

**CAUSES OF PUPILS' DROPOUT IN LUCHINGU DIVISION**

**NEWALA DISTRICT - TANZANIA**

**BY**

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## DECLARATION

I do hereby declare that, this is my original work and has never been submitted to any institution of learning for any award.

Signature: Phares Lihewe


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## APPROVAL

This is to certify that this work has been done under my supervision and have approved it for submission to the board of examiners of Kampala International University.

Signature:  .....

**Mr. Kayindu Vincent**

**(Supervisor)**

Date:  .....

## DEDICATION

I dedicate this work to the following people;

- Mum Daina
- Upendo, Dickens (Jr)
- Isaya, Devota, Neema, Sande, Anet, Regina
- Shazi, Grant, Mwasit, Cheppy, Kilian.
- Rev. Abdallah, Mang'oka, Wohemmili, Toni
- Kandulu, Barnabas, Julie, Daniel.
- Br. James Antony ssf

For their great contribution to my life and studies. "Asante sana!"

## **ACKNOWLEDGEMENT**

I appreciate and thank every individual who played a role in making me succeed in conducting this study. I hope without their assistance, I could not reach or get what I got despite my weaknesses. I cannot mention and name all of them.

Special thanks go to;

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Big up to you all!

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# CHAPTER ONE

## **1.0 Introduction**

### **1.1 Background of the Study**

In Tanzania formal education was introduced by the German and British Colonialists. Before its introduction, informal education existed, but as soon as the whitemen arrived, they introduced formal education in which classrooms were built, teachers were prepared and recruited, books were published and syllabus were introduced too.

According to the colonialists, this type of education was referred as the civilized one. They established education institutions of various levels. In Tanzania for instance, the Germans introduced primary schools in which pupils attended STD I to STD VII. Then to those performed better, had a chance to join middle schools i.e STD V- STD VIII. From there, learners had to join in Teachers Training colleges or other colleges and universities.

Since 1961 when Tanganyika got her independence, many steps were taken in various sectors including education. The education system was changed under the late Mwalimu Julius. K Nyerere who aimed at fighting against three enemies i.e poverty, diseases and ignorance. According to all these three enemies Rajani (2003 1-5) writes on the Nyerere's ideas.

*"....An essential part of the success of our attempt to build a democratic society is the combination of the true discussion followed by the full implementation of joint decisions; if the children get used to this. In school they will at the same time be learning about the responsibilities of citizens in a free society...."*

These words were spoken by Mwalimu Nyerere while talking to the Heads of schools, December 1967 in Dar-es-salaam.

According to Nyerere, creation of free democratic and developed state or society meant modifying education system hence educating such society.

Nyerere in the same book argues;

*“.... This means that the educational system of Tanzania must emphasize co-operative endeavour, not individual advancement, it must stress concepts of equality and the responsibility to give service which goes with any special ability, whether it be in carpentry, in animal husbandry, or in academic pursuits. And, in particular, our education must counteract the temptation to intellectual arrogance. For this leads to the well- educated despising those whose abilities are non- academic or who have no special abilities but are just beings such arrogance has no place in a society of equal citizens...”*

This idea resulted into what was known as “MUSOMA DECLARATION” of 1974 whereby Tanzania under this declaration introduced “Universal primary education” as one step to fight against those three enemies as aimed in Arusha Declaration of 1967.

Under UPE program, Nyerere aimed to reduce Ignorance at least for 80% UPE also went to gather with the encouraging adult education which meant to achieve the goals of UPE whereby adult who missed going schools were taught only two skills i.e

- a) Reading skill
- b) Writing skill
- c) Counting skill

This program was successful hence more than 80% of school going ages went to school and those adults who missed schools had given such three skills mentioned above.



Despite success attained since independence i.e 1961 to 1970's. In 1980's things changed especially in education matters. Under the leadership of president Alli H. Mwinyi, school fees were introduced. Since by that time the economic system was highly affected by the Kagera war (1977-78) whereby Tanzania fought against Uganda, this policy of school fee introduced became a burden to the parents who were responsible to pay it for their children. Thus this resulted into the development of school drop out in the whole country.

When Mr. Benjamin Mkapa became a third president of Tanzania, he struggled to reduce such burdens to the society. He introduced various plans including collecting tributes and revenues effectively whereby the national income grew.

As the national income grew faster, he introduced what was known as "Mpango Maalumu wa Elimu ya Msingi" which means the special program on developing primary education. Under such plan, school infrastructures were modified such as classrooms, houses for staffs, school fee was abolished again and schools were given capitation which aimed at buying books and other teaching learning materials. New teachers were recruited and every child aged 7 years had to be sent to school freely.

This new education development plan seemed to be successful since under this policy for example, enrollment in 2002 reached 1.6 million compared to 1.1 million in 2001. Over 16,000 classrooms were built and about 7,000 new teachers were recruited.

Apart from these successes, things to be changed from 2005. Still no school fee should pupils pay. But head teachers claim that no more capitation hence becoming so difficult to run schools.

Despite many steps, taken since independence, still there is school drop out especially in primary school levels. Why is it so in order to answer this question the researcher decided to conduct this study so as to know the causes.

### ***1.2 Statement of the Problem***

This study was about the cause of school drop out at primary school level. It was carried out in Luchingu division, Newala District, Tanzania and specifically it addressed;

1. Enrollment levels of pupils for the period (1997 to 2006)
2. Relationship between school administrators' teachers and pupils.
3. External factors

### ***1.3 Purpose of the Study***

This study aimed at examining factors causing school drop out at Primary school in Luchingu division, Newala District, Tanzania.

### ***1.4. Objectives of the Study***

This study was carried out with the following objectives.

1. To find out the rate of school drop out in Luchingu division.
2. To find out the leading factors causing its development.
3. to Identify what has been done to reduce the problem of school drop out

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

The findings of this study are expected to be useful to the individuals, educational administrators and to the government as follows:-

#### **1. To Individuals:**

Knowing the leading factors will result into taking measures on its prevention by individuals. For instance, parents and guardians will be motivated to send their children to schools as well as encouraging them to finish studies. This will result into achieving the education as well as national goals such as reducing illiteracy.

## **2. To Educational Policy Markers and Administrators.**

Both policy markers and administrators will be benefited while knowing on how they can set the policies and modifying such policies.

## **3. To the Central Government**

The result of this study will also be useful to the government on her plan of fighting against three enemies as aimed in Musoma declaration. Reduction and prevention of this problem will lead to the achievement of educational goals.

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

This study was conducted in Luchingu division, Newala District. Luchingu division comprises not lesser than seven (7) villages. All villages were interviewed except Moneka (Mnaida). The interviewed ones include; Chitandi, Nangwala, Majengo, Luchingu, Tupendane and Likuna.

In conducting the study, educational administrators, head teachers, pupils and society in general were interviewed according to their status. The questionnaires directed to them differed accordingly.

### ***1.7. Limitations***

In conducting this study, various problems were faced they include:-

1. Financial problem
2. Bad responses from some of respondents
3. Time consuming
4. Incomplete of the suggested items.

#### ***1.7.1 Measures Taken to Overcome the Limitations***

Despite facing such problems, some measures were taken so as to overcome such problem.



