

## Free and Compulsory Primary Education in Tanzania: Challenges to A girl Child in Rural Areas

Antony Zakaria Fute<sup>1</sup>, Beatrice Fidelis Massawe<sup>2</sup>, Erick Elias Sele<sup>3</sup>, Mleke Bertha Richard<sup>4</sup>  
College of Teacher Education, Zhejiang Normal University (ZJNU)  
688, Yinbing Avenue, Jinhua City, Zhejiang Province, P.R. China, 321004

### Abstract

This paper aimed to assess the challenges that are faced by a girl child in rural Tanzania, for the government's attention of both *access* and *quality* primary education to be achieved. The study dealt with the assessment of all kinds of challenges that hinder girl children from participating in primary education, dropping out from school and those challenges that make them perform lower than boys in academics. The study adopted qualitative multiple case-study approach with multiple instruments of data collection (*interview, non-participatory observation, and document analysis*) for the study to deeply collect data on the participation of girl child in primary education for rural areas in Tanzania. The study found that intimidations of some parents to girl children are intentionally used so that they cannot pass their final primary education examination in rural areas so that they can get married and be source of money. Maid business from rural to town was also shown as the factor affecting most of the girls in rural areas, Girl children being overworked and inadequate number of female teachers were revealed as source of low attendance of girls to school

**Key words:** *Education, Free Education, Compulsory education, Girl child, rural areas*

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### List of Abbreviations

UNESCO: United Nations Educational, Scientific and Cultural Organization

EFA: Education For All

SDG: Sustainable Development Goals

MDG: Millennium Development Goals

SAP: Structural Adjustment Program

IMF: International Monetary Fund

FPE: Free Primary Education

PEDP: Primary Education Development Program

NSGRP: National Strategy for Growth and Reduction of Poverty

COBET: Complementary Basic Education

ZOCS: Zambia Open Community School

UBEP: Undugu Basic Education Program

URT: United Republic of Tanzania

PSLE: Primary School Leaving Examination

GCPE: Global campaign Project for Education

MoE: Ministry of Education

NECTA: National Examination Council of Tanzania

UPE: Universal Primary Education

DUCE: Dar es Salaam University College of Education

MoES: Ministry of Education and Sports

MoHCDGEC: Ministry of Health, Community Development, Gender and Elderly Community

## 1.0 Chapter One

### 1.1 Introduction

Emphasis on education for all has not been enough for international organizations like UNESCO. Gender equality in education had received and is receiving special attention to make sure that girls receive as better education as boys. The phrase “Education for all” as initiated in Jomtien 1990, is more general comprising people of different ethnicity, different age, different religion as well as people of different economic background. Gender difference was given the first priority and thus 3 goals of 6 from Dakar were expressing issues on gender in basic education. Goal 2 stated “*ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality*”. Goal 4 stated that “*Achieving a 50 percent improvement in the level of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults*”, and the goal 5 states “*Eliminating gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015, with a focus on ensuring girl’s full and equal access to and achievement in basic education of good quality*”. The appearance of gender topic in 3 of the six goals shows how importance gender issues in primary and upper education are. It is the role of researchers to conduct studies concerning these issues for the betterment of education system

Apart from the Dakar framework for action (Education For All-EFA) and Millennium development Goals (MDG’s) programs which their time has passed and what remains is the assessment of how we have really achieved and what to be done for more success. The current Sustainable Development Goals (SDG’s) by UNESCO still pays attention on gender issues. In May 2015, the World Education Forum in the Republic of Korea brought many participants from different countries to discuss on how to ensure inclusive and equitable quality education and lifelong learning for all by 2030 (UNESCO, 2016)

This chapter discusses the background of the study (free and compulsory primary education and challenges to a girl child), statement of the study, objective of the study, research questions, and significance of the study, scope of the study and limitation of the study. This sequenced arrangement of the chapter will simplify the understanding of the whole study paper.

#### 1.1.1 Background of the Study

Tanzania is one of the countries which were colonized by two different colonizers namely Germany (1980’s to 1920’s) and British (1920’s to 1961). Both of the two colonizers had their education system which did not aim to transmit values and transform Tanzanian societies, but it was aimed to replace African and specifically Tanzanians’ values by their values. Education system in general aimed to benefit Europeans instead of

Tanzanians. Issues of basic education were not addressed as compulsory or a right that a child (a boy or a girl) should have access to it.

Early after independence (1960's), the late president of Tanzania known as the father of the nation, Julius K. Nyerere, showed strong efforts to change Tanzanian system of education so as to cope with the current situation and also to cope with the national goals. The education in Tanzania came to be laid on the philosophy of Nyerere's Education for Self-Reliance (J.K. Nyerere, 1967). The main goal of the nation after independence was to fight against the three enemies of the nation named *poverty, Ignorance and diseases*. Education was made free to all citizens of Tanzania so as to make it accessible. Because of economic problems in 1980's, in the world including Tanzania, Structural Adjustment Policy (SAP's) was imposed in Tanzania by World Bank (WB) and International Monetary Fund (IMF). Among other things, Tanzania had to introduce cost sharing in Education. From that time, Tanzanians had to pay for education until the year 1990 when the conference was held in Jomtien and declared that primary education should be free and accessible to all people in the world. In 1999 another conference was held in Dakar Senegal. Among other things emphasized during the conference was the Education for All. Education as a fundamental human right, it should be accessible to all people regardless their gender or other factors and the only means to make it accessible to all, was to make it freely provided.

