have been selected as a scope of this study due to occurrence of dropout especially in rural areas and pastoralist society.



## **1.7 Conceptualization of Key Terms**

### **School Dropout**

The term school dropout is complex and can be described in many different ways. For example, Bashir, et al. (2014) defined school dropout as a process by which a pupil or a student who for any reason other than death leaves school without transferring to another school. While Ramirez and Carpenter (2008) states that student school dropout is a situation where by a student has discontinued from school before graduation with no intention of returning. As in this study the researcher used the term school dropout in public primary school to refer to those students who leave school without the school's consent either to another school or to 'stay' at home.

### **Student aspirations**

Aspirations has been used interchangeably with words like; goals, dreams, ambitions, and drives. This study therefore, deploys student aspirations as what drive students to be what they will become.

### **Pulling factors**

In this study, pulling factors are issues which cause a pupil to persist and attend to school. They can be from the school or those from environment outside the school.

### **Pushing factors**

In this study pushing factors are those things in the school environment or the home that lead to children dropping out of school.

## **1.8 Organization of the Study**

This study is organized into five chapters. The first chapter is about introduction and background of the study. The second chapter presents the review of related literature.

The third chapter is about the research design and methodology, while the fourth chapter deals with the presentation, analysis and interpretation of data. Finally, summary, conclusions and recommendations are in the fifth chapter. Also, references and appendixes are attached at the end of the whole work.

### **1.9 Chapter Summary**

The chapter has delineated the background of the problem on pulling and pushing factors influencing pupils' dropout from primary schools in Iringa region in Tanzania. The chapter also presents the statement of the problem; the purpose and specific objectives of the study; research questions; significance of the study; scope of the study and conceptualization of key terms.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the related theoretical, empirical literature for this study, research gap and conceptual framework. Section one presents theoretical literature that is framed within Lewin's Force-Field Theory, while the empirical literature revolves around the three objectives developed in chapter one.

#### **2.2 Theoretical Literature Review**

Lewin's Force-Field Theory state that, there are two forces affecting behavioral change in a social situation at the same time (Lewin, 1943). He adds that, these two forces provides a framework for looking at the factors that influence (pulling toward) a situation and factors restraining (pushing out) to behavioral change toward social situation. In the context of the current study, Lewin's field theory two forces apply in analyzing factors pulling pupils toward school and factors pushing pupils out of school. This means that there are driving forces that positively contribute to the behavioral change to happen to pupils toward school and there are also restraining forces that are obstructions to behavioral change or pushing pupils out of school.

Lewin's Force-Field Theory has been evidenced to be suitable in studying pulling and pushing factors in different context rather than education. For example, in unrelated perspective, scholars (Burnes and Cooke, 2013; Cronshaw and McCulloch, 2008) validated the theory in organization setting of employee and managed to recommend that management should strengthen the driving force for the behavioral toward which can be achieved through explaining to the workforce the advantage of it and at the

same time company management should minimize restraining forces through organizing training for employees and teach them.

The applicability of this theory in studying pushing and pulling factors in primary school have been evidenced in a number of empirical studies. For example, Morara and Chemwei (2013) found and concluded that teenage pregnancy, chronic repetition, family size, lack of motivation for schooling, parental negligence, influence from peers, lack of trained teacher counselors and early marriages were the main factor pushing out pupils from primary school. It is further supported by Lomuria (2017) who found that in developing countries despite of increase enrolments there is a large number of pupils who are out of school before completing their primary education. These empirical evidences imply that there are driving forces toward school enrolment and there are pushing forces which push pupils out of primary school. Hence, Lewin's Force-Field Theory is justified as a suitable theory in explaining pushing and pulling factors in the context of primary school in Tanzania.

Despite of its applicability, one weakness of Lewins theory, is that, it fails to address the exactly driving forces toward and pushing out forces in a specific context (Dent and Goldberg, 1999).To address this weakness Schwering, (2003) confirmed that Lewin theory can be modified by using empirical studies to capture real life driving forces toward and pushing out forces to reflect contextual issue of a specific context understand. Given this justification, this study used Lewin's Force-Field Theory in order to provide further analysis of the pulling factors (driving forces) toward and pushing out factors in the context of primary school in Tanzania.

### **2.3 Empirical Literature Review**

This part reviews the empirical studies of each specific objective as described below.

#### **2.3.1 Pupil Aspirations Towards School**

Kentli (2014) conducted a study on influential factors on students' vocational aspiration in Turkish elementary schools. The sample consisted of 115 students in 20 elementary public schools with which face-to-face interviews were conducted. Kentli found out that engineering, medical doctor, and school teachers were the most frequently mentioned three vocations to which students aspired. Boys were found to aspire to traditionally-masculine occupations; girls aspired to traditionally-female occupations. Parents seemed to be the most influential factor on students' vocational aspiration, followed by the favorite academic subject and social environment.

On the other hand, vocational guidance activities were the least influential factor, which was not a surprise given that approximately 90% of the students indicated absence of vocational guidance activities. Based on the findings, Kentil suggested that, improving the quality and quantity of the vocational guidance activities at schools is very important.

On the other hand Strawiński (2011) carried out a study on factors influencing educational Aspirations in Poland. Strawiński used statistical description to compare educational aspirations in selected regions of Poland and applied econometric techniques to test formally the relation using econometric techniques to test data. Strawiński found that, educational aspirations seem to rise with age of the learners. Also income and socio-economic factors were found to be significant factor. Similarly, Bashir, et al. (2014) carried out a study on personal, school and family as

main factors affecting aspiration of students to school. Bashir, interviewed 123 respondents from moderate income group families and lived in joint families in Kulgam District.

Bashir found that, the main factors which lead to pupils' aspiration toward school were preference of education given and motivational interest in studies. Bashir, suggested that counseling unit have to be established in primary school to enable teachers to influence pupils aspiration toward school.

### **2.3.2 Factors Pulling Pupils to School**

Looking at a different perspective on pulling factors which influence pupils to school, Taylor and Ogbogu (2016) carried out a research on the effects of school feeding programme on enrolment and retention of public elementary school pupils in osun state, Nigeria.

The study adopted the survey research design and obtained its data from primary and secondary sources. The primary data were obtained through a structured questionnaire administered to 116 respondents in 10 randomly selected public elementary schools in Osun State. The questionnaire was complemented by in-depth interview of 23 purposively selected officers involved in the implementation and monitoring of the school feeding programme.

They found that the school feeding programme in Osun State has resulted in an increase in pupils' enrolment (78.4%), retention (44.8%), as well as regularity (58.6%) and punctuality (69%) in school attendance. They recommended that, the School Feeding Programme in Osun State has increased the enrolment and improved

the performance of elementary school pupils in the state. This implies that school feeding programme pulls and influences pupils' retention to school.

Similarly, Atta and Manu (2015) researched on Ghana School Feeding Program, they collected information/data from internet sources, published articles, and policy documents, with a comprehensive document analyses, on Ghana school feeding program (GSFP), they found that, the school feeding program is a tool to reduce poverty, increase enrollment, and to create market for local foodstuffs.

They suggested that, the government should establish a trust or an endowment fund solely for the school feeding program to help sustain and extend the program to schools throughout the country because presence of food in school is important as it makes students or pupils to be attracted to go to school and perform better.

Also, Namukwaya and Kibirige (2014), conducted a study to investigate factors that affect enrollment and retention of pupils from Primary one until Primary seven in Uganda and the study was inclined towards an interpretive paradigm. A total of 177 respondents participated in the study and 108(61%) were male while 69(39%) were female. Face to face interviews and focus group discussions were used to collect data.

The study elicited an understanding of the multifaceted nature of the factors affecting enrolment and retention of pupils in schools in Kotido district, Uganda. They found that, the majority of factors were, culture related: pastoral lifestyle, strong cultural values, negative attitude towards education and engagement in domestic work.

Other factors found by them were; social economic characteristics and environmental factors among others. They suggested that, future strategies to improve enrolment and

retention in schools should be broad based to address Karimojong people's culture as well as socio-economic characteristics.

Besides, Andrew and Orodho (2014) conducted a study to analyze selected critical socio-economic factors influencing pupils' access to education in Kibera informal settlement in Nairobi County, Kenya. They used questionnaires to collect data from 6 head teachers and 48 teachers. They also used personal interview schedules with 60 parents.