Financially, much money was asked from the sponsor. He responded though it was a bit late.

Respondents were educated and encouraged to understand the important of this study and also they were encouraged that the information got from them are confidential and they would not be answerable in any way. Some understood and responded as expected.

On balancing time, the researcher conducted a study for a month and then asked the assistants to continue. Under their will they did a lot in conducting this study hence making this study successful.

In overcoming the shortage of suggested items to be sued, the alternative ones wee used. For instance, common camera instead of digital one was used.

### ***1.8. Definition of Terms***

Drop out	-	Failure to complete a given course
Declaration	-	A formal announcement either spoken or written
Ward	-	Division
Kata	-	Swahili word means ward
Irrelevant	-	Not connected with
Capitation	-	Funds provided by government to run schools.

### **1.9. Abbreviations**

UPE	-	Universal Primary Education
MMEM	-	Mpango Maalumu wa Elimu ya Msingi
STD	-	Standard
DED	-	District Executive Director
DEO	-	District Academic Officer
MKUKUTA	-	Mpango wa Kupunguza na Kuondoa Umaskini Tanzania
MMES	-	Mpango Maalum wa Elimu ya Sekondari.
NGO	-	Non – Government organization

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

#### 2.0 Introduction

In trying to promote primary education, many African countries especially in sub-Saharan African countries, some challenges have been discovered in one way or another. These challenges hinder the whole program as well as resulting into proving failure in achieving education goals. One among these challenges is “school drop out”

Tanzania at large introduced a policy in education sector whereby under UPE program, a pupil of seven years old is expected to join STD I and finish primary education when she or he is thirteen years old.

No school fee required is this level of education since it is a must as a step toward on reduction and prevention of illiteracy.

Despite this effort, still those pupils being enrolled in STD I fail to complete their studies due to various factors as being analyzed by some researchers, philosophers, scholars, writers and intellectuals. For instance, “Mwananchi” New paper reports that about 510 pupils, failed to attend their STDD VII exams due to pregnancy in Mtwara region where Luchingu division belongs to. Malembeka (20077) reports on the same issue itte writes:

*“... Takriban wanafunzi 562 Hawajafanya Mthani wa talifa  
Kuhitimu elimu ya msingi mkoani iringa kutokana na sababu  
mbalimbali ikiwa ni pamoja na kubeba mamba...”*

This means, 562 pupils failed to do their final primary education exams in Iringa region due to various factors including pregnancy. In his article Malembeka analyzes:

- 53,798 pupils were enrolled in Iringa region in the year 2001
- 43,884 were registered for their exams early 2007 but among them, 562 dropped from the school before doing their exams which took place early in September 2007.

Odaet (1997:45) also writes on the development of school drop out though he doesn't comment or argue on the causes. He writes:

*".....it is also observed that children find it difficult to continue in school up to the vary end..... Literature available on education in sub-Sahara African are high. Alarming numbers of children dropout before computing even the first cycle...."*

The first cycle have means primary school level. Thus, it had been noted that many pupils in sub-Saharan African states, fail to complete their primary school education.

Also, apart from pregnancy, other scholars tried to analyze other factors which contribute to the school drop out especially in primary school level. Basing on Tanzania, Rajan (2003:5) tried to think deeply since he through that the problem was caused by school fees. He analyzes:

*"... in one of the important policy decisions of our times, all primary school fees and mandatory contributions were abolished to ensure that no one would be left out because of inability to pay..."*

Despite the fact that such kind of burden has been reduced, still there is the development of such problem. Luchingu division is one among the affected areas. The question rises there; why so?

Early marriage has been reported as one among the leading factors causes school drop out. This comes as the result of ignorance and illiteracy whereby parents and pupils tend to encourage marriage to the girls rather than



education. Thus as the result, they encourage school drop out. Wang'anyi (2007:7) reports:

*"...Wanafunzi 56 Waliochaguliwa Kujiunga na sekondari mwaka 2007 wilayani hapa wameshindwa kuripoti baada ya kupata ujauzito a wengine kuolewa..."*

This article means that 56 pupils who were expected to join form one (2007) failed to do so because of pregnancy and early marriages. This the learners drop from schools so as to be married especially girls.

However it has been noted that in some countries such as India and Tanzania, an emphasis on education is put; and to make it effective, some funds and several developmental plans such as MEMM existed in Tanzania, till this problem of dropout do exist too. In India for stance, it has been noted that the problem still exist despite the governments' effort. Chaube et al (1996:313) claims:

*"... the Indian government, after the attainment of independence, stressed the need of primary education and provided funds for its development but a scrutiny of statistics reveals that the desired success has not been achieved... That some children give up primary education before completing it...."*

Chaube adds some factors which contribute to the development of school dropout as:

- a) **Lack of proper arrangements** where by policies on education made by government proves failure due to some weaknesses such as lacking proper arrangement where by the number of pupils doesn't relate to the number of teachers.

#### **b) Illiterate Guardians**

Under it, parents and guardians do not give full support to the children hence encouraging school drop out. For instance, guardians may encourage their children to get marriage or being employed while encouraging dropout.

#### **c) Unsuitability of administration**

This may mean bad administrative system done by educational administrators of different sections from the government to the Head teachers. All these may prove failure hence results into school drop out.

#### **d) Unsatisfactory financial conditions.**

This may also touch both sides i.e government and society whereby some important and basic need might not be provided to the learner. This may also result into school drop out.

Drug addiction, smoking and racism also have been discusses as the factors for school drop out. Sadker (2003:506) argues:

*“... the year 2000 National government got that pleased America’s schools....*

*Among students who ever tried cigarettes 85.7%... Ever been drunk 83.3%...”*

This proves that once these students became more addicted, then the drop automatically from schools.

On the side of Racism, Sadker (2003:179) writes:

*“... just yesterday my five year old sister came from her pre-school and complained,” A girl said she did not wanna play with me because I’m black...”*



Thus such discrimination according peoples color discourages pupils hence encouraging school drop out. Now days for stance stigmatism may play great role on encouraging school drop out.

A daet & Bbue (1997) tries to categories factors for the development of school drop out into ways or categories:

**(a) School conditions**

- Shortage of qualified teachers
- Shortage of learning and teaching materials
- Unbalanced curriculum
- Poor administration

**(b) Out of schools**

- Political instability
- Poverty
- Cultural practices.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Research Design**

This study is qualitative in which it concerned on the investigation on how and why there is the development of school dropout in primary schools apart from the efforts done by the government. In conducting the study, systematic and random sampling was used. Under these, two methods were used:

##### **a) Use of questionnaires**

Under this, the researcher and his assistance sent the questionnaires to the interviewed and then got the information.

##### **b) Use of personal interviews**

This was only conducted by the researcher him-self. His assistance used questionnaire only. This was because of shortage of advanced instruments such as tape recorders which could help them. Also meant to give them time to deal with their affairs since they were poorly motivated by the researcher.