Tanzania is one of the countries which have been implementing various international policies and frameworks such as Education for All (EFA) through various programs like Millennium development Goals, Sustainable Development Goals (SDG's) and others. In 2001, Free Primary Education (FPE) was introduced in Tanzania leading to the increase of enrollment rate of standard one in 2001 to 1.5million (43% increase) from under million during the previous years. Although there was an increase of enrollment even before the introduction of Free Primary Education (FPE), The increase after 2002 was greatly influenced by the introduction of Free Primary Education accompanied by Primary Education Development Plan (PEDP) of 2002 to 2006 in which under such plan, more classrooms were constructed, more teachers were employed and also the capitation grants were raised targeting to reach 10 USD per pupil.

From 2000, various policies and strategic plans have been guiding the educational sector and Universal Primary Education. Some of them, especially which address the issues of gender in education and education in vulnerable (rural is among) areas are Development Vision 2025, Women and gender development policy of 2000, Primary Education Development Programs (phase I, II, & III) from 2002 to 2016, National Strategy for Growth and Reduction of Poverty (NSGRP), Complementary Basic Education program in Tanzania (1999) and Education Policy of 1995 which has revised on 2014.

Education policy of 1995 has been of very important to make sure that everyone attends primary school. In the ground of this policy, Tanzania's Education Act makes it an offence to deny access to education to children. The policy with its Acts addresses the enforcement of bylaws and regulations and retention of girls in school. It is through this education policy and its bylaws which were enacted to jail any man for 30 years for impregnating a primary of secondary girl students. The net enrolment rate for girl students at primary level by 2012 was impressive though the rate of transition to secondary school was low just 32% for girls while boys were 40% (GCE 2012).

In 1999 the Nation came out with the Development Vision 2025. The vision aimed to build a well-educated and knowledgeable generation. Education and knowledge are critical for development of any nation from individual level to the national level. It also aimed to be a nation with high quality of education at all levels.

In 1999, Complementary Basic Education Program in Tanzania (bridging program) was initiated. The program was complementary in the sense that it was aimed to provide an alternative route through formal education to the official curriculum, thus allowing learners to return to formal schooling at a certain stage. It aimed to cater for out of school children aged 11 to 18 years especially from underserved or in vulnerable areas such as interior/hard to reach villages and those areas children could not access primary education (Josh 2015). Candidates from this program could be allowed to join standard four or form one of a formal schools depending to their academic merits. The program is familiar in different countries though with different names such as “*Open Community Schools*” (ZOCS) in Zambia, “*Undugu Basic Education Program*” (UBEP) in Kenya, “*Speed Schools*” in Ethiopia, “*Second Chance*” in Zimbabwe and “*Education Support for Children in Underserved Population*” in Cambodia. In Tanzania, Complementary Basic Education Program lacked consistency in different years. The number of entrants was decreasing year to year and the number of girls also was lower compared to boys. In 2002 example, there were 185, 206 entrants (106, 463 males and 78, 743 females) while in 2008 the number decreased to only 111, 413 entrants (63, 086 males and 48, 327 females). (URT 2008)

Primary Education Development Program (PEDP) was a workout of five years for each phase. (PEDP: Phase I 2002-2006, Phase II 2007-2011, and Phase III 2012-2016). The Program aimed to make sure that all boys and girls from disadvantaged groups, including AIDS orphans are enrolled to primary school. The number of classrooms were added, teachers were also recruited to meet the at least ratio of 1:45. The challenges to girl students were still available as it was reported that 25,000 girls left schools because of pregnancy from 2007 to 2009. To some areas, the problem of pregnancies was even bigger than economic problem

So it is from 1990’s the government and the society at large have been fighting to make sure that education is accessible to all children regardless their gender. The strategies and policies formulated by government have worked to some extent though the problem of gender representation still exist. Currently there is ongoing discussion on whether the girl students will be allowed to continue with their studies after they will have born their children if it happens to get pregnancy while at school

### **1.1.2 Theoretical Framework**

Education is the right to all children. No child should be denied the right to education regardless their gender, race, ethnicity, economic background or any other factors like these. Right to education is and should be the primarily emphasized right for all people in any country. Education is what opens people’s mind to fight and secure for other rights. Education makes people recognize the limitation and boundaries of their rights for other people’s right too. The struggles of many states to provide free education to its people aim to make sure every citizen get educated to at least basic level. In spite of abolishing primary school fees to most of the UNESCO’s member states, access to education might get challenged with many other factors different from the problem of inability to pay school fees as member states (Tanzania particularly) planned to solve by declaring free basic education for all.

Gender basis, parents' perspectives to education, regional location in the country (urban, suburb and rural areas) can act as the complementing factors to financial problem for denial of primary education for most of the children in Tanzania and other UNESCO'S member states too. It is the parents and/or students who feel the pains in the pangs of denial to education and for this reason, their perception, opinions and ideas should be viewed out for more improvement of the education system.

### 1.1.3 Statement of the Problem

Enrolment in Primary education especially in developing countries had reached 91% by 2011. The remaining 9% (57 million children) was out of school while Sub- Saharan Africa constituted more than half of them. 103 millions of youth worldwide did not have skills in literacy and more than 60% of them were women (UNESCO 2012). It was predicted that by 2015, 54 countries out of 122 will not meet the EFA goals for primary education. Tanzania is among the countries which are moving to Sustainable Development Goals (SDG's 2016-2030) without having fully achieved the previous so called Millennium Development Goals (MDG's 2000-2015) specifically goals number 2, 4 and five which were directed to address gender issues in education. According to the UNESCO's Global Education Monitoring report of 2013/2014, at least 1 million school aged children are out of school in Tanzania. Education sector is characterized by gender inequality. With the overall national report showing gender parity in primary schools enrolment, girls make up only 45% of the lower secondary schools (Josh 2015). This means most of the primary girl students fail the Primary School Leaving Examination (PSLE). *See the table below;*

#### *Female enrolment as the percentage of total enrolment in primary and secondary school*

Year	2006	2007	2008	2009	2010	2011	2012
STD I	49.4	49.3	49.2	49.6	49.7	49.6	49.7
Form One	48.0	47.5	42.	44.6	45.6	47.2	49.4

**(URT 2013)**

2009 Primary School Leaving Exam as an example, 49.4% of the number of students sat for that exam national wide got a pass mark. Dar es Salaam as one of the urban covered region had the pass rate of 69.8% and Shinyanga which is among the other rural covered region had the pass rate of 31.9%. Gender disparity continued to be shown in this national examination results as only 43.2% of female students passed the exam while boys had 55.6% pass rate national wide (URT-2010).