They found that, the physical and other critical instructional resources were grossly inadequate and/or in pathetic condition and not conducive to education provision. And that, financing education by parents coupled with the poor status of physical and instructional resources were inhibiting factors to pupils' access to education in the study locale.

They therefore recommended that, the government should strengthen the collaboration between key education development partners to mobilize physical teaching/learning resources and strengthen education in the Kibera informal settlement. They also recommend that, for learning to take place to pupils or students, above all pupils themselves are responsible. So certain issues related with the pupil have direct effect on the student successful completion of schooling and hence the efficiency of the school system. These issues include pupil's attitude towards learning, motivation or expectation for future achievement, high self-conception, preschool education experience of the student and being in a better health.



### **2.2.3 Factors Pushing Pupils out of School**

Literatures delineate pushing factors that may impact on students' decision to drop out from school these are as follows;

Morara and Chemwei (2013) did a research on factors pushing pupils out of school in rural Primary Schools in Kenya. They interviewed 6322 standard eight pupils, 2569 class teachers and 286 head teachers.

They also administered questionnaires to 1970 standard eight pupils, 769 class teachers and 86 head teachers. They found that, teenage pregnancy, chronic repetition, family size, lack of motivation for schooling, parental negligence, influence from peers, lack of trained teacher counselors and early marriages were the main factors pushing students from school.

They recommended that, there is a need to sensitize parents on their role in the education of their children and on the rights of children to alleviate the problem of dropping out due to the apathy of the parents towards the children's education and thus negligence.

They again suggest that, parents and teachers should be also sensitized on the need to actively participate in educating pupils about their sexuality in order to curb teenage pregnancy. Also the government should strengthen policies on the expenditure of the FPE set aside to benefit all children for quality education. Similarly, Akram, et al.(2015), did a research on factors affecting low enrollment and high dropout rate at primary school level in Kohat Division, Pakistan. They interviewed a random sample of 260 respondents from three districts of Kohat Division.

They found that, Teacher's harsh attitudes, Lack of toilets and play ground in primary schools were the factors behind dropout of children from schooling. They suggested that appointment of a well-trained teaching staff, coordination between parents and teachers and provision of toilets, playground and recreational activities may create interest among students and help to promote enrollment rate and control high dropout rate at primary school level in the Kohat Division.

Additionally, Mosigisi, et al. (2015) did a research on factors influencing educational wastage among girls in secondary schools in Kenya: a case of Kisii Central District. Stratified random sampling was used to select 22 secondary schools which were either public mixed or public girls' schools. This formed 35% of the total 63 public mixed and public girls' schools in the study area.

The respondents who were involved in this research included all head teachers and three class masters in each selected school. All the above respondents were purposively sampled into the study. A total of 399 respondents participated. It was found that, economic factors like poverty at household level, cultural factors, early pregnancy and marriages were responsible for dropout among girls. Also, school related factors like school examination regulations and social factors such as provision of sanitary towels were found to affect girls' education negatively.

They recommended that, the government should come up with a programme of supplying sanitary towels to all girls in school right from upper primary to secondary school to reduce incidences of absenteeism. Likewise, Rwechungura (2014) carried out an exploratory study of the factors contributing to school dropouts among girls in

Temeke district of Dar es Salaam, Tanzania. He used multiple regression analysis, he found that; lack of financial support, loss of parents, parents being sick, poor performance of girls, pregnancy, early marriage, and rape are the factors which influence girls to dropout from school in Temeke district. He recommends that, policy makers need to come up with proper and implementable policies to prevent this situation.

In the same perspective, Omirin, and Yemisi (2016) did a research on teachers' perception of factors influencing pupil's drop-out rate in Oyo state primary schools. They used the descriptive survey research design of the ex-post facto which involves the collection of data for analysis from samples considered to be representative of the entire population.

The study population consisted of all primary school teachers in Oyo State, the sample included five (5) Local Government Areas from which eight (8) schools were selected from each and ten (10) teachers were selected from each school. A questionnaire on factors influencing pupils' dropout was used to collect relevant data. Four hundred (400) questionnaires were properly filled and collected back by the researcher. Three research questions were raised and two hypotheses were tested using t-test analysis. They found that, Level of parents' education, poverty and family income can influence pupils' decision to drop out from school.

### **2.3 Research Gap**

It has been explained in the empirical studies that there are pushing and pulling factors which affects pupils in primary schools. As argued by Mosigisi, et al. (2015)

that the reasons of pupils being pulled toward school or pushed out of school vary from one country to another and from one region to another.

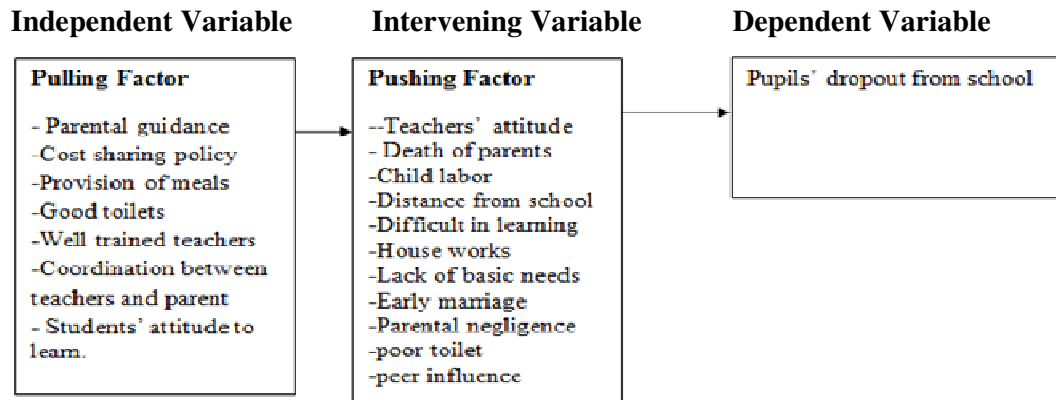
Therefore, it is not clear whether these empirical studies which were developed and validated using data from primary school of other countries can also be applicable to capture the unique characteristics of Tanzanian primary schools. Furthermore, most of empirical studies have used different indicator variables to measure the same construct of the theory in a different research setting.

This difference which exist among researchers in the use of different indicator variables to measure the same construct is explained by Morara and Chemwei (2013) that difference in pupils culture as some socio-cultural aspects of pupils' communities negatively affected their attitude and experience toward school. So, it is difficult to judge which pulling forces are appropriate in Tanzanian primary schools.

This idea support the argument made by Kentli (2014) that, due to context different among primary school, no one model can fully explain pushing and pulling factor . Therefore for ensuring pupils are graduating there is a need to conduct a study in developing countries like Tanzania to capture its unique pushing and pulling factors.

#### **2.4 Conceptual Framework**

This study is conceptualized within a framework of three variables namely, independent, intervening and dependent variables as described in the Figure 2.1.



**Figure 2.1: Conceptual Framework**

Source: Constructed Based on Literature Review by the Author, 2017

The Figure 2.1 shows the relationship between the independent variables, intervening variables and dependent variable of the study. Independent variables which are factors pulling pupils to school, these include; - parental guidance ,cost sharing policy, provision of meals, good toilets, well trained teachers, coordination between teachers and parent as well as students' attitude to learn , to mention a few, these are factors which the researcher will use to examine the extent to which they affect the persistence of pupils in school which is a independent variable.

Also the intervening variables like; Teachers' attitudes towards their students, death of parents, child labor, distance from school, difficult in learning, household works, lack of basic needs early marriage, parental negligence, poor toilets , peer influence as shown above override the pulling factors and therefore influence on students' or pupils' drop out from school.

## 2.5 Chapter Summary

This chapter was about theoretical literature review and empirical literature review. In a theoretical literature review, Lewin's Force-Field theory has been reviewed to

predict behavioral intention among students to dropout from school. Also the empirical literature review has been developed following the objectives developed in chapter one. Various studies have been reviewed on the pulling and pushing factors on students' intention to dropout from school as well as on pupil's aspiration to school. The chapter has also delineated the conceptual framework of the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Approach**

Both quantitative and qualitative approach was used in this study. Qualitative approach provides an in-depth insight; it is flexible, small-scale and exploratory and the results obtained are concrete, real life like and full of ideas (Goretti, 2008). In this study qualitative approach helped to capture in-depth contextual variables to elaborate pulling and pushing factors in primary school in Tanzania. In addition, the qualitative part helped the researcher to explore pupils aspiration toward primary school in Tanzania. On the other hand, quantitative philosophy collects data about the study objective and profile the phenomenal using statistical analysis through objective measurement (Creswell, 2009). This study used quantitative approach in order to profile respondents' characteristics who were involved in collecting pulling and pushing factors in primary school.