#### **3.2 Area and Population of the Study**

The study was conducted in Luchingu division which is in Newala District Mtwara region – Tanzania. The division by which is known as “Kata” in Swahili language which means ward was chosen because it consists with both town and rural environment. Thus, views/information got were from both types of people i.e town and those from rural areas.

Luchingu division comprises at least eight (8) villages namely; Nangwala, Majengo, Chitandi, Luchingu, Likuna, Tupendane and Moneka. In them, there

are about eleven primary schools namely; Butiama, Chitandi, Kiduni, Julia, Karume, Nachitulo, Newala, Likuna, Luchingu, Mnaida and Twende Pamoja.

Among 8 villages, 7 villages were interviewed which is equal to 90% and among 11 primary schools, 10 were interviewed which is equal to 90% Moneka village and her school called Mnaida is the one by which the researcher and his assistance failed to conduct a study. This is because of time and also, shortage of financial support by which the researcher failed to employ many assistants.

### ***3.3 Sample Selection and Size***

Primary schools in Luchingu division have been chosen since the area consists both town and rural areas and about all schools are public ones where by the central government introduced UPE Program and still there is the development of with drawing from schools before completing regardless the efforts put by the government including abolitions of paying tuition fee.

### ***3.4 Instruments Used in Data Collection***

Though in writing a research proposal many instruments were expected to be used in conducting the study, very few and local instruments were used. The researcher was not in good position to afford buying all of them expected. The ones by which the researcher afforded are;

- a) Short hand books
- b) Camera (not digital one)
- c) Pens and pencils
- d) Questionnaires
- e) Radio
- f) News papers.

### ***3.5 Procedures of Data Collection***

Before conducting the study, the researcher asked permission from the District Executive Director (DED) who is responsible to the Central government. He is in charge of all schools within a district.

Then DED through the district educational officer (DEO) allowed the researcher to conduct the study. They also write to the heads of schools and to the ward educational secretary to inform them as well as requesting them to give highly co-operation to the researcher and his assistance.

Despite being informed by the DED, the researcher again wrote to the heads of schools to beg them to show their co-operation. Copies of those letters will be attached in chapter 5 of this report.

In writing the research proposal, two languages were expected to be used in conducting the study. Those languages were; English and Swahili. But due to the reality that the researcher could not manage to interview all expected area. He decided to use Swahili which is the common language in Tanzania. Thus, every information was got through such kind of language, then translated in English. The copies of sample are also attached in this report in chapter 5.

Using Swahili simplified the work since many interviewed use Swahili language. Thus, it was easy to the researcher and his assistants too.



## CHAPTER FOUR

### PRESENTATION OF THE FINDINGS

#### **4.0 Objective 1: The rate of school dropout in Luchingu division**

According to the data obtained from District Education Officer, the figures below show and describe the rate of school drop out in Luchingu division.

**Table 1:** Shows the dropout rate in percentage of three streams

Year	Enrollment			Year	Registration for Exams			DID exams			Percentage	
	Boys	Girls	Total		Boys	Girls	Total	Boys	Girls	Total	Enrolled	Registered
1998	2220	2232	4452	2004	1672	1709	3381	1644	1678	3322	74.6	98.2
1999	2199	2882	4481	2005	1205	1181	2386	1192	1160	2352	52.4	98.5
2000	2642	2724	5366	2006	2484	2597	5081	2442	2555	4997	93.1	98.3

Source: Primary data – Education Officer

The pupils who completed 2004 were 74.6% of the enrolment done 1998 and 98.2% of registration done on the same year 2004.

52.4% who completed STD VII on 2005 is out of 100 % enrolled 1999 hence those who completed after being re for exams were 98.5%.

Pupils completed 206, were 93.1% of the enrolment done 2000 while those who completed after being registered were 98.3%.

**Table 2:** Showing Four Intakes and their percentage on Dropout-Twendepamoja Primary School

Year	Pupils enrolled	Boys	Girls	Year	Pupils completed Vii	Boys	Girls	Percentage (%)
1997	91	48	43	2003	47	15	32	52
1998	60	30	30	2004	39	20	19	65
1999	44	23	21	2005	35	20	15	80
2000	86	48	38	2006	60	34	26	70

Source: Head teacher, Twendepamoja Primary School.

From the tables above, pupils who completed in 2003 is 52% while boys equals to 31.2% and girls who completed equals to 74.4%

In 2004 boys who completed STD VII equals to 66% while girls equals to 63.3%

2005, Boys completed 86.9%

Girls completed 71.4%

2006, Boys completed i.e 70.8%

Girls completed i.e 68.4%

In trying to rank the percentage of girls and boys who drop from schools, the results were as follow;

From the heads of schools, the results were as follows;

Girls	boys	Total
4	2	6

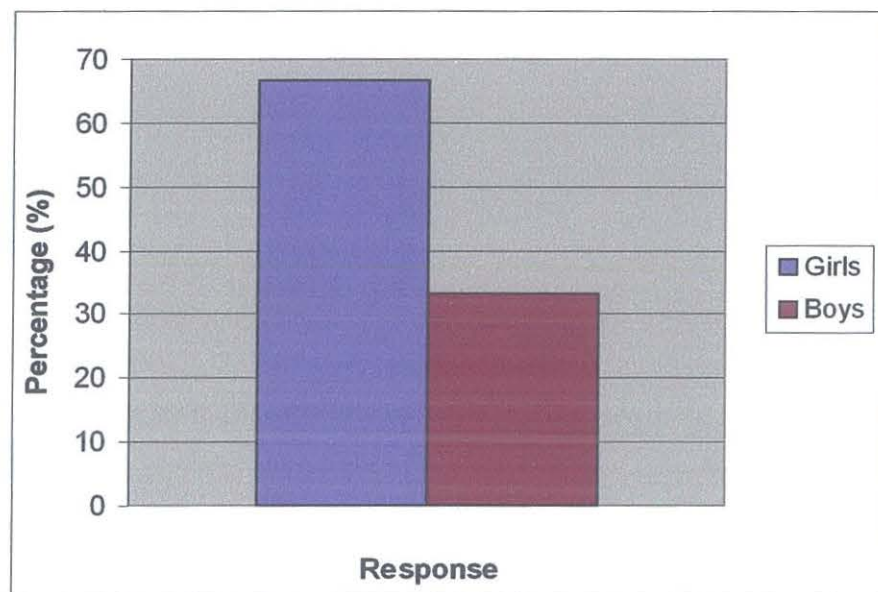
Therefore,  $\frac{4}{6} \times 100 = 66.6\%$  Girls

$\frac{2}{6} \times 100 = 33.3\%$  Boys



These can be presented in a bar graph as shown below;