Completion rate for all girls and boys in primary school has improved, however regional disparities is quite common (World Bank 2015). This is to say there is need to conduct studies in specific regions and to find the specific challenges to that specific region. The effort has not been invested to speculate why the number of girl students who complete their Primary School Leaving Examination is lower compared to boys. However the Ministry for education in Tanzania defines the completion rate as the number of students enrolled in the final grade of a given level of education specifically standard seven for the primary school level (Gaddis 2015). The number of girl students dropping out from the school while already enrolled in the final grade (standard seven) is

reasonable especially when you consider their age (13-14years old) of adolescence, this results into the provision of incomplete statistics of drop out and completion rate.

With the introduction of Complementary Basic Education in Tanzania (COBET-1999), the number of students enrolled in the program become promising especially from 2002 to 2004 (217, 583 and 233,932 respectively) and dropped drastically in 2005 (192,783 students enrolled) and 2013(having only 54, 029 students enrolled). Gender inequality in education for this program was also shown in these rural areas (vulnerable areas) as the table below shows;

***Number of students enrolled in COBET program and later to primary schools***

Year	2012			2013		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Enrolled in COBEC	26,482	22,811	49,293	28,836	25,193	54,029
Enrolled in p/school	2,697	2,154	4,851	2,401	2,036	4,437

**(URT 2013)**

Generally the problem to access of primary education is still challenging in Tanzania as data shows. Girl students are the most affected people to these challenges especially in rural areas. If Education is the only weapon we can use to change the world. Majority of Tanzanians live in rural areas where poverty is seriously leading them into lack of their daily needs. Sustainable social and economic development cannot be realized without ensuring gender equality (World Bank 2015). This study is very significant for revealing the challenges of primary education to a girl students and suggesting the possible measures to be taken by the society and the Nation at large.

**1.1.4 Objectives of the study**

The study is guided by various objectives which I categorize them into general objectives and specific objectives

***1.1.4.1 General objectives***

The general objective of this study is to investigate the challenges of free primary education program to a girl child in rural Tanzania. The study will specifically base to find the challenges faced by a girl child toward access to primary education, challenges leading to girl's dropout from the school and challenges that are leading them into failure to the final primary leaving examination compared to boys. The statistical data from the International Organization like UNICEF and IMF, as well as other previous researches show that the enrollment of students in Tanzanian primary school is increasing for some years and also decreasing for others years but all of these periods, the number of girl children enrolled to primary school are relatively lower compared to boys. The data also show that the number of primary school age children especially girls who are out of school keeps increasing years to years. With the introduction of Free Primary Education, it was aimed to ensure that all children attend primary school regardless their gender, social and economic status. The study wants to study factors contributing to the drop out of girl child from the school as well as factors for not attending to school. The study will give a clue for the government to insure that free primary education is accessible to all.

#### **1.1.4.2 Specific Objectives**

The study is guided by three important specific objectives

- To investigate if free primary education is accessible to most of the girl children.
- To find out the challenges hindering the implementation of free education for all girls
- To find out the opinions from parents, teachers, students and other officials on these challenges of accessing free education to their girl children.

#### **1.1.5 Research Questions**

My research study intends to answer the following questions

- *Is the Free primary education accessible to most of the girl children in Tanzania?(Current perspectives of parents and teachers)*
- *What are the challenges hindering a girl child from participating primary education?*
- *What are the parents' Teachers' and girls' opinions to these challenges?*

#### **1.1.6 Significant of the Study**

The study is very important and helpful to the nation (The United Republic of Tanzania), to the other researchers who would like to conduct research study in the same field. It is very important for educational sector as well as Ministry of education in Tanzania, The challenges which hinder girl's fully participation in primary school are revealed. Policies, plans and strategies will be formulated to make sure that there is gender equality in the provision of primary education in Tanzania especially in rural areas where the problem is big and receives little attention from the government and the society itself. It is the time and the society in general to learn through various findings on how various challenges of education to a girl child should be addressed.

With this research study, it is important for the policy makers to link the policies formulated with the aim of poverty reduction. Gender inequality is one of the underlying causal factors of poverty because most of the women in rural Tanzania do not have access to education. Sustainable social and economic development cannot be realized without addressing the problem of gender inequality in education. The study is important for policy makers to respond by formulating various policies regarding to gender equality in primary education for national development.

The study also will be of very helpful for other educational researchers who would like to conduct researches on education, specifically on gender issues in education. It will be used as a foundation for the other study in different time and setting. To the society also at large is very important as from the study, they will learn on how to deal with challenges that are facing girls in primary schools. As the nation is moving from Millennium Development Goals (2000-2015) to the Sustainable Development Goals (2016-2030), challenges faced the first program are better to be revealed and advise the way to address them so that the country cannot be left behind again when the time to evaluate the achievements of the second program (2030) will have reached.

The study will be very important also to the ongoing discussion of whether the girl students should be allowed to continue with their studies after their maternity period if it happens that they get impregnated when they are still at school. Policy makers need to get people's view on the problem challenging girl child especially in rural areas where it is very difficult to reach them.

### **1.1.7 Scope of the Study**

There are many challenges a girl child faces in rural areas, but this study relied more on the challenges pertaining to the failure of being enrolled to primary schools, Challenges pertaining to drop out from the school after enrollment and also challenges pertaining to failure in their standard seven leaving examination. These challenges have been ranging into economic, political, individual and socio-cultural ground. These challenges have mentioned and elaborated clearly by participants of the research (respondent), described well in written documents, while some of these challenges have observed by the researcher throughout the research processes.