Thus, the study has a pragmatic philosophical stance and use mixed methods (Creswell, 2009) focusing on the qualitative to provide in-depth of the phenomenal and quantitative approach in describing respondents characteristics.

#### **3.2 Research Design**

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure(Kothari, 2004). Two research design was used in this study. The descriptive research design is the systematic description of the characteristics of an event, community or a region providing accurate facts as it is, at the present

moment(Goretti, 2008).In this study descriptive research design was used to profile respondents characteristics of the study. On the other hand exploratory research design was used to capture in-depth contextual variables to elaborate pulling and pushing factors in primary school in Tanzania. In addition the qualitative part helped the researcher to explore and get better understanding of pupils aspiration toward primary school in Tanzania.

### **3.3 Study Area**

This study was conducted in Iringa region in Tanzania. This area was selected because is among the regions in Tanzania, Iringa region particularly in Iringa District has been experiencing a number of pupils' dropout due to pastoralist activities and taking care of the cattle. Also, Iringa has been selected because of it being a source of housekeepers (both house boys and house girls) in Tanzania where majority of city dwellers depend on Iringa for housekeepers. This region was chosen to determine how strong housekeeping and pastoralists are to young children in order to suggest quality measures to mediate drop out.

### **3.4 Targeted Population**

The target population for a study is the entire set of units for which the survey data are to be used to make inferences (Goretti, 2008). In this study the targeted population comprised of public primary school teachers, primary school pupils and the parents in Iringa region, particularly, in Iringa District and Iringa Municipality. Teachers have been selected in this study because are the one who are managing issues of pupils attendance and dropout problem in their schools. In addition, teachers are the one who interact with parents and the government to mediate dropout situation. Pupils were



selected because are the one who have been targeted to benefit from primary school education and at the same time are the one who dropout form school. Parents were involved in this study because are the one who take parental care for the pupils to attend and complete primary school education. Therefore from this population, the researcher got required data to understand the factors influencing pupils' dropout in Iringa region.

### **3.5 Sampling Design and Procedure**

#### **3.5.1 Sampling Frame**

Sampling frame consists of a list of items from which the sample is to be drawn (Kothari, 2004). In this study, the sampling frame consisted of teachers in all level of management (head teacher, academic master, discipline masters and other teachers). This sampling frame has been considered suitable for this study because it consists of multiple cases which helped the researcher to get variety of factors which sufficiently explained pupils' dropout and covered all culture index to explain dropout phenomena.

#### **3.5.2 Sampling technique and Procedures**

Stratified sampling was employed to get teachers, pupils and the parents who were respondents of this study. Stratification process started by stratifying those schools with high dropout and those with low dropout thereafter, those schools with high dropout rate were included as samples of the study. In order to ensure that each unique characteristics of the population is included in this study, further stratification was done to divide the population into three groups namely parents, teachers and pupils.

After stratification, simple random sampling was applied to select respondents from three strata namely parents, teachers and pupils to complete the survey, which was administered in selected public primary school from Iringa region. Participants for the interview protocols were identified by using Snow ball sampling technique then, they were purposefully selected in order to include only those respondents who have information on dropout and are key informant in the selected public primary schools.

### **3.6 Data Collection Methods**

During data collection, interview and documentary method were used as data collection technique in this study.

#### **3.6.1 Interviews**

Interview as attached at appendix I&II was used in qualitative phase to collect data which helped the researcher to capture contextual attributes of Tanzania in explaining pulling and pushing factors in primary school. The use of interview is considered important in this study as it is flexible to accommodate additional information and allow the researcher to capture more contextual variables which are fully rich of in-depth insight of the natural setting under study. This has been pointed out by Goretti (2008) that interview can generally be used to gather information of greater depth and can be more sensitive to contextual variations in meaning. Therefore, interview was used in a case study strategy and in exploration of variables to make concept clearer and to advance the existing theoretical room to reflect the context issue of public primary school students' dropout in Tanzania educational sector. This helped to strengthen the evidence by confirming on the variables established from the literature

and on capturing supplementary variables on a social environment of the targeted population.

### **3.6.2 Documentation**

Documentary data collection technique was used in this study to provide support and give evidence of the data collected in the field. The use of documentary methods refers to the analysis of documents that contain information about the phenomenon we wish to study (Bailey, 1994 cited in Mogalakwe, 2006). Documentation was used during the exploratory studies to increase the level of in-depth insight by capturing data that was used to provide evidence of what was been collected from the interview.

Later, documentation was also used in providing data interpretation, support and give evidence of field data. Social scientists use documentary research method to supplement and confirm on the information collected through social surveys and in-depth interviews (Mogalakwe, 2006). Thus, the uses of multiple data sources in this study were used to triangulate data (Saunders, et al., 2012) and enhance the quality of the collected data.

### **3.7 Data Analysis**

Quantitative data analysis was done by using regression analysis to test the extent or magnitude of pupils' attitudes, as well as pulling and pushing factors which facilitate and accelerate pupils' dropout in primary school. Descriptive data analysis was also done in order to profile and describe the respondents' characteristics where frequencies and graphs served as tools to profile nature of respondents and their behavior intentions in general. Qualitative data analysis was done using thematic

data analysis technique where it served as a tool to elaborate and explain findings from qualitative phase.

### **3.8 Reliability and Validity of Scales**

In order to ensure validity and reliability of this study a pilot study was conducted prior to the actual research. A pre-test of all instruments was done with some of the respondents so as to ascertain the suitability of the instruments in obtaining information required. Further, triangulation methods were used to ensure coverage of contents among research instruments against research objectives where interview and documentary data collection tools were used to capture sufficient data to understand pupils school dropout in public primary school.

### **3.9 Ethical Issues**

The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities. According to Gray (2009) ethics are norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others. In due course of collecting data, the researcher adhered to the following ethical standards: she designed anonymous interview to ensure confidentiality and no part of the collected data was used otherwise apart from academic purposes.

### **3.10 Chapter Summary**

This chapter focused on articulating research approach, study area, targeted population, sampling design and procedure, data collection methods, reliability ,validity ,data analysis and ethical issue.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION OF THE FINDINGS**

#### **4.1 Introduction**

This study analysed the pushing and pulling factors in primary school in public primary school in Iringa in Tanzania. The chapter presents data analysis and discussion of the findings. The data for the study were collected through, interviews and documentation.

This chapter is divided into five main sections, section one presenting respondent profile and other four section presenting results or findings from one specific objective of the study to another. Thus section one focused on assessing pupils aspiration towards school in Iringa; section two concentrated on the pushing out factor among pupils in primary school; section three dealt with the influence of pulling factors among pupils towards primary school in Iringa. The discussion of the findings is also presented below.

#### **4.2 Respondents Profile**

Respondents' profile are important part in research because they provide a major picture of the percent of respondents who participated in the research. Hence, it helps to judge the proportional and representation of each unique characteristic of the group of respondents which could affect the outcome of the research. By considering such needs, in this study respondents gender, study location and respondent position were profiled in this section as described in the Table 4.1.

**Table 4.1: Respondents Profile**

<b>Variable</b>	<b>Item</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Male	11	61.1
	Female	7	38.9
Position	Parents	4	22.2
	Teachers	8	44.4
	Pupils	6	33.3
Location	Iringa District Council	10	55.6
	Iringa Municipal Council	8	44.4
<b>Total</b>		<b>18</b>	<b>100%</b>

Source: Field Data(2017)

In Table 4.1 show the results on respondents profile indicate that, out of 18 respondents contacted, 61.1 % were male and 38.9% were female. On the side of respondents position, 22.2% comprises of respondents who are parents, 44.4% comprises of respondents who are teachers and 33.3 % comprises of respondents who are pupils where as 55.6% were respondents from Iringa district council and 44.4 % were respondents from Iringa Municipal Council. These findings imply that, there was representativeness of the sample each with unique respondents characteristic.