**Figure 1:** A bar graph showing gender and their percentage on school drop out as observed from Head teachers.

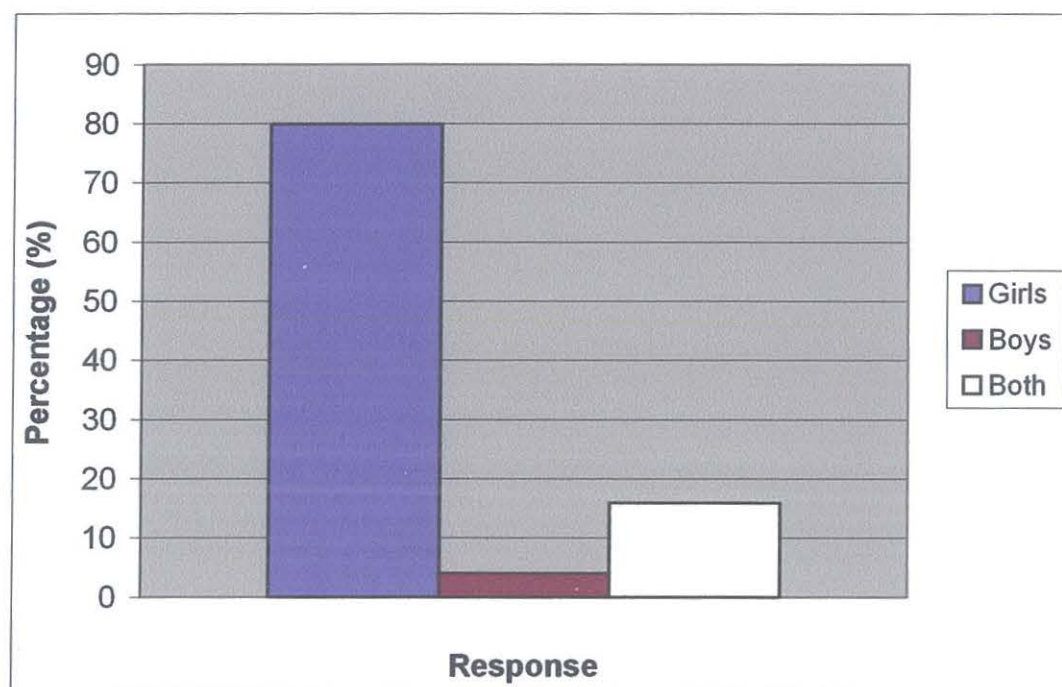


The learners themselves ranked the gender as follow;

1. Girls  $20/25 \times 100 = 80\%$
2. Boys  $1/25 \times 100 = 4\%$
3. Both  $4/25 \times 100 = 16\%$

These can be presented in a bar graph as shown below;

**Figure 2:** A Bar Graph Indicating Gender and its Rank on School Dropout as Observed from Pupils.



Source: Pupils

#### **4.1 Objective 2: Factors for School Dropout**

Many factors were reported by respondents regarding the causes of pupils' dropout of schools in Luchingu division. For instance, illiteracy of the parents and guardians, pregnancy, teachers' relationship with pupils, peer group, tradition and taboos, school environment as well as divorce and separation of parents.

##### **1. Illiteracy of the parents and guardians.**

Several respondents reported that many pupils whose parents are illiterate dropout of schools because their parents and guardians hardly encourage them to study. Some even don't see the importance of education as was reported in Swahili language by one of the respondent who said;

*“ ... Wazazi wanakosa mwamko wa elimu na hiryo kushindwa kuwahamasisha vijana wao katika jambo hili la elimu. Hata hiryo, naomba nieleweke kuwa si wote bali ni baadhi ya wazazi...”*

In the last part of this gout, the respondents clarifies that not all parents or guardians, but some of them. Therefore, if parents and guardians do not see the importance of education, then it is difficult to achieve the goals since they are hardly motivated young generation to study.

## **2. Teachers' relationship with pupils.**

It has been reported that bad relationship between teachers and pupils also results into school dropout. Punishments, harshness and bad languages discourage pupils to go to school for schooling hence developing school dropout. For stance, one pupil had this comment in Swahili language.

*“... Waalimu wasitishe wanafunzi bali wawasaidie kufikia mwisho wa masomo yao. Pia, wahamie kwenye majumba zao ili wawe karibu na mazingira ya shule...”*

The pupils were trying to advice teachers into two things;

- a) Teachers should motivate pupils instead of discouraging them.
- b) Teachers should stay near schools to maintain efficiency.

Apart from the two advices, he continued that teachers should look on the punishments they give pupils. This was also reported by several guardians and parents. For instance one parent reported that his year 4 daughter stopped from going to school (Nursery school) after seeing a certain teacher who cained her fellow. He is also thinking on going back to school so that he advice teachers on such issue.



### 3. Peer Group Influence

It was reported that some pupils are influenced by their peers to ignore schooling. When they reach at school for example, they do such acts like smoking, sex, irresponsible conversations as well as dodging lessons. Some are even influenced by the peers outside school telling them that they better stop schooling and make money. One respondent used girls as examples where-by they tend to engage in sex after being influenced by their friends. She said;

*“... Wasichana wana tamaa sana na hiryo kutojali masomo...”*

### 4. Pregnancy

Many teachers and Head teachers of Chitandi primary school, Julia primary school and Twendepamoja primary school reported that some female pupils dropout of schools as a result of unwanted pregnancy. They reported that men tend to think that those primary school pupils are safe from AIDS and HIV, so they have live sex with them and end up impregnating them. However, no specific data regarding the drop out rates due to pregnancy was got from schools under the study.

Government have been reported as one among the causertives by proving failure on punishing those who impregnate pupils as one teacher reported.

*“Serikai nayo inaweza kuhusika kwa tatizo hili katika maeneo mawili.*

- a) Kutokana na umalizaji wa kesi za mimba kiholela hususani katika vituo vya polisi na mahakama.
- b) Serikali bado haina magereza au shule maalumu za watoto sugu katika mikoa mingi hapa nchini...”

He is claiming on how the cases are being handled especially in Courts and police. The suspects are left free hence developing school dropout.

## **5. Traditions and Taboos**

Many respondents reported that there are some cultural practices which develop this problem. For instance, the belief that girls are meant for domestic services, marriage and also pupils being fully members of tradition dances being practiced during nights. Participating in these functions held on nights results into pregnancies as well as being affected from sexual transmitted diseases which weaken pupils' health and as the result, stop from schooling.

## **6. School Environments**

Some respondents reported that in some cases, some schools are very far from where do the pupils stay. This discourages the pupils since it reduces efficiency of traveling to and fro daily.

Also it had been reported that lacking teaching-learning materials such as text books and other teaching aids result into school dropout. For instance, in some cases it had been reported that some times these schools even do lack pieces of chalks hence discouraging both teachers and learners. One respondent suggested that, every education stakeholders must make sure that these teaching learning aids and materials are available in schools to encourage both teachers and pupils at large. He comments.