This is to say public primary schools have been of very much concern of the study as it is the only schools in the United Republic of Tanzania which are free from tuition fees from 2001, leaving out secondary school education which was also declared by the government through 2014 education policy. It is too early to evaluate its effectiveness

Generally the study was bounded to the challenges faced by a girl child in Rural Tanzania, challenges from his/her culture, challenges from environment (such as distance to school and classroom environment), challenges pertaining to teacher-students' relationship as well as other challenges which lead them into failure to get enrolled into primary school or late enrollment, lead them into dropping out as well as challenges that make them pass their leaving comparatively lower than boys do.

### **1.1.8 Research Setting**

The research was conducted in Wanging'ombe district as one of the six district of Njombe region, found in 08°51'S, 034°38E. According to the National Bureau of Statistics (2013), the district has the area of 3, 44.54km<sup>2</sup>, (15% of the total regional area) with the population being 161,816 (23% of the whole region of Njombe) according to the national census done in 26<sup>th</sup> August 2012 (75,427 male, and 86,389 female). The dominant socio-economic activities are agriculture (of both food and cash crops), business and fishing. The average household size is 4.0. The administrative city of the district is in Igwachanya sub city. The district was established when it was gazette in 1<sup>st</sup> March 2012, created out of part of the old Njombe district that had been in Iringa region. At least every village in Tanzania has a primary school so with the Wanging'ombe district having the total of 101 villages, the approximated number of primary schools will be more than 101, as there is no exactly data showing the number of primary schools. According to the 2016 Primary School Leaving Examination (PSLE) results, the district had 104 primary schools. Regionally, there are 472 primary schools (462 public and 10 private). (URT 2013)

### **1.1.9 Limitation of the Study**

The researcher faced with various social, economic and political challenges when he was conducting the research. Lack of official documented information on the study topic was one of the other problems. Language

problems, financial problems, fear of respondents, difficulties to access some educational officials and the lack of letter from the University to introduce the researcher are among many problems the researcher also encountered. It was good luck that almost all problems were solved by the researcher and those which were not completely solved, at least the intensity of its effects to the reliability and validity of the study was reduced.

The respondents were responding in Kiswahili, the national Language in Tanzania and one of the two official languages. Kiswahili is spoken as mother tongue to some people in town while majority of them, Kiswahili is the second language from their vernacular (local) languages. The use of Kiswahili in discussion and interview was the best option so as to gather intensive and enough information because the language did not exclude people in regard of their education level that English language would have done. The problem came during the analysis of the data because some words and phrases did not have direct translation from Kiswahili to English. The researcher had to use the synonymous phrases to try to keep the original meaning of the respondent, though with different emphasis and different scope.

Some officials were not simply accessed especially higher district education officials who were to provide the general information on gender equality in education. The researcher was to wait for convenient time to these officials so that he could get chance to talk to them. The situation disturbed the researcher's schedule of conducting the study. The prior approximated time was to be extended so that all respondents planned to participate in the study participated.

There was no letter of introduction from the Zhejiang Normal University apart from students Identity Card which was also written in Chinese language for most of the particulars. This was challenging because some respondent wanted to clarify if I am really a student from Zhejiang Normal University. In some offices and to some teachers, there was to be a middleman who knows me and also knows the respondents so that he/she assure them that I am a student and the information provided by them is not aiming to punish them but it is for improvement of education sector. Sometime the researcher was to provide other personal documents from the university to show that I am really from the university and according to the course module; I was supposed to be in the research field.

Other challenge was the fear of respondent to express their ideas freely. The time of study went together with the time when the Government of The United Republic of Tanzania was verifying public and private workers qualification. It was not clear to some of the works like teachers as who qualifies to be a teacher? Is it about the use of some one's certificate or about academic qualification as well as codes of conduct? Teachers were not free to talk to any stranger. Some respondents who ever knew the researcher were very helpful because they assured their fellow respondents that it was of good purpose. Students also were not really free to express the school situation to whether it favors them or not only because they feared if teachers knew that they talked bad about them, they could get punished.

Financial problem also faced the researcher. The interview and group discussion was to be facilitated by two people, the researcher who was the initiator and regulator of the discussion and one person who was recording the information. The recorder was to be paid because he left his daily normal activity for this study. The two people also were to travel from one point to another, either by using bicycles, motor cycles, or a bus for data collection. The researcher and the assistant man (recorder) were to eat. It is family members of the researcher who were financing the processes.

## 2.0 Chapter Two

### 2.1 Literature Review

#### 2.1.1 Introduction

This paper touches various angles of education, including access, gender issues, regional location in relation to education access and others alike. Researchers have been working on the same field for different time and in different setting. Qualitative and quantitative research designs have been used by previous researchers on access to education in rural areas and access to education for girls regardless their regional location. Presence of previous research works show how significant the studies in education is. This part will review various literatures, starting with how qualitative research design have been preferential to educational research, this part will also review literature on access of education to girl children in Tanzania or rural Tanzania specifically.

#### 2.1.2 Free primary Education in Tanzania

Responding to Jomtien Conference and Dakar framework which required all school aged children to be enrolled to primary education with the introduction of Universal primary education, various countries had to respond to these frameworks. Poverty as the major constraints to universal education, stated had to abolish school fees. Tanzania Abolished school fee in 2002 (in practice) earlier than Kenya which introduced free primary education Program in 2003 and later than Uganda and Malawi which in these two countries free primary education was introduced in 1994. The governments had to take financial responsibility though in practice it continued to expect communities to contribute for school construction. Riddel (2003)

Provision of Primary education in Tanzania currently guided by the 2014 Educational policy paper which still emphasize free primary education and it goes far with free primary education. Now it is from primary to lower secondary school education will be provided freely without school fees (URT 2014). From 1995 to 2014 the education sector was being guided by the 1995 educational policy paper. Under this education policy, Free Primary Education program was launched in 2001. Its implementation started with the students got enrolled in January 2002. Mbelle & Katararo (2003).