#### **4.2 To Assess Pupil's Aspirations Towards School**

Specific objective one of the study assessed pupil's aspirations towards school in Tanzania. As advocated by Umar (2014) that, education is an essential asset to any country or an individual that is aspiring to develop and it raises people's aspirations towards it. This argument led a researcher to assess and see what do pupils aspire towards primary school education. Data were collected from six (6) pupils using interviews. The interview major question was: In your opinion, what do you aspire towards primary school education?

Through the interview, the study identified a number of themes aspired by pupils towards school as follows:

From among the sampled schools, one pupil was asked what he aspired towards school in Iringa rural district, he had this to say:

*“.....I am going to school every day so that, I can fulfill my dream of becoming a good clinical officer one day. This is because I have been told by my parents that clinical officers in our village are very few. So I pray to god that one day I will fill that gap”.*

This finding implies that pupils are aspired to study primary school in order to enhance their future goal of becoming professionals and filling professional gaps that exist in the communities. This was supported by two other pupils who were aspired to study primary school so as to be in a position of attending further education. For example one pupil asserts that:

*“.....I know that after I have gone through my primary education I can be able to go to secondary education after that, I will go to University and get my first degree, I aspire to have studied up to university level because that has been my aspiration since I started schooling”.*

The second pupil had the same view but he added that after attaining higher education he will be able to get job and get rich like his parents. In his words he had this to say:

*“.....I go to school every day because I aspire to complete my primary education and after that, I will continue with my secondary education so that I successful complete my schooling circle and then I get employed and get rich like my parents”.*

These findings imply that, pupils are aspired to attend primary education so as to be able to go for further education and professional growth which will enable them to get employment and become rich like their parents. These findings are supported by the findings made by Umar (2014) that, students are aspired toward school due to future

employability. The findings also concur with the argument made by Paola, et al.(2016) that, learning through interest enhances personal and professional growth, conceptual understanding, and personal satisfaction. They further added that, students with high levels of interest and engagement in education for their future goal will most likely pursue successful their career. This argument also was supported by a pupil in a selected school who said that:

*“I am going to school so that I get to secondary school as I aspire to be fluent in English and that one day I can be among the good journalist in Tanzania”.*

The findings of this study also imply that self-desire and future prospects have significant influence in aspiring pupils towards primary school education. On the other hand, other pupils were aspired to school due to their parents and relative guidance and advice. For example one pupil had this to say:

*“..... I like going to school because my parents normally tell me that it is only schooling that will make me lead out of poverty. I hate poverty, so I pray to God that, I complete my schooling circle successful and get employed so that I earn living and hence get lead out of poverty”.*

These findings have aligned with those of Ahmed, et al. (2017) who found and concluded that social class and poverty tend to aspire pupils toward school for future life affordability and employability. These findings imply that, pupils are influenced by their parents to attend to school in order that one day they can be lead of poverty and unemployed life. Other pupils are aspired to go to school because they feel pride to go to school. This was said by one pupil that:

*“It has been my own desire to go to school, because I remember I used to cry for my elder sister especially when she tells me bye as she was*



*going to school. Because of that situation, my parents decided to send me to school while I was still very young. As for now, I feel comfortable going to school every day, it is my pride to go to school”.*

It was revealed under this specific objective that, self-desire, future prospects, poverty issues and possibility to find work are main pupils’ aspirations towards primary school education.

#### **4.3 To Examine Factors Pushing Pupils out of Primary School**

Objective two of the study examined the factors pushing pupils out of primary school in Tanzania. The influence of distance from school, parent’s negligence, poor toilets, early marriage, and lack of basic needs, child labor, and death of parents, teacher’s attitude, house work, and peer influence was among the factors revealed to be pushing pupils out of primary school. Data were collected from 8 teachers, 8 pupils and 4 parents through interviews. The question was: In your opinion, what are the major pushing factors contributing to pupils’ drop out from school?

Interview with pupils, parents and teachers further supported the above findings. Majority of them indicated that distance from school, parent negligence, poor toilets, early marriage, lack of basic needs, child labor, death of parents, teachers attitude, household works, and peer influence play an important role of pushing out pupils from primary school. These findings support what was found in Morara and Chemwei (2013) that, teenage pregnancy, chronic repetition, family size, lack of motivation for schooling, parental negligence, influence from peers, lack of trained teacher counselors and early marriages were the main causes of pupils’ school dropout.

### **Parent's negligence**

It was evidenced and observed from the interview data that most pupils who were pushed out of school were not receiving or were receiving little school facilities from their parents including uniforms, sanitary wears, books, writing materials as well as pocket money for their extra needs. Such neglect of parents to provide basic school needs discouraged pupils to attend to school hence failing to complete their schooling cycle. When asked concerning this, one drop out pupil narrated:

*“ ... My parent did not want to be disturbed by me by asking him to provide financial support for my school needs, I therefore did not like going on disturbing my parents and therefore I saw education is not for me hence I decided to drop out from school”.*

This argument from that pupil was supported by another drop out pupil who narrated:

*“.....Sometimes, there is no breakfast in the house and my parents did not bother giving me any pocket money to take to school, therefore I go to school without putting anything in the stomach, I therefore decided to skip school so that I find work to make money to support myself.*

In explaining more about this point one parent had this to say:

*“... It was a waste of my money to send my child to primary school. I've never experienced any success of educating children in this village, I don't think of spending the little money I have for my children to spend seven years of primary education. It is better to do it for enabling them to read and write just for four years then stop them and sending them to other economic activities”*

These finding from interview imply that parents of some pupils do not provide educational support to their children something which forces these children to escape from school for the purpose of searching money for school facilities hence they drop out from school.

These findings are aligning with the argument made by Park and Choi (2009) that, parents or families are able to predict learners' decision to drop out of school or persist. It is also noted in Baruah and Goswami (2012) that, large family size and poor economic condition of the family tend to be the main cause of parent negligence of pupils which in turn increase drop out of students from school. The findings has also collaborated with Keraita and Gakunga (2016) who found and concluded that lack of support by guardian or parents tend to push out pupils from schooling. This result implies that pupils need to be supported by their parents in order for them to finish their education circle that they registered for. In addition, the findings imply that parents still need to be sensitized on the elimination of retrogressive and oppressive beliefs, cultures and practices that still act as barrier towards pupil's educational success.

### **Child labor**

Child labor has been common in most societies and cited as the main source of pushing out pupils from school. Parents do not recognize the significance of children education but children's domestic employments. Children are getting domestic employment on their own volition without encouragement or support from their parents. If it were without pressure from their parents, then, parents would have taken legal actions against those who employ their children while still at school. In support of this argument, one head teacher of the sampled school had this to say:

*“.....Most parents are of the opinion that they waste their resources for supporting their childrens. Others think that both boys and girls are source of income when they get domestic employment. For these reasons parents do not strictly make follow up for their*

*children schooling or even discourage them to go to school and let them be involved with inappropriate discipline. Due to this, therefore, most of children feel free to drop out from school for labor”.*

This finding collaborate with those of Mosigisi,et al.(2015) who found out that poverty at household level was responsible for accelerating child labor which in turn pushes out pupils from school. These findings implies that parents believe on children as a source of income through child labor and taking them to school is wastage of their financial resources, it is better that they (pupils) attend child labor.

Also one drop out Pupil narrated that:

*“Schooling has no good future..... it is just wasting time and money, for there is nothing good in schooling. I’ve seen a lot of those who joined primary school to secondary schools in the previous years; they have ended in wasting money of their parents. They don’t have good to explain. If so, for me I attend class for few years just to be able to read and write then I quite for employment”.*

These views imply that, pupils drop out of school because they don’t see a future in schooling. Therefore they decide to go for domestic works where they are employed and paid money which helps them to carter their immediate needs.

### **Poor toilets**

Sanitary facility with reliable water is another crucial need to be considered when it comes to pupils being pushed out of primary school. The influence of inadequacy toilets on pushing pupils out of school is well explained by one of the parent who said:

*“In a school with poor toilet, lack of enough water and lack of fence , female pupils are at a greater risk of being exposed to unhealthy behaviors which make them to feel uncomfortable to stay at school*

*when they are in their menstrual cycle. This situation increase absenteeism to pupils which slowly leads them to drop out from school” hence, contributing to pushing out pupils from school. This was also evidenced by one teacher in one of the selected school who said that “...things are not good specially to these young girls who are now starting experiencing menstruation period; they face hard time when they need enough water, and or proper place to hide and change sanitary wears during their menstruation period. Most of them are not able to tolerate with this situation of few toilets and inadequate water as well as no privacy, as a result absenteeism occurs”.*

This finding is in line with Keraita and Gakunga (2016) who confirmed that lack of appropriate toilets, sanitary disposal systems and water has great influence on pushing out pupils out of school. In addition, inadequacy of toilet facility could be a hindrance to the education of the girl child. This finding implies that the government should come up with a programme of supplying enough sanitary towels in school right in primary to secondary school to reduce incidences of absenteeism which results to drop out of pupils from school.