*"... vifaa vya kufundishia na kujifunzia vipatikane kwa urahisi, mashuleni ili kuleta ufanisi..."*

## **7. Divorce and separation of Parents**

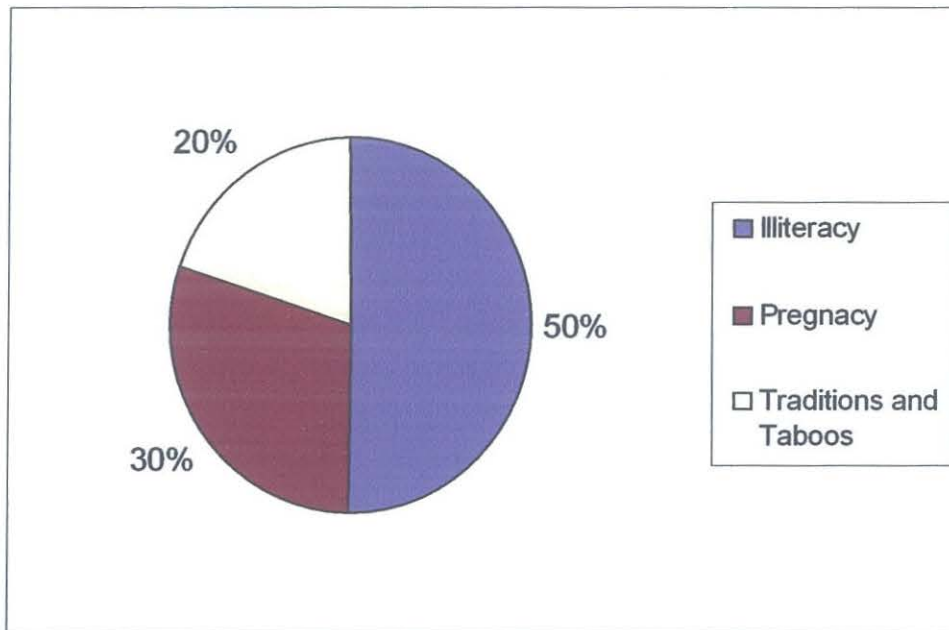
Separation of parents and divorce also have been reported as one among the causes for school dropout. As one pupil claimed that for them whose parents have been separated, they do lack clear settlement as well as moral and economic support. Thus they drop from schooling hence participating in other activities especially making money.

Observation from Head teachers can be ranked as follow;

- a) Illiteracy  $5/9 \times 100 = 50\%$
- b) Pregnancy  $3/9 \times 100 = 30\%$
- c) Traditions and taboos  $2/9 \times 100 = 22\%$

These can be presented in a pie-chart as shown below;

**Figure 3:** A Pie Chart showing Factors Causing School Drop out and their Ranks in Percentage as Obtained from Head teachers-Luchingu Division



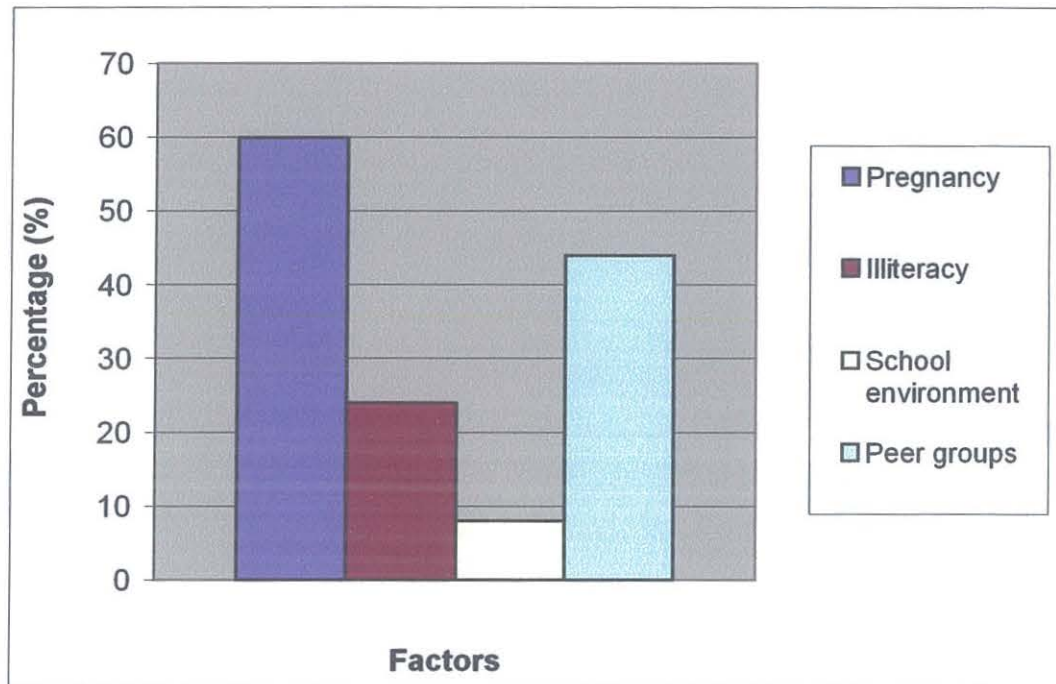
From pupils, below is how such factors can be ranked in percentage;

- a) Pregnancy  $15/25 \times 100 = 60\%$
- b) Illiteracy  $6/25 \times 100 = 24\%$
- c) School environment
  - Teachers' relationship with pupils and divorce =  $2/25 \times 100 = 8\%$
- d) Peer groups
  - Traditions and taboos  $8/25 \times 100 = 32\%$



They can be presented in a bar graph as follow;

**Figure 4: A Bar Graph Presenting Factors Causing School Dropout in Percentage as Reported by the Learners /Pupils.**

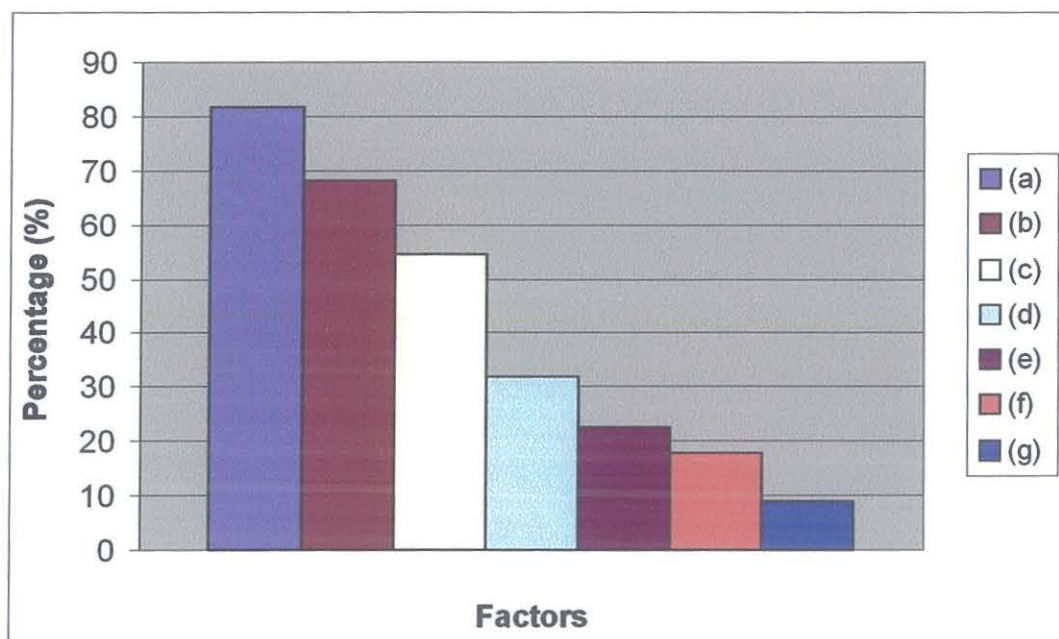


Observation from society can be ranked as;