Free primary education in Tanzania was introduced in 2001 as a policy with the aim of making sure the every child in enrolled into primary school regardless the economic constraints. It was in after one year (2002) when the Primary Education Development Plan (PEDP 2002-2006) was launched and abolished the school fee in the context of Education Sector Development Program. The program regarded education as priority sector in the fight against poverty as articulated in the Poverty Reduction Strategy (PRSP) paper Mbelle & Katararo (2003). Government of the United Republic of Tanzania set out its 25% of the annual budget for education and 62% being for primary education. (UNESCO 2014/5).

In Tanzania, Free Primary Education (FPE) was announced in 2001 but the process has been described by some analyst as being slow and has raised questions to the government's ability to deliver a totally successfully universal free primary education, Oketch. O. M & Rolleston C. M (2007). Poverty also has been one of the factors in many of the previous years. In 2010, 10% of children age of 10-13 years from the poorest quintile had not entered primary school compared to only 2% of the wealthiest group (Arun R. Joshi 2015).

### **2.1.3 Accessibility of Primary education to girls in rural areas**

The other study was conducted in Kagera region by Jeanette Olsson (2016). It was also a mixed method approach aiming to understand how orphan hood and mistreatment drive children to leave home. She decided to conduct the research on this topic specifically in Kagera because it was the first Region in Tanzania in which a high HIV prevalence rate was observed during the late 1980's. Parents died and most of the children left with other relatives, were and are still being mistreated. As the result of mistreatment, children opt to leave home and become street children; some of them become paid or unpaid domestic workers. Majority of them are girls. The author concluded that Tanzania is yet to reach the target of education for all as these and other unmentioned challenges are not addressed well

Shahidul & Zahadul (2015) did a literature review on factors contributing to school dropout among the girls in most of the countries (not specified the country). The authors argued that the prevalence of unequal distribution of education in male and female students hinders the development at every stage of a nation. It was mentioned that, though the enrolment in school is almost same to boys, but the probability of girls to finish primary education and continue with the next level of education (secondary school) is lower compared to boys. The researchers identified some unique factors for the girl's dropout from the school. With this reason it is hard to declare that education is provided to all. A student who got enrolled to primary school and later on drop out, is interpreted that a specific person is denied from the right of being educated and we cannot include this students in the list of children who have benefited from the education

Similar with this topic, Glennerster et al (2011) did a research (Mixed method) on access and quality in the Kenyan education system. It was aimed to review the progress, challenges and potential solutions to the challenges. Through mixed approach, the researcher was able to apply both qualitative and quantitative approach to identify the key issues facing the educational sector in Kenya as well as suggesting potential solutions based on the findings from the research. Access and quality of education was a topic partly done through quantitative and partly through qualitative design. The author reported that accessibility of education is defined differently in different region. Although the governments in Africa in general have tried to expand the accessibility of primary education but the result can be defined as expansion of access is a constraint to quality education. Those states which have tried to maintain quality education are mostly left out in achieving the target of education for all

Gross primary enrollment varies quite differently according to different regions. The total gross enrollment ranges from 63% to 100% as indicated in the URT (2013) data. Among the deprived regions, some are Dodoma, Kagera, Kigoma, Rukwa and Tabora. The Gross Enrollment rates in these regions are considerably lower than the five better regions namely Dar es Salaam, Iringa Kilimanjaro, Mara and Morogoro. Regional disparities are the main problem toward achieving education for all. Girls in rural areas are mostly affected compared to boys.

### **2.1.4 Challenges of free primary education to girl children in rural Tanzania**

The two variables (girls in rural Tanzania and participation in primary education) have touched by various previous researchers, though in different setting, different ways or methodologies and in different depth too. This shows how the study has been very important for education advancement. Here are few selected literatures done in different time by different researchers on the participation of all children specifically girl child in primary education. (Chacha 2013) conducted a mixed approach research on challenges of primary education level in

Tanzania, the case study of Tarime district, using convenience sampling of two villages (Kabori and Bungurere) with the total of 22 respondents. In spite of making primary education free, and in spite of the increase rate of students' enrolment, there are many challenges which must be addressed by either government or communities. The study identified various challenges that primary students face, one of them being distance from home to school. Also most of the parents depend on agriculture so that they can sell their products and buy school uniforms. They always sell food that they should have eating for paying school contribution. With this, it is to say primary education is not free indeed. Truancy and lack of school facilities were also among the mentioned challenges the study identified, that lead him to make recommendation for government and societies to make sure that they invest financially and ideally for education.

The study identified many other challenging factors that make children leave their home, some of them being family conflicts, parental neglect or abuse, poverty, lack of access to education, excitement of city and others which together makes difficult for these children to attend to primary education. Apart from the impact of lacking opportunity to education, these children get emotional problems, physical problems, reproductive health problems and others. Girls are getting pregnant in the street while others are forcing themselves to get into marriage because of these difficulties.

.According to the study conducted, some parents are very biased to invest in girls' education. They opt to educate boys and not girls because they believe that it is boys who can come to control the family when parents are no longer powerful to undertake various social or family activities. For them, educating girls is losing money and benefiting the man who will marry a particular woman. Cost was another factor which seemed to affect more girls compared to boys. 47% of girls in rural China dropped out from the school because their parents were not willing to pay school cost while in the same region, only 33% of boys dropped out, 27% for boys and 30 for girls in South Africa.