### **Early marriage**

A growing advocacy of literature suggests that social and cultural pressures for men to marry and begin a family with school-going girls can also restrain female students school attendance rates (Keraita and Gakunga, 2016; Sigei and Betty, 2014). For example Mosigisi,et al.(2015) found out that early marriage is responsible for dropout among girls. In the current study one of the female pupils who dropped out of school had this to say :

*“..... It is just wasting my time, for there is nothing good in schooling. I've seen a lot of those who joined secondary schools in the previous years, they have ended pregnant or got married before the end. If so, then how am I going to succeed? I decided to leave schooling and got married because it has future in it, I have a husband and a child now...”*

These findings concur with those who assert that girls who marry early are said to have few opportunities to attend school, and consequently, high marriage rates affect overall school enrollment rates for girls (Mosigisi, et al., 2015; Sigei and Betty, 2014).

On the other hand the head teacher of among the selected schools narrated that:

*“Other people for instance tend to tell the girl students that, school will delay them to get marriage.”*

Such statements, therefore, discourage most of the female pupils who are about to complete primary school hence they drop out of schools. Literature has further explained that early marriage points to greater prevalence of this phenomenon in poorer and rural areas across the continent, where traditional beliefs and practices are stronger, and the perceived financial benefits of marriage are greater. This finding implies that marriage and schooling appear largely incompatible in rural and poorer areas.

Further explanation from the interview with one of the sampled parent asserts that:

*“ Parents do not invest in girls education because they do not expect any return from them but encourage early marriage for their daughters because of the economic benefits which is derive from the bride price or dowry which force them to push their children out of school”.*

This observation is in agreement with UNESCO (2011) report which asserted that parents may also be encouraging early marriage for their daughters because of the economic benefits which is derived from the bride price or dowry. This implies that parents themselves are encouraging pupils to be out of school for early marriage. These findings collaborate also with those of Sigei and Betty (2014) who found and concluded that, early marriages and teenage pregnancy have highest impact in pushing out students from school.

### **Lack of basic needs**

When one female dropout was asked, she had this to say:

*“Most of the time I am in trouble to satisfy my school needs. I am a girl with crucial needs food when am at school including; sanitary wears, school facilities just to mention a few. My parents do not care for it though they force me to learn. For this reason I hate schooling...”*

This finding collaborate with those of Baruah and Goswami (2012) who argued that large family size tend to affect parent’s ability to provide basic needs for their children in school. This was also narrated by one of the parent who said that:

*“..... in the previous year’s agriculture was highly productive and it also paid the farmers a lot of money to enable most of us to afford the school expenses and thus, a reasonable number of pupils succeeded to get basic school needs to complete their schooling with good performance, now day’s things are different. Agriculture, these years produces very little money, which make most of the families become economically poor. Therefore, this limits our intention to send and provide basic school needs to our children in school.....”*

This finding collaborate with Mosigisi,et al.(2015) who found out that economic factors like poverty at household level is responsible for pupils not to get basic school needs and hence dropout from school. They further add that, basic school needs such as; provision of sanitary towels was found to affect negatively girls’ education. These finding imply that when pupils are not provided enough basic need they tend to switch their mind out of school and final drop out from school.

### **Distance from school**

In explaining how distance from school affect pupils school completion, one of the pupils in a selected school narrated that:

*“My home is far from school, I always have to walk for a long journey, and several times teachers punished me because of being a late comer at school and therefore I decided to leave school”.*

This was supported by an interview with a teacher from one of the selected school who narrated that:

*“Some children move very long distances to get to school and when you get them late they tell you how far they have moved, to avoid being punished always because of being late they decided to leave the school”.*

This finding collaborate with those of Keraita and Gakunga (2016) who argued that distance from one school to the other was making school accessibility among many students or pupils difficult especially during the rainy season hence pushing them (pupils) out of school. These findings imply that

### **Death of parents**

In explaining how death of parents accelerate pupils being pushed out from school, the Teacher on duty in one of the selected school narrated that:

*“Sometimes pupils are coming to school without putting any thing in the stomach, no breakfast in the house due to death of parents and their grandmothers who are taking care of them are not able to give them any pocket money to take with to school, in the school also there is no any food provided so, pupils have to skip to come to school and decide to find work to make money to support themselves”.*

These findings concur with those of Baruah and Goswami (2012) who argued that, lack of parental guidance in primary school is the main factor making pupils to skip from school to work for money to support them which in turn push out pupils from school permanently. This evidence is further supported in the interview held with one the Head teacher from the selected school, who said that:

*“Most of children who have lost their parents come to school while they do not have any school facilities and they do not have any money to help them get anything to eat while they at school and they do not understand*



*what is being taught to them at class because their bells are empty, they keep yawning and eventually escape back home to look for what to eat. As a result they engage into truancy behavior and later drop out from school”.*

This finding imply that in most case after the dearth of parents most of those pupils who their parents have died ,they fail to proceed with school due to economic hardship which results to fail to get educational support from their parents.

### **Teachers’ attitude**

The influence of teachers’ attitude is very well evidence in the study conducted by Mutwol and Keitany (2015) who recommended that, teachers should give attention to slow learners so that they do not feel neglected and hence opt to drop out of school. In addition, they further recommended that, teachers should frequently check students’ works in class in order to identify learners with problems so that they can be assisted. In explaining how teachers’ attitude tends to push pupils out of school, one of the head teachers said that:

*“Despite of the poor environment, teachers are receiving fewer salaries which are not sufficient to meet their basic needs. With these little salaries, teachers are forced to engage in other part time entrepreneurship business. This trend of teachers engaging in other businesses tend to hinder most of teachers to carry out their teaching job efficiently and effectively because they spend most of their time doing their private businesses which affect their concentration on their teaching career, leading to absenteeism of teachers from schools”.*

This results implies that absenteeism of teachers due to their engagement in private work influence pupils absenteeism, this is due to lack of pupils follow up and teacher guidance hence pupils drop out increases. These findings collaborate with those of Mutwol and Keitany (2015) who found that, too much work and managerial responsibilities assigned to teachers, limited attention given to slow learners by

teachers in class and the failure of teachers to check students work are some of the factors that were found to influence student drop out in schools. This was also supported by two pupils in standard seven who narrated that:

*“Take a teacher who is not motivated, he/she has many stress but the government is expecting him/her to perform, imagine a hungry teacher teaching pupils who are expecting to seat for standard seven national examination, what should we expect? negative results!!, this situation leads teachers not to be prepared well for teaching, hence they teach poorly, in turn pupils don’t understand what they are taught as the results receive poor grade and eventually dropout”.*

These findings are in support with those of Keraita and Gakunga (2016) who found and conclude that lack of support by guidance and counseling teachers, tend to demotivate pupils in school and in turn tend to push pupils out of school. These findings are also in line with Baruah and Goswami (2012) who found punishment by teachers have high impact on pushing out pupils from school at the primary level. Hence teachers’ attitude toward his work is found to push pupils out of school.

#### **4.4 To Determine Factors Pulling Pupils Towards School**

In the third specific objective of the study, the researcher determined the factors pulling pupils toward primary school in Tanzania. The influence of cost sharing, coordination between teachers and parents, parental guidance, provision of meals, good toilets, students’ attitude to learn and well trained teachers were among the factors identified being pulling pupils toward primary school. Data were collected from 17 teachers, 7 pupils and 4 parents through interviews. The major question was: In your opinion, what are the major pulling factors contributing to pupils going to primary school ?