- a) Pregnancy  $18/22 \times 100 = 81.8\%$
- b) Shortage of teaching learning materials and aids  $15.22 \times 100 = 68\%$
- c) Illiteracy  $12/22 \times 100 = 54.5\%$
- d) Peer groups  $7/22 \times 100 = 31.8\%$
- e) Traditions and taboos  $5/22 \times 100 = 22.7\%$
- f) Teachers' relationship with pupils  $4/22 \times 100 = 18\%$
- g) Divorce  $2/22 \times 100 = 9\%$

They can also be presented in a bar-graph as shown;

**Figure 5:** A Bar Graph showing Factors Causing School Dropout as ranked by the Society.



#### **4.1 Objective 3: What has been done**

In trying to prevent school dropout and reduce other education hindrance factors, many plans, policies and projects have been introduced and implemented aiming on achieving education's goals. Some of these plans and policies are;

##### **a) Financing Basic Education**

Financing education and training is shared among government, communities, parents and end-users. Government budgetary allocation to education and training is being enhanced annually in order to ensure better delivery of education and training services in terms of school infrastructure, teaching and learning materials as well as motivation of teachers. For example pictures shown objective 2 are good example of measures taken by both central and local governments under MEM program.

Making this goal of financing Basic Education successful, the Education Sector Budget has generally been increasing. According to National Data (2007:89), the budget on this sector has been increasing over the last 12 years from 12.7% total budget in 1996/97 to 18.1% copies of this good example will be attached on chapter 5.

### **b) Increasing Enrolment**

An MMEM program was successful especially in modifying infrastructures e.g classrooms, then the number of pupils enrolled in primary schools. This also goes together with the abolition of school fees and the policy that every child of 7 years must be sent to school.

This shows that the government aid attention on fighting against ignorance. According to National Data 2007, this success can be summarized in a table shown below;

**Table 3: Showing enrolment summary in both government and Non-government Education Institutions 2003 and 2007.**

<b>Level</b>	<b>2003</b>	<b>2007</b>	<b>Difference</b>	<b>Percentage (%) increase</b>
Primary				
STD I-VII	6562772	8316925	1754153	26.7
STD I	1481354	1379293	-102061	-6.9
STD VII	520050	816554	296504	57.0
No. of Schools	12815	15625	2809	21.9
No. of Streams	165667	218162	52495	31.7
Teaching Staff	115340	156664	41324	35.8

Source: National Data 2007



### **c) Recruiting New Teachers**

Under MEMEM program, new teacher were trained and being employed direct from their colleges. This encouraged burdens to those few teachers existed in schools. For instance, in 2003, the total number of teacher was 115340. But it kept on increasing yearly. For instance, 2004 it reached 121548, 2005 was 135013 in actual sense, this was an effort put to achieve the education goals. Lunching division as a part of Tanzania benefits too from this program.

### **d) Introducing MKUKUTA Program**

This program was introduced in the 3<sup>rd</sup> phase of Mr. Mkapa B.W. This means special program on reduction of poverty in Tanzania. Under this program, an individuals are being given loans, agricultural sector have been given support, New program where by dispensaries are going to be build in every village and Health centre in each ward, construction of roads, provision of clean water and encouraging private sectors. The fulfillment of these all means reduction of poverty. Since it has been noted that it is among the factors for school dropout, thus, its success means reducing and preventing school dropout as well as achieving the educational goals.

### **e) Introducing MMES Program.**

This can be defined as Secondary Education Developmental Program. In Swahili it is stated as "Mpango Maalumu wa Ealimu ya Sekondari." Under MMES, each ward has a secondary. This means to recruit or enroll many pupils from primary schools within such ward. It meant to reduce a burden of sending far those children complete STD VII.

Despite all these programs, still such problem exists in one way or another. What should be done then is to educate the whole society.



## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

It has been noted that one among the leading factors being noted is pregnancy. This factor was reported also by several writers including Malembeka (2007) who wrote about 562 pupils who failed to attend their final STD VII exams even after being registered in the same year.

Wang'anyi (2007) also wrote about the same factors though in his article, he adds marriage as another factor causing school drop out. In such article, he analyses that 56 pupils expected to join Form One secondary schools failed to do so. It might be those pupils even did their exams when they were already pregnant.

Illiteracy as being discussed by some schools had also come to be noted as one among the leading factors. This is the result of people being ignorant. As the result of illiteracy, people do not see any importance of sending their children for schooling; despite some efforts being shown and done by the governments. Chaube (1996) agrees with these factors as he writes;

*“... the Indian government after the attainment of independence, stressed the need of primary education and provided funds for its development but scrutiny of statistics reveals that the desired success has not been achieved...”*

## 5.1 Summary

In summing up, it has been noted in this study that school dropout is a problem in many parts of the world. However in Sub-Saharan countries is too much including Tanzania. Some factors have been observed to be the leading ones include pregnancy, poverty, ignorance and illiteracy together with taboos.

However, the researcher noted that among them, the leading factor there is ignorance. This can be proved by looking on the efforts put or made by government and other NGO's but still there is the existence of such problem. School fees for instance in Tanzania have been abolished but pupils withdrew from schools. Sometimes parents discourages their children from going schools, this exactly shows the degree of ignorance existing in such society. Thus, ignorance plays the great role in the development of school drop out in Luchingu division. This can be also encouraged from the historical background where by Southern Region in the United Republic of Tanzania are left behind in various sectors including education. For instance, since colonialism, there is no 'A' level secondary school in Newala District up to now, how can this society be educated while having some few 'O' level secondary schools only?

Peer groups also encourage school dropout as it was reported by some respondents. These groups influence the use of drugs, smoking and drinking together with sex. While being addicted with either of any, they tend to stop going schools hence developing school dropout. This agree with what Sadker (2003) write;

*"...the year 2000 National government got that pleased American's schools... Among students who ever tried cigarettes 85%, ever been drunk 83.3%..."*

## **5.2 Recommendations**

Since it had been reported by several respondents that illiteracy caused by ignorance is among the factors, one can conclude that it is the leading factor then others take place as the result of the whole society being illiterate. In fact, where people are highly educated, the rate of impregnating pupils will be at low level. Educated people also will encourage their children to go to schools as well as finish their courses.

Therefore to make this success, the government should entities the public more about the importance of educating children. This can be done through seminars, workshops or holding meetings with the Lord people in their local communities.

The government should also use religious leaders to supplement its efforts in their endeavour.

More over, the government should equalize social services providing to her people. For instance, equal chances should be given to all regions and not as it was during colonialism whereby some regions were left underdeveloped while doing such areas as the sources of labor force.

Individuals must also be sensitized as well as support in one way or another on education sector. Let those who have ability to invest, invest in academic institutions especially in Newala District. The Swahili people say; "Elimu ni ukombozi" which means education is the way forward for a total liberation of any society. Let us invest in education.