Vagi et al (2016) conducted a quantitative research on sexual violence against female and male children in The United Republic of Tanzania. The researcher was not specific to a particular gender; rather he was assessing violence which happens to both girls and boys. The study showed that 3 of 10 males had experienced some forms of sexual violence such as unwanted touching and unwanted sexual intercourse before even they reached 18 years; this is to say they have been forced to have sex before 18 years. The study also identified some of the impacts of this sexual violence like physical injuries, emotional trauma, and reproductive health problems. Sexual violence to girls and boys are things which lead to total failure of concentration and participation to primary school.

Cost of education has shown to dominate among the factors which lead to increase of children out of school as well as dropout rate. *"However the main challenge for the community is cash contribution because poverty level is high in rural"* told one of the informant to the researcher, Komando & Nasibu (2014). The challenge is still financial problem even after the abolition of school fees. Free and Universal Primary Education Program seemed to abolish school fees, leaving out other costs which more money is demanding compared to the tuition fee.

The impacts of poverty and economic vulnerability in South Asia to girls' education was research topic that attracted Eshya Muyahid Mukhtar (2008) to apply Qualitative approach of the research to identify if poverty really affects education to girl students. Through qualitative research specifically individual interviews which involved girl students, provided a better conclusion of the study. Perhaps girls are the people who attract many

researchers to study on their access to education and challenges to their studies in schools are many as Eshya decided to choose only poverty and economic vulnerability, leaving out other factors to be studied by other researchers.

In 2014, Kitila Mkumbo from Dar es Salaam University College of Education (DUCE) conducted a research on student's attitude toward school-based sex and relationship education in Tanzania. The study was quantitative with the sample of 715 people from 12 primary school in Kinondoni Dar es Salaam and 8 primary schools in Sengerema-Mwanza. He also chose seven secondary schools, 3 from Dar es Salaam and 4 from Mwanza. The researcher aimed to solve the ideological conflict of the society to whether sex education should be provided to students or not. The study was useful because one of the challenges of a girl child in primary education as well as secondary education is the unwanted pregnancy. The provision of sex education was constrained by the cultural belief that it will be immoral issues to provide sex and relationship education to girls. The study revealed that most of the people do perceive sex and relationship education in a positive way and they do support its provision in primary and secondary schools.

Amon Mbelle and Joviter Katabaro (2003) used various methodologies like questionnaires, interview and secondary data from primary and secondary schools to conduct their research in six regions in Tanzania (Dar es Salaam, Mara, Morogoro, Mwanza, Coast and Kagera). Difficult to access and lack of desire to school were mentioned as challenges. Children working to help their families were also among the factors identified as hindrances to education access. Although the study was general without gender specification, but it was shown that the challenges faced by boys are also faced by girls while some challenges were specific and particular to girls, example pregnant. Girls seemed to have many and complicated challenges compared to boys.

The whole educational system is further characterized by gender inequality (Joshi & Gaddis G 2015). Gender equality is only seen in enrollment for preprimary and primary education. As you go higher in education level, the inequality in education starts to emerge. Girls make only 45 percent of students in lower secondary school, while only 35 percent of higher secondary students are girls. The leading factor for these enrollment inequality and dropout rate is teenage pregnancies. Lack of information on the benefit of female education, poverty, distance from school to home and absence of female teachers as role model and mentor contribute a lot to this inequality in education.

Mlyakado (2012) also did a mixed approach research on gender and education opportunity in Tanzania. The researcher identified two forms of educational inequalities namely horizontal inequality (by field of study) and vertical inequality (by level of education). Although the study concentrated much on secondary education as the researcher argued "Tanzania has one of the lowest secondary enrollment ratios in the world", but he was also interested with primary education gender issues. The study identified that, in most cases, Tanzania has achieved gender parity in primary school enrollment and near parity in Ordinary secondary level enrollment, though the performance of girls in the primary school leaving examination results remain lower compared to boys

It was identified that among the factors that contribute to inequality and poor education is overpopulated classes. As the researcher quoted the study which was conducted by Chonjo (1994), classes which were of 40 students, carried 80 students. There was not enough and trained teachers to teach and motivate students to value education. Teachers missed active techniques for learning and societies lack motivation toward educating all children.

### 3.0 Chapter Three

#### 3.1 Research Methodologies

##### 3.1.1 Research design

This research adopted **Qualitative approach** because it aimed firstly both to draw some experiences and perspectives of parents, students and teachers concerning the challenges faced by a girl child during the implementation of various educational program. Qualitative approach suited to this study because it provides consumers (Tanzanians) with complete views, looking at context, environmental immersion and a depth of understanding on the challenges of a girl child in primary school. Qualitative approach is inevitable here for the study of perspectives and interpretation of the societies over the program of free primary education. With two approaches of viewing the world (Qualitative and Quantitative), Quantitative research approach could not fit to the topic and objectives of the research. Quantitative research is criticized for silencing voices and ignoring subject's experiences (Louis Cohen, 2000) which are considered very potential by the researcher to search for the problem in hand (accessibility and challenges of free primary education in Tanzania).

Qualitative research relies on the meaning, concepts, description and setting. It generally refers to essence of things. (Mason et al 2007). Qualitative research focuses on discovering and understanding the experiences, perspectives and thoughts of participants. It involves interpretation and naturalistic approach to the world and that is to say the qualitative research is strong in a sense that it studies things in their natural setting (Harwel 1995). As he quotes Denzin and Lincoln (2005), he argues that qualitative Research aims to make sense and interpret phenomena in terms of the meaning constructed by people

Because there is no single blueprint for planning and designing research, the author opted for qualitative research because of the nature of data required in his research. This research study required more perspectives, ideas, opinions and description of how primary education is getting challenged in rural areas and whether that primary education is accessible to most of the girls in the village. The design of research is governed by the notion of fitness for the purpose (Louis Cohen, 2000). The two main traditional approaches to the viewing of the social world in search of the reality are qualitative and quantitative approach so it is very important for the researcher to identify a study's research design because it is what communicates information about key features of the study which is aimed to be conducted. These features differ from qualitative, quantitative and mixed method (Harwel 1995). Harwel equates research design with research method and that research questions are the determinant factors for the choice of research design. The idea is supported by Tewksbury, who argues that it is crucial for any discipline to develop knowledge and the two predominant types of methods available for those discipline to use are quantitative and qualitative method (Tewksbury, 2009). It is very important to identify research design in a very initial stage as it is the stage which arranges the conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with the economy in the procedure. The designing decision is done in respect of what the study is about, why is the study being made, what type data is required and how the data will be analyzed (Kothari, 2004).