### **Cost Sharing**

According to Lawrence, et al.(2013) many parents have not been able to meet the cost requirements for pupils basic school needs because of increased poverty levels among them. Given this evidence a number of policies have been developed to enable pupils to continue with their studies and hence graduate. In explaining this concern one teacher said:

*“cost sharing motivates some parents to pull their children to school by reflecting on the small amount of funds they invest in education. Parents, only invest and pay a small amount of money for pupils food and learning resources, this has reduced absenteeism and drop out among pupils from low-income families”.*

This was confirmed by one of the interviewed parents when she said:

*“...The government has made a helpful decision to grant primary education free to all students or pupils who are of the age of going to school from primary to secondary school. The only thing that we parents are obliged to do, is to pay a small share for other services which are to be offered in school like; food programmes offered to our children in school as well as security services offered to schools. Parents today have no problems with paying school fees, what they need to ensure is that their children are equipped with smart school uniforms and exercise books.”*

These findings collaborate with the recommendation made by Keraita and Gakunga (2016) who recommended that for pulling pupils to school there is a need for collaborative efforts by government and other players in providing civic education on behavior change. These findings concur with Baruah and Goswami (2012) who argued that due to poor economic condition of the family, cost sharing policy enable access and persistence of pupils in school up to their graduation. These findings imply that, pupils need to be supported by their government, parents and other stakeholders in order for them to finish primary education which they were registered for.

### **Coordination between teachers and parents**

Research (Lyttle-Burns ,2011) shows that the involvement of parents and teachers in a pupil's education can be a major factor in whether students succeed academically or not. In an interview held with one of the teachers from one of the schools in Iringa district on whether there is any influence of cooperation between teachers and parents in pulling pupils to school she said:

*“good cooperation between parents and teachers is a necessary component when it comes to pupils’ persistence in school. In our school we normally have good cooperation with parents only when it is not rain season. This is because, parents are found home daily and therefore ensure that their children are attending to school effectively. However, when it is rainy season most of the parents do go very far out of their families for farming. Some of them stay there for the whole rainy season, and leave their children without an elder person. This situation affects the attendance of pupils to school as they are not guided by any elder person from the family, they find themselves choosing staying at home rather than going to school. Whenever teachers try to find out the parents of the pupils missing from school, one finds the parents are not to be seen. But after the rain season pupils’ attendance is good due to high cooperation between parents and teachers in pulling pupils towards school.”..*

These findings are aligned with those of Lyttle-Burns (2011) who found and concluded that coordination between parents and teachers in pupils’ education is a major factor for pupils success academically. In addition he found out that in areas where leaders and educators within the district show interest and concern in the educational success, still pupils were not pulling toward school and this was due to lack of reinforced in the home environment.

These findings implies collaboration between teachers in the school and parents in the home environment tend to pull pupils to school. This means that if the parents or teachers have taken preventive measures of monitoring pupils’ attendance to school

many school dropout could be prevented and most of pupils will be in school all the time.

### **Parental guidance**

Parental investment and guidance for children's education well-being is subjected as a good strategy for pulling pupils toward school. In an interview with the head teacher of selected school had this to say:

*“Parents guidance in pupils’ education is a tools in pulling pupils toward school. For example in our district a few number of pupils left the school in the grounds of minor health problems. But most left school for reasons of taking care of their younger siblings and other household matters as their parents both mother and father engaged in daily labor. This means that their parent are not guiding them and pulling them toward school and pupils are feeling good to engage in household matters without going to school”.*

This finding shows that, for pupils to be pulled towards school parental guidance is very important, as they are able to motivate and guide pupils and to take preventative measures for school dropout. This findings collaborate with the argument made by Mishra and Azeez (2014) that, a large number of school dropouts can be prevented by better family guidance that is parents’ awareness of their children education and creating better livelihood conditions. They further add that a major reason for pupils disinterest in studies and its etiology is laid down on the incapacity of family especially parents to guide their child on continuation of their education. This view was also supported in the interview with one discipline master who said that:

*“Many of parents took their children’s to primary school in the first day but subsequently the interest of child has shaded and they failed to guide child to go school. None of the parents has taken any initiative to talk this matter with school authorities”.*

These findings imply that the interest and motivation of the children's towards school greatly depend on the family environment and guidance they are having from parents.

### **Provision of Meals**

It was found in the field that school feeding programmes has resulted in an increase in pupils' enrolment, retention, as well as regularity and punctuality in school attendance. In support of the above findings, one of the head teacher had this to say:

*“ school feeding programme which is implemented in our school has showed a success in bringing more children in this school as on average schools increased enrolment by 20 percent 2016”.* Teachers further indicated that *“when the school feeding programme was withdrawn, there was an effect on the school attendance among pupils”.*

These findings concur with that of Adekunle, et al. (2016) who found that, in-schools, food program appears to have improved both attendance of pupils to school and better learning efficiency while in school. The same to Langinger (2011) who found that school feeding programs in Kenya which have been implemented in Kenya since the 1980's with varying degrees of success has primarily incentivize the enrollment and retention of rural children which have played an integral part in realizing the country's goal of universal primary education. Some parents had poor economy that they could not afford the family's three meals per day.

One parent said:

*“Having this programme in schools encouraged us to send our children to school in order to get at least breakfast and lunch. When they returned home they only get dinner”.* But one of the heard teacher responded on this by saying, *“the parents' economy was not the cause of introduction of school feeding programme. This programme was introduced in order to improve pupil's attendance as well as performance so as to achieve the millennium goals in education”.*

This view concurs with the findings by Khatete (2013) who found that school feeding programs play a major role in enhancing pupils' participation in co-curricular activities and pulling them towards school. He further concluded that school feeding programs have played a big role in the curriculum implementation and participation of pupils in primary education in Nairobi District. These findings imply that feeding programs need to be maintained and strengthened in order to ensure the benefits accumulated from them are not lost especially the anticipated increase in pupils attending school.

The pupils in the study were asked to give reasons why the school feeding program encouraged them to join school. One of them said this:

*“there is scarcity of food in some families hence children are attending school since there is provision of food”. Other pupils said that “Feeding programmes enhance smooth learning and that they get enough energy to study in the afternoon when they get food and perform better in examination”*

One of the teachers responded that:

*“pupils were ready to attend both sessions since they would be provided with lunch”. He added that, “Children in disadvantaged areas may not attend school because of lack of food”.*

These findings concur with the argument by Lomuria (2017) who argues that, lack of meals in schools tends to facilitate regular absenteeism and pushes pupils away from school. These results imply that, school feeding is pulling pupils to school as it eliminates hunger among pupils and enables them to have full concentration in learning and help those pupils who get one meal per day in their families to stay in school. From the interview, it was said that the school feeding programme has an influence on pulling pupils towards school as all the views from the interview indicated.

that pupils got energy and strength to do school activities as well as remember what they have learnt during examinations. Hence school feeding programmes have an influence on pulling pupils towards school. Thus, well-run programs that provide reasonably nutritious meals should have positive impacts on motivating pupils toward school. Through providing daily meals, schools are able to meet immediate food needs, provide future safety and offer long-term pupils pulling strategy toward school. It is therefore essential for each country, authority or school to decide which of the suggestions for school nutrition and food policy are most appropriate and applicable to their circumstances.

### **Water and Sanitation**

By investing in water and sanitation systems in schools brings clean water, sanitation, and hygiene services directly to children, reducing their exposure to waterborne diseases. This implies that creating healthier water and toilet systems in schools creates a positive cycle by significantly improving school enrollment and attendance. Providing adequate levels of water supply, sanitation and hygiene in schools is of direct relevance to the United Nations (UN) Millennium Development Goals of achieving universal primary education, promoting gender equality and reducing child mortality. As argued by one parent that:

*“poor sanitation in schools impairs children growth and development and it also limits school attendance and retention of pupils and negatively affects student’s ability to concentrate and learn.”*

In the current study area some toilets were dirty and this is because cleaning was done only once a week, the latrines were very dirty. One girl in an interview argued that:

*“Our toilets are dirty, this is why we’re not using our school toilets and when were in menstrual period we normally stay home, this help us to avoid diseases.”*



This finding imply that when toilets are available and they are in good condition, tend to pull regular attendance and motivate pupils toward school especially girls. This view is supported in the Convention of the Rights of the Child (CRS), which has been ratified by most countries of the World, within the Convention it is stated that, children have a right to a safe environment for enhanced learning, health and development of good citizens. If school sanitation and hygiene facilities are absent, or are badly maintained and used, schools become a health hazard not only to girls but also to boys. For example in Uganda during the 1997-98-cholera epidemic, the Ugandan government spent 4.3 billion Ugandan shillings (US \$23 million) in health care costs (Lidonde, 2004). In this case Lidonde (2004) further report that the schools in Uganda due to cholera epidemic were rapidly becoming a place for disease transmission which increased pupils' absenteeism and 560 schools had to be closed due to the lack of adequate and acceptable facilities.