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## APPENDICES

### APPENDIX A: QUESTIONNAIRES

#### QUESTIONNAIRE TO THE DISTRICT EDUCATION OFFICER

1. Is there school drop out in your district especially in primary school?

Yes ( )

No ( )

Give three reasons or factors according to your answers

a) .....

b) .....

c) .....

2. Do you think poverty can be the source of such problem?

Yes ( )

No ( )

How? .....

3. Are there Traditions and taboos which develop school drop out?

Name them.

a) .....

b) .....

c) .....

4. Which gender is highly affected? Why do you think so?

.....

5. Would you please assist me by analyzing the statistical data of the enrolment of about for (4) streams and the data of pupils completed STD VII by filling the table below;

Year	Enrolled pupils			Pupils registered for exams			Completed STD VII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	total

## QUESTIONNAIRE TO HEADTEACHERS

1. As the head of school, what do you think are the factors for school drop out?

.....  
.....

2. Do you agree that some tradition and taboos cause and develop school dropout?

Yes ( )

No ( )

If yes, then name them and say how?

.....  
.....

3. Which sex is highly affected? Why do you think so?

.....  
.....

4. Do you think parents can be source of such problem? On how?

.....  
.....

5. How about ignorance, can it be one among the factors? On how?

.....  
.....

6. What measures should be taken to reduce such problem?

a) .....

b) .....

c).....

7. Do you think government is responsible in any way to be blamed? Why?

.....  
.....

8. Who do you think is responsible in reducing such problem?

.....  
.....

9. If the problem is highly reduced, what do you think will society benefit from?

.....  
.....

10) What do you think would be benefits from reducing school drop out?

.....  
.....



## QUESTIONNAIRE TO THE PUPILS/LEARNERS

Pupil's name: .....

Class: .....

1. What are the factors which develop school dropout?
  - a) .....
  - b) .....
  - c) .....
  - d) .....
2. Who is highly responsible? Tick where appropriate)  
Parents ( )  
Governments ( )  
Tradition and taboos ( )
3. Which sex is highly affected?  
Boys ( )  
Girls ( )  
Both ( )
4. Which one is the leading factor among the following?  
Tradition and taboos ( )  
Poverty ( )  
Ignorance and illiteracy ( )  
Divorce and separation of parents ( )
5. What do you think are the measures to be taken so as to reduce such problem?
  - a) .....
  - b) .....
  - c) .....
  - d) .....

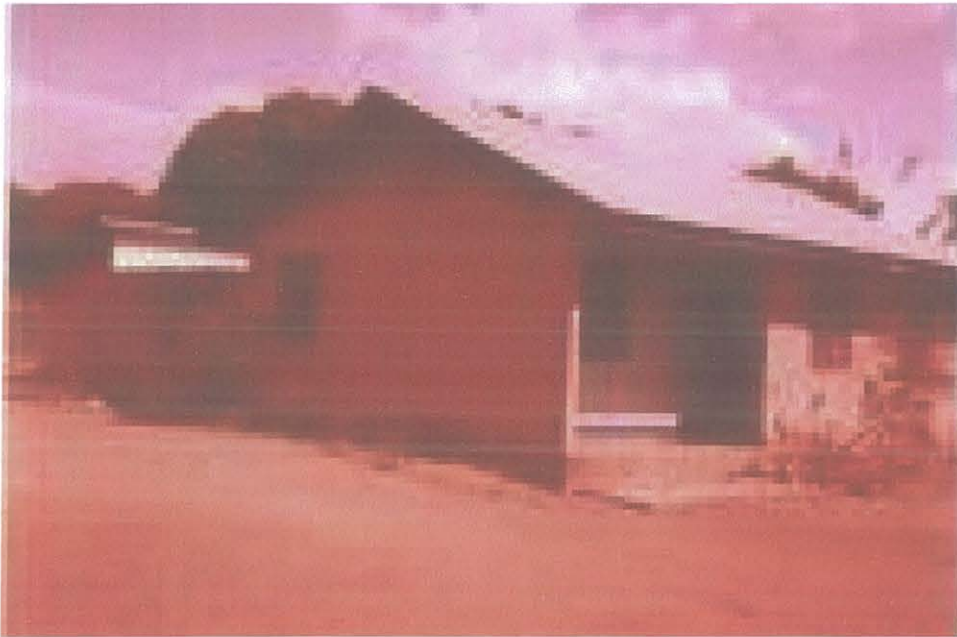
## QUESTIONNAIRE TO THE COMMUNITY

1. Do you agree that there is school dropout in your area?  
Yes ( )  
No ( )
2. What do you think are the factors if the answer is either yes or no?  
a) .....  
b) .....  
c) .....  
d) .....  
e).....
3. Which sex is highly affected? Why?  
.....  
.....
4. Name the two traditional and taboos which develop school drop out  
a) .....  
b) .....
5. How about government is it responsible to be blamed from the development of it? How?  
.....  
.....
6. Suggest the suitable measures to be taken as aiming on reducing and preventing school dropout.  
a) .....  
b) .....  
c) .....  
d) .....  
e).....

**Thanks!**

**APPENDIX B: PHOTOGRAPHS SHOWING NEW HOUSES FOR  
TEACHERS BUILT UNDER MMEM PROGRAM**

**House 1**



**APPENDIX C: COPPIES OF LETTERS ASKING  
PERMISSION AND RESPONSES**



CHITANDI,  
P.O. BOX 92,  
NEWALA.

07. 02. 2006  
+ 255 -755 - 312036

Kumb. Na. EDPF/ 07/ 1

MKURUGENZI MTENDAJI ( W),  
S.L.P. 16,  
NEWALA.

## **YAH: KUFANYA UTAFITI**

Husika na somo la hapo juu. Ni moja ya taratibu za elimu ya juu kutaka wanafunzi wake kufanya utafiti juu ya tatizo fulani linaloikabili jamii fulani na pengine kupendekeza njia za utatuzi wa tatizo. Nikiwa mmoja wa wanafunzi wa mwaka wa pili shahada ya ualimu – Kampala International University, nami nalazimika kufanya utafiti. Mada ambayo nimeichagua ni:

**“Tatizo la wanafunzi kutomaliza masomo yao katika shule za msingi na njia za kutatua tatizo”**

Mada hii nimependekeza kuifanya katika kata ya Luchingu Wilaya ya Newala.

Kutokana na hili, naiomba ofisi yako inisaidie katika mambo haya :-

- i/ Kuniruhusu kuendesha utafiti huu katika kata ya Luchingu.
- ii/ Kushirikiana nami kwa kunipatia takwimu za awamu za kusajili na kuhitimu darasa la saba kwa miaka isiyopungua mitatu (3).

Naambatanisha barua hii na barua kutoka chuo kwa uthibitisho.

Nitashukuru sana kama ombi langu litakubaliwa,

Natanguliza shukurani zangu.

Ahsante sana.



Phares Lihewe.