In the other hand, quantitative research approach refers to the approach relying on the collection of numerical data which are then subjected to analysis using statistical routines. So it generally refers to amount. It is committed to homothetic reasoning. The research (quantitative research) has the further purpose of generalizing findings to larger populations and other research location. Although both of the two types of research designs fit

to specific purpose of the researcher's topic and objectives, quantitative research is criticized for silencing voices, ignoring subjects' perspectives, excluding meaning and focusing on theories which are irrelevant to research subjects themselves (Tewksbury, 2009). It present numerical data without any explanation and that is what the proponent of qualitative research approach are also criticizing that numerical data cannot explain themselves and so needs researcher's interpretation, though one of the advantage s of quantitative research is the exclusion of researcher's interpretation of data that leads to the production of unbiased research product (Dalen, 1979).

Currently, mixing quantitative and qualitative approach has become popular in research (mixed approach). This has added a third approach to research referred as mixed method research. When the researcher has both quantitative and qualitative data to analyze, and both types provide better understanding of the problem than either of each by itself, mixed method is a suitable approach to use. Mixed method is conducted when one type of research (either qualitative or quantitative) is not enough to provide full information (Creswell, 2012). The main idea is triangulation and complementation between research approaches as Kamando cites (Bryman 2004). This is when the data to address the same phenomenon is investigated using two or more research methods, tools or strategies. Gorard and Taylor (2004) maintained that there are numerous ways in which quantitative and Qualitative methods can be fruitfully combined in one study. Example in depth of interviewing can be conducted prior to the design of questionnaire to help formulate relevant questions. Also interview can be conducted to access the people's perspectives on the numerical trends of a certain event. Example, after collecting numerical information about villagers participation to the school activities, you might wish to conduct interview with teachers, school administrative staffs as well as villager themselves to see how they will construct its meaning. This procedure is consuming a lot of time as it requires extensive process of collecting and analyzing data. Mixed methods approach does not simply mean collection of two distinct strands of research (qualitative and quantitative). It also consists of linking, merging, integrating, and embedding the two strands of the research (Creswell, 2012)

### **3.1.2 Multiple case studies**

The definition of a case study has been – and still is – debated among social scientist. However, one useful definition is: “an intensive study of a single unit or a small number of units (the cases), for the purpose of understanding a larger class of similar units (the population of cases) (Daven 2007). Thus, for a case study to be of relevance, it should generate knowledge applicable to other cases than its own. Through multiple case studies, even by studying only two cases, the analytical conclusion drawn from each of the research cases is more powerful than those of a single case study because the findings have offered a somewhat contrasting context (Jonatan Daven 2008).

This study used three villages (*Palangawanu, Mtapu and Mambegu*) as cases to represent other settings of the United Republic of Tanzania. As noted above that the more the case studies in the research, the more the powerful of the findings. The results obtained in this work is more reliable and powerful because of using multiple case studies. This is the reason I have chosen it (multiple case studies) to increase its validity with the increase of size of studies. Also because of time limit and financial reason, it was not possible to go around the

whole country for data collection but for the purpose of increasing the research validity, multiple case studies were more crucial for this study.

One more weakness of a single case study the researcher was aware was the fact that it generates more internal validity rather than external validity since it includes only one case so it suffers with the problem of under representation. The use of multiple case studies as applied in this research increases its internal validity and always with multiple case studies, the quality of the result becomes greater due to the depth of the study. Due to the fact that most single case studies include and even being limited to quantitative evidence, a qualitative approach through multiple case studies is an appropriate strategy for this study

### **3.1.3 Research instruments used**

Data collected in this research were from both primary (originally collected) and secondary already collected by someone) sources. Various literatures suggest on the use of multiple tools for collecting rich evidence to understand the phenomena in a multiple-case study. One of the most important tasks the researcher need to perform is to evaluate the following for the data collection instruments chosen to be used.

- a) Validity. (measure what is planned to be measured),
- b) Reliability (yield the same results when repeated in the same entities under the same condition),
- c) Objectivity ( should produce the same findings regardless who administers it or record the findings) and
- d) Suitability (should suit with the researcher's purpose) (Dalen 1979)

In regard of the researcher's purpose, nature of the study and other criteria, the researcher used various instruments and techniques for collection of data such as *official documents, semi-structured interviews, Non participant observation and focus group discussions.*

#### **3.1.3.1 Semi-structured Individual interview**

A semi-structured interview is a meeting and conversation between the interviewer and the interviewee about a certain topic with a guiding list of questions in which the interviewer does not strictly follow a formalized list of these questions. The interviewer may prepare a list of questions but does not necessarily ask them all and in the same arrangement as they appear so it is possible to touch on them in any particular order. It had more advantages that the researcher was able to restructure questions while the interview was going on. This increased validity and it helped to get real answers because whenever the question was misunderstood, it could be restructured by the researcher. Another importance of this semi-structured interview was that helped to get the first hand information. The researcher should choose groups, setting and individuals where the information of the problem being studied is mostly likely to occur. (Denzin & Lincoln 1994).