These imply that, when school sanitation facilities are good they tend to pull pupils to school otherwise they will influence disease which will push pupils out of school. One of the girls from a sampled school in Iringa district explained why good toilet could pull them to school. She said:

*“I feel comfortable to study in a school with good toilet”. She further said that when a school is not having good toilets it creates an atmosphere of fear, which ultimately discourages me and my friends from eating, drinking as a result some of us tend not to like coming to school.”...*

This means that weak governance in the school-sanitation service delivery is limiting pupils' access to water and sanitation services in rural primary schools which tend to push pupils and not to pull them toward school.

As supported by Keraita and Gakunga (2016) that poor access to clean water and sanitation prevents millions of children from going to school. This was explained by one of the teacher who said that:

*“In many of the world’s poorest countries pupils’ spend a lot of their time in school collecting water which is to be used in the school toilets. This causes them to use too little time for education”.*

These findings imply that developing countries must give higher priority to water and sanitation issues in their Poverty Reduction Strategy Papers (PRSPs) which are increasingly used as the guiding framework for national spending programmes and help to pull pupils toward school.

#### **Pupils’ attitude to learn.**

It was found in the field that pupils’ attitude towards learning has a greater contributions to his or her retention in school. This was evidenced by one of the teacher interviewed from the sampled school that:

*“In our school we have observed that, those pupils who have interest in school have good attendance and their interest is subjected to be a factor pulling them to school and hence persist in school”.*

This finding concur with the recommendation made by Baruah and Goswami (2012) who recommended that, pupils with lack of interest in studies tend to have high degree of absenteeism and finally most of them don’t complete their studies . These findings imply that pupils attitude toward school tend to pull them and make them to complete their education cycle. Another teacher had this to say:

*“In rural area most pupils do not have interest in studies and the reason is that those pupils who don’t have interest in studies are getting enough time for playing with their peer group who are not in*

*school and some of them are engaged in some employment to get earnings to support their family. Most of these children don't like to re-join school”.*

This finding collaborate also with the argument made by Morara and Chemwei (2013) that lack of motivation for schooling reduce the force of pulling pupils instead it increases pupils being pushed out from school. Equally important this findings imply that learning through interest enhances personal and professional growth, conceptual understanding, and personal satisfaction and tend to pull the learners towards learning.

### **Well trained teachers**

The task of teaching in the Primary school is so demanding and pupils' learning in and out of the classroom is directly under the guidance of the teacher. In most cases, pupils' performance is determined by the attitude which a teacher exhibit towards his or her job. During an interview with one of the teachers had this to say:

*, ... “ well trained teachers may take the form of pulling together a variety of activities in which pupils are engaged and uses a variety of stimuli to pull pupils to school”....*

These findings collaborate with the argument made by Morara and Chemwei (2013) that lacks of trained teacher counselors reduce the force of pulling pupils to school instead it increases pupils being pushed out of school. This findings imply that a well-trained teacher possess varieties of attribute in which they contribute to make pupils be pulled towards school. Kosgei, et al. (2013) argued that participation of teachers in professional development programmes has benefited a lot in improvisation of teaching methods and recorded higher student academic achievement toward school. These

findings imply that government should make it mandatory for all teachers in both primary and post primary to undergo teaching professional training.

#### **4.5 Discussion of the Findings**

This section discusses the key findings according to the set objectives: pupil aspirations towards school; factors pushing pupils out of school; and factors pulling pupils towards school.

##### **4.5.1 Pupils Aspirations Towards School**

In this specific objective the researcher assessed pupils' aspiration toward school. It was found that, pupils had many aspirations to attend school because they believed it is through education that they could fulfill their dreams in life. Factors that shaped these aspirations include self-desire, future prospects, the prospect of running away from poverty, and possibility to find work. Literature consistently suggests that there is a large gap between student interest in school and education and school intents (American College Testing service (ACT 2015).

These ACT researchers observed that far too many students' aspirations are not taken aboard when preparing curricula and syllabi for them. As found in this study, students' aspirations for education can be important input in curriculum development and teacher preparation in primary education because, what pupils learn and ways teachers treat and teach them can influence both proficiency and interest in school. Researchers at the Donahue Institute at the University of Massachusetts analyzed Qualitative data were collected using interview and analyzed using thematic analysis. The general findings makes the researcher to conclude that self-desire, future

prospects, poverty issues and possibility to find work are main pupils' aspiration towards school.

Through the interviews, the respondents had a view that, pupils are aspired to school because primary school can fulfill their dream of becoming professionals. With this finding the researcher concludes that, pupils are aspired to study primary school in order to enhance their future goal of becoming professionals and filling professional gaps that exist in the communities.

Further in the interview the respondent had a view that after they have gone through primary education, they can be able to go to secondary education after that they go to University and get their first degree. With this finding, the researcher has concluded that pupils are aspired to study primary school so as to be in a position of attending further education. Although other pupils' aspiration of school was from their parents and relatives. For example one of the pupil said "I like going to school because my parents normally tell me that it is only schooling that will make me lead out of poverty. I hate poverty, so I pray to God that, I complete my schooling circle successful and get employed so that I earn living and hence get lead out of poverty". It is important that when children attend school, they are helped to achieve their goals in life. Therefore it can be concluded that, learning through interest enhances personal aspiration toward school and personal satisfaction.

#### **4.5.2 Factors Pushing Pupils out of Primary School**

The study found many pushing factors that led students to become truants. The study found and concluded that distance from school, parent negligence, poor toilets, early marriage, lack of basic needs, child labor, death of parents, teachers' attitude,

household works, and peer influence play an important role for pushing pupils out of primary school. In this study, the majority indicated that due to poverty, many of the parents do not take their children to school, instead, children are taken as a source of income through domestic employment.

Such claims have also been theorized in the literature where financial gap in parents' economy, especially those in low social economic status are filled by child labour (Kornrich and Furstenberg 2013). This makes one to conclude that child labor and lack of basic needs tend to push pupils out from primary school. On the other hand in the respondents' view, poor toilet, lack of enough water and lack of fence tend to increase regular absenteeism special for girl pupils who have to abscond school several days in a month, resulting to skipping many class hours leading to school dropout, and thus, killing their dreams.

Therefore, this study make a conclusion on this specific objective that, pupils can be pushed out of school due to the influence of distance from school, parental negligence, poor toilets, early marriage, lack of basic needs, child labor, death of parents, teachers' attitude, household work, and peer influence.

#### **4.5.3 Factors Pulling Pupils Towards School**

Despite the many pushing factors as discussed above, there were also many pulling factors which pull pupils towards school. These were good relationship between teachers and parents, parents' guidance, water and good sanitation, provision of meals and well trained teachers play an important role in pulling and retaining pupils toward primary school.

These findings collaborate with that of Devadoss and Foltz (2017) who found that the factors that pull pupils to school are motivation, prior grade point , quality of teaching, and nature of class teachers. The similarities among empirical studies implies that despite of contextual different some factors from different context tend to be common. Hence this study conclude that good relationship between teachers and parents, parents' guidance, water and good sanitation, provision of meals and well trained teachers play an important role in pulling and retaining pupils toward primary school.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the study findings, It discussed these findings in relation to the meeting on Education for All (EFA) in Tanzania. The chapter also provides the key conclusions, implications on the main issues and recommendation for future study. The implication of the study addresses the theoretical and practical implications of the results as well as the contribution of this study to theory and policies. The recommendations of this study are also highlighted areas for future research relevant for pulling and pushing factors in primary schools.

#### **5.2 Summary**

This study focused on analyzing pushing and pulling factors in primary school in Tanzania. More specifically, the study investigated the following three specific objectives: i) to assess pupil aspirations towards school, ii) to examine factors pushing pupils out of school and iii) to determine factors pulling pupils towards school. This research addressed these objectives by employing case studies research design strategies in public primary schools from Iringa Municipal Council and Iringa District Council as described in the previous chapters.

#### **5.3 Conclusion**

Based on objective one, the study concludes that, It is important that when children attend school, they are helped to achieve their goals in life. Therefore, learning through interest enhances personal aspiration toward school and personal satisfaction.