KAMPALA  
INTERNATIONAL  
UNIVERSITY

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## FACULTY OF EDUCATION

December 11, 2006

### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

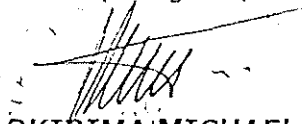
This is to introduce to you Mr. /Ms. PHARU LIHEWE Registration No. BAY/0673/S2/DE who is a student of our University in the Faculty of Education.

He/She is undertaking a resource project which requires your input as part fulfillment for the completion of his/her programme of study.

I kindly request you to avail him/her with all the necessary assistance.

Thank You.

With kind regards,

  
OKIRIMA MICHAEL  
DEAN, Faculty of Education  
Kampala International University

HALMASHAURI YA WILAYA YA NEWALA

IDARA YA ELLIMU (W),  
S.L.P. 80,  
NEWALA.

Kumb. Na. ED/608/I/4

21/02/2007

WALIMU WAKUU,  
KATA YA LUCHINGU.

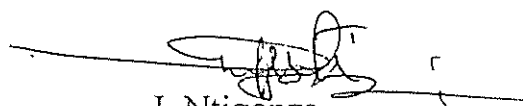
YAH: RAPHAEL LIHEWE

Jihusishe na somo la hapo juu.

Huu ni utambulisho wa mtajwa hapo juu ambaye ni mwanafunzi wa Chuo Kikuu cha Kampala Uganda. Anahitaji kufanya Utafiti katika Kata ya Luchingu.

Kwa barua hii, naomba apewe msaada atakao uhitaji ili kukamilisha zoezi lake.

Natanguliza shukrani.

  
J. Ntigonza  
KNY: AFISA ELIMU (W)  
NEWALA  
**KNY: AFISAEELIMU (W)**  
**NEWALA**

Nakala: Mkurugenzi Mtendaji (w)  
S.L.P. 16,  
NEWALA.

“ Mratibu Elimu Kata,  
LUCHINGU.

CHITANDI,  
BOX 92,  
NEWALA,

Tarehe.....  
+255-755-312036

MWL MKUU  
SHULE YA MSINGI.....  
NEWALA

**YAH: MAOMBI YA KUFANYA UTAFITI.**

Husika na somo la hapo juu. Naomba nikiwa mwanafunzi wa mwaka wa pili shahada ya Ualimu Kampala international University. Nifanye utafiti katika shule yako juu ya tatizo za wanafunzi wa shule za msingi kutomaliza shule na pengine kutoa maoni kuhusu tatizo ni mambo gani yafanyike ili kuondoa ama kupunguza tatizo.

Kutokana na hili, naomba ombi langu liambatane na mambo kadhaa yafuatayo:-

- i/ Nipate ruhusa
- ii/ Naomba takwimu za kusajili na kumaliza (wangapi waliandikishwa na idadi ya waliomaliza) kwa kipindi ama awamu zisizopungua tatu. (miaka yoyote ile).
- iii/ Ningeomba kupata mawazo ya waalimu (hata kama hawalataja majina yao).
- iv/ Mawazo pia kutoka kwa wanafunzi hasa kwa kuzingatia jinsia.

Nitashukuru ombi langu likikubaliwa.

Natanguliza shukurani zangu.

*Ahsante sana.*



.....  
*phares Lihewe.*



Mwaka	Idadi ya waliomaliza shule	Wav	Was	Mwaka	Waliohitimu	Wav	Was	Asilimia ya walomaliza
i								
ii	1				1			
iii								
iv								

Jedwali kuonyesha idadi ya wanafunzi walioandikishwa na idadi ya waliohitimu darasa la saba shule ya .....

- i. Matatizo gani/sababu zinazochangia wanafunzi kutomaliza masomo?
- ii. Kuna wanaodai kuwa Mila na Desturi zina changia tatizo la wanafunzi kutomaliza masomo. Je , ni kweli unakubaliana na kauli hii? Je, mila na desturi zipi?
- iii. Je, ni jisia gani inaathirika zaidi na tatizo hili ?kwa nini ?
- iv. Je, wazazi inaweza kuwa sababu kubwa ya kukua tatizo? Kwa vipi ?
- v. Ujinga unaweza kuwa chanzo cha tatizo ? kwa vipi?
- vi. Serikali je, inahusika kwa namna yoyote kuwa chanzo cha tatizo ? kwa vipi ?
- vii. Ni hatua gani basi zichukuliwe ili kupunguza ukali wa tatizo ?
- viii. Nani hasa anawajibika kutatua tatizo ?
- ix. Kama tatizo litapunguzwa ama kuepuka jamii itanufaika vipi ?
- x. Nani zaidi atanufaika ?

**Mtanzania mwenzangu,**

Naomba ushirikiane nami kwa kujaribu kugundua chanzo cha wanafunzi wa shule za msingi kutomaliza shule (darasa la VII) na pengine kupendekeza hatua zifaazo kuchukuliwa ili kupunguza ama kumaliza kabisa tatizo kwa kujibu maswali yaliyopo chini:

1. Je, Unakiri/kubali kuwa kuna tatizo la wanafunzi wa shule za Msingi kutomaliza shule?

.....

2. Unafikiri ni kwa nini hasa ukitizama shule zilizopo katika kata ya Luchingu?

i) .....

ii).....

iii).....

iv).....

v).....

3. Ni jinsia gani hasa inaathirika zaidi na tatizo hili ? (Wasichana au Wavulana)

.....

.....

4. Je, kuna mila zozote na desturi zinazoweza kuendeleza kukua kwa tatizo? Zitaje zisizopungua mbili

a).....

b).....

5. Je Serikali inaweza kuhusika kwa namna Fulani kuwa ndio chanzo cha tatizo ? Kwa vipi ?

.....

.....

.....

6. Nini kifanyike kwa ujumla ili kuweza kupunguza ama kumaliza kabisa tatizo ? Toa maoni/ mapendekezo.

a).....

b).....

c).....

d).....

e).....

Natanguliza shukrani zangu.

.....  
Phares

## **DODOSO KWA WANAFUNZI:**

### **SHULE YA MSINGI.....**

1/ Ni sababu gani zinawafanya wanafunzi wasimalize shule ? zitaje.

a/.....

b/.....

c/.....

d/.....

2/ Je, ni akina nani wanahusika zaidi/sana ? (weka alama V jibu sahihi)

i/ Wazazi

ii/ Serikali

iii/ Mila na desturi

3. Ni wanafunzi gani hawamalizi shule kwa kiasi kikubwa ?

i/ Wavulana

ii/ Wasichana

iii/ Wote

4. Ni sababu ipi inaongoza kufanya wanafunzi wasimalize shule ?

i/ Mila na desturi

ii/ Umasikini

iii/ Uelewa na mwamko mdogo kuhusu elimu

iv/ kutengana kwa wazazi

5. Unafikiri nini kifanyike ili kuwafanya wanafunzi wanaoanza darasa la I waweze kumaliza darasa la VII ? Toa mapendekezo yako.

a/.....

b/.....

c/.....

d/.....

Jina la Mwanafunzi aliyejaza.....

Darasa .....

Nakushukuru kwa ushirikiano

.....  
**Phares**