Apart from the tape recorder which was prepared by the researcher before starting the interview, the researcher had the research assistant which helped to write down whatever was said by the interviewees. Tape recorder was used to record their contribution in a sound way while the research assistant helped to record more on the nature of the environment where the interviews were conducted as well as physical appearance of the interviewees for better interpretation of the data. The data were collected and written in summary in the field and soon after the day was over, the researcher had to organize them, rephrase some of the data and rewrite them afresh in a computer word document. Data recorded by a tape recorder were to be merged with the data recorded in a

notebook the research assistant so as to get one and organized data file. Also the computer had to be created a password and the data files had to be created their own password too for the security of the information. The other copy of data was to be kept in a researcher's mail for any damage of the computer would happen, the data would be safe.

### **3.1.3.2 Focus Group Discussion**

The researcher met with head teachers at the District education office having head of the school seminar. After the researcher had permitted to discuss with these teachers, head teachers from the three selected schools (Palangawanu, Mtapu and Mambegu) were chosen to take part in a focused group discussion with a researcher. These heads of the schools (head teachers) were asked to discuss the topic on the accessibility and challenges of a girl child in primary school, and the researcher being the facilitator and moderator of the discussion who introduces the topic and ask specific questions.

Teachers showed a great interest on the topic and actually every one participated effectively. There are types of interview that a researcher might choose one to use depending on the purpose of the study. *Structured interview, unstructured interview and semi-structured interview* are the three common interview types. According to (Gillham 2005), the optimum number of participant in a group should be 6 to 10 people. The idea is supported by Yin (2011) who proposed the moderate size of the group should be of 7 to 10 participants. The size of population and the nature of the topic as well as the purpose of the researcher also determine the size of the focused group. This study used semi-structured group interview. One focus group was formed with 3 head teachers. The researcher paid attention to the entire group without being specific to a particular teacher as it is suggested that the researcher needs to direct his/her attention to the entire group, not to any single individual (Yin 2011). The researcher used semi structured focus group, the most common type of interview used in qualitative social research. Sometimes the researcher updated and revised the schedule of questions after each interview to include more beneficial topics and elements which rose as a result of the previous discussion. The sequence of questions was not predictable as they were altered differently to suit the situation of the group and setting.

The method was very strong as the group member got to help one another to recall or verify and rectify items of the information. The different in their explanation of the same topic had a lot of things the researcher learned. Many responses were being received in one meeting and the method was also provide two version of element, a crosscheck and one respondent was able to complement the other with additional points leading to a more reliable and complete record. As Morrison (2007) suggests, Focus group is very useful for gathering data on attitude, values and opinions, the method was very useful for the study. In group discussion, one individual may dominate the discussion while others may get refrained from expressing some points before a group but the researcher was very careful to make sure that every member of the group participate the discussion in equal way. Respondent who appeared to fear from giving their opinions in front of the group were given time in a private setting to make him or her feel free and express their ideas fully and truthfully. The researcher was not bias in age, sex or religion as that could affect the reliability

### **3.1.3.3 Non-participant observation**

The method is mostly applied by the behavioral scientists as well as social scientists, where the researcher seems to observe the characteristics he/she wants to observe without asking from the respondent. It is the way we observe things in our daily life, though the way we do in our daily life is not scientific. Observation becomes a scientific tool for data collection when it is set to serve the formulated purpose of the research. The method has its limitations and strengths. The method deals with the subjects who are not capable of giving verbal report for their behavior or any characteristic shown. Though with this study, the method was complemented by other methods like group and personal interview where the observed behavior came to be explained by the subjects themselves. Some people were very rarely accessible for information and sometimes even the information observed could be very limited. (Kothari, 2004).

This study used *Non-participatory observation* as one among other means of collecting data. In this kind of observation, the researcher refrained from playing a real role in the field and focused on constructing meaning and interpreting the action of the actors. The study used this method because it also eliminates subjective bias especially when the observation is done accurately. The data collected were very recent because they were observed from the natural setting at that present time compared to the usage of documents alone, where some information might have outdated. The method was also free from the respondent's willingness to participate or not to participate. This observation helped to complement data collected from interviews, focus group and documents. It was very important because it gathered first-hand information. Although the researcher as an observer might affect the behavior of the observed, but in this research the participant were familiarized with the presence of the researcher so that they can carry out the activity as usual as Robson (2002) suggests.

In this study the research observed one school from 8:00am to 4:00pm. After having permitted by the head teacher, the researcher had a chance to observe three classes with three different teachers of different subjects. The aim was to look upon the challenges which are faced by girl students during teaching and learning. The researcher also with this method wanted to observe in what ways girls and boys are given chances to learn in the classroom. With this observation technique, it was difficult for the researcher to do observation without awareness of the class teacher to know the presence of stranger in the class. Observation was done and the researcher was able to identify various teaching ways which were not familiar to students but only introduces because of the presence of the researcher. The information was recorded in the researcher's notebook and after the whole process; data were managed and re-written effectively at home.

### **3.1.3.4 Document and Content Analysis**

The researcher firstly planned the type of documents and type of the information to be collected, the scope of the materials to be available. After getting the idea of full array of the type of objects to be collected, then it is better for the researcher to decide whether he/she need to collect an entire array or whether only sample will do (Yin 2011). The researcher used samples from the government published reports on gender issues for primary school students, UNESCO published reports, researcher papers published in various journals, written articles published in government and private newspapers (Mwananchi Publication Limited, Tanzania Daima and Raia Mwema) as well as speeches recorded in various congregational. The researcher chose newspapers which were/are always not bias in reporting. Newspaper's reputation or political stance before its news were accepted, accounted at face

value. These newspapers were central and provided useful information for the study in comparison to other data the researcher collected.

Document and content analysis was done by the researcher so as to obtain the descriptive information about the challenges of primary school to a girl child in rural