On the second specific objective, the study concludes that, pupils can be pushed out of school due to the influence of distance from school, parental negligence, poor toilets, early marriage, lack of basic needs, child labor, death of parents, teachers' attitude, household work, and peer influence. On objective three, this study conclude that good relationship between teachers and parents, parents' guidance, water and good sanitation, provision of meals and well trained teachers play an important role in pulling and retaining pupils toward primary school.

#### **5.4 Recommendation**

Based on the findings of the study, the study comes with the following recommendations. While parental guidance and commitment were seen potential in enhancing pupils' sustain to school and complete their school cycle, the government should conduct sensitization programs to parents and guardians so that they carry out their roles and responsibilities to fulfill their primary parental responsibility of giving their children school needs, providing them with school requirements and doing everything possible to keep their children in school.

The government also should go further to strengthen laws and regulations to ensure that no parent is neglecting children and taking serious punishment to those parents who are entertaining early marriage and child labor among their children. The teachers have to be taught and counseled on the importance of using alternative methods in disciplining the pupils in the same time the government should enforce banning of corporal punishment in schools which will help to motivate pupils towards school.

The government has to develop school feeding programmes which are uniform in the whole country, this will help to ensure smooth supply of meals in all schools within

the country. This can be made easier through collaboration with the local government and other educational stake holders including the parents to establish food programmes in the school to ensure that their pupils are fed while they are at school.

The government have to increase the number of primary school and pupils should be enrolled on the school which is located near. This will help to increase regular attendance of pupils to school especially during rain seasons.

### **5.5 Areas of Further Studies**

The researcher recommends the following to be researched further.

These findings only covered primary schools in Iringa region. It is hereby recommended that, future study need to be conducted in primary school in other parts of the country in order to provide a full picture of drop out and compare findings from primary school with those of secondary school.

This study was conducted in Iringa region which is a small portion of the Tanzania population. The finding might not reflect the situation of the whole country especially when we take into account that the rates of dropout from one region to another differs significantly. It is a high time the study cover wider population that could involve more regions and district so that to provide a clear nation image on school dropout.

This study was dominated by qualitative research approach. Further study have to be conducted using quantitative approach to provide statistical evidence in the same area.

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**APPENDICES**

**Appendix I: Interview Guide for Teachers, Pupils and Parents**

1. In your opinion, what are the major school factors contributing to pupils dropping out from school?

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.....  
.....

2.. In your opinion, what are the major home factors contributing to pupils dropping out from school?

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

3. In your opinion, what are the major economic factors contributing to pupils dropping out from school?

.....  
.....

4. In your opinion, what do you think should be done to ensure that all students remain at school?

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

**Appendix II: Interview Schedule For Pupils**

1. When you complete school, what do you dream to be?

2. Please tell me three things that you like about school and explain why you like them most

a.....

b.....

c.....

3. Please tell me three things that you most dislike in school and explain why you dislike them

a.....

b.....

c.....

4. If you were asked to advise the school management to do something, what would you say?

a.....

b.....

c.....

THANK YOU FOR YOUR COORPORATION

### Appendix III: Data Clearance Letter

#### THE OPEN UNIVERSITY OF TANZANIA

#### DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

  
P.O. Box 23409 Fax: 255-22-2668759 Dar es  
Salaam, Tanzania,  
<http://www.out.ac.tz>

Tel: 255-22-2666752/2668445 ext.2101  
Fax: 255-22-2668759,  
E-mail: [dirpc@out.ac.tz](mailto:dirpc@out.ac.tz)

17/8/2017

TO WHOM IT MAY CONCERN

#### RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ms MKANIBWA NGOBOKA**, who is a Master student at the Open University of Tanzania. By this letter, **Ms. Ngoboka** has been granted clearance to conduct research in the country. The title of his research is "**PULLING AND PUSHING FACTORS IN PRIMARY SCHOOLS IN SIMIYU AND IRINGA REGIONS IN TANZANIA**".

The research will be conducted in Iringa. The period which this permission has been granted is from **21/8/ 2017 to 30/09/2017**.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,



Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

**Appendix IV: Permit from the Region**

**THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**


**IRINGA REGION**

Tel : 2702021  
2702715  
Fax: 2702082  
For reply please quote:

**Re.No: RAS/IR/E.10/64/VOL.III/270**

Municipal Director  
P.O.BOX 162  
**IRINGA**

District Executive Director  
P.O.BOX 102  
**IRINGA**



Regional Commissioner's Office,  
P.O Box 858,  
**IRINGA.**

18/09/2017,


**RE: A PERMIT FOR Ms. MKANIBWA NGOBOKA MASTER STUDENT THE OPEN UNIVERSITY OF TANZANIA TO CONDUCT AN EDUCATIONAL RESEARCH IN YOUR COUNCILS**

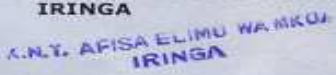
I hereby inform you that the aforementioned party been granted a permit by the Regional Administrative Secretary to conduct an Educational Research in your Areas of jurisdiction Namely **Iringa Municipality and Iringa District Council**

The title of the research is "**Pulling and Pushing factors in Primary schools**"

I therefore ask you to be forthcoming and kind enough by availing her with any needful support which is within your reach in order to make this noble task a reality and a great success.

I beg to remain yours sincerely and wish you all the best for the season.

  
 Kanyo K.Z  
**For REGIONAL ADMINISTRATIVE SECRETARY  
IRINGA**



CC: The Vice Chancellor  
The Open University of Tanzania  
P.O.BOX 23409  
**Dar es Salaam**

**Appendix V: Permit from Iringa District Council**

**PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT  
IRINGA DISTRICT COUNCIL**



<p>All Letters should be addressed to: District Executive Director, P.O.Box 108, IRINGA</p>	<p>Telephone, General Line. 70 2828 Direct Line. 702585 Tanzania</p>
---	--

Reference No IDC/S 20/21/III/153 04/10/20147

HEAD OF DEPARTMENT,  
DEPARTMENT OF PRIMARY EDUCATION  
P.O. BOX 108,  
IRINGA.

**RE: A PERMIT FOR Ms. MKANIBWA NGOBOKA MASTER STUDENT THE  
OPEN UNIVERSITY OF TANZANIA TO CONDUCT AN EDUCATIONAL  
RESEARCH.**

Please refer the letter dated 18<sup>th</sup> September 2017 concerning the above heading.

This is to inform you that, Ms. Mkanibwa Ngoboka has been accepted to undergo the Research of Pulling and Pushing Factors in Primary Schools at Iringa District Council.

I therefore ask you to kindly, give her any needful support to this task in order to make this research a great success.

I remain,


  
 Daniel Chiza,  
**FOR: DISTRICT EXECUTIVE DIRECTOR  
IRINGA**

<p><b>Copy: -</b> The Vice Chancellor, The Open University of Tanzania, P.O. BOX 23409, Dar es Salaam.</p> <p>- Ms. Mkanibwa Ngoboka</p>	<p style="text-align: right;"><b>FOR: DISTRICT EXECUTIVE DIRECTOR IRINGA DISTRICT COUNCIL</b></p>
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**Appendix VI: Permit from Iringa Municipal Council**

**IRINGA MUNICIPAL COUNCIL**

Tell. No. 026- 2702647  
Fax. No. 026-2702203



Municipal Director's Office,  
P.O. BOX 162  
**IRINGA**

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**REF.NA.IMC/T.40/28/81** **20/09/2017**

HEAD TEACHERS,  
Gangilonga, Tumaini, Ngome, Ugele, Azimio,  
Ipogoro, Mlangali, mapinduzi, kihesa, J.J Mungai.  
P.O.BOX 162,  
**IRINGA**

**REF: A PERMIT TO CONDUCT AN EDUCATIONAL  
RESEARCH**

Please refer to the mentioned heading above.

This is to inform you that Municipal Director has granted a permit to **Ms. MKANIBWA NGOBOKA** who is pursuing MASTER **DEGREE in Education**, At the Open University to Conduct a Research project title **'Pulling and Pushing factors in Primary Schools'**.

Please give her any necessary support to make her studies successfully.

You're sincerely

.....*Zaina Y. Ng'ahala*.....  
*Zaina Y. Ng'ahala*  
**FOR: MUNICIPAL DIRECTOR**  
**IRINGA MUNICIPAL COUNCIL**

**COPY:**  
THE VICE CHANCELLOR,  
THE OPEN UNIVERSITY OF TANZANIA,  
P.O BOX 23409.  
**IRINGA.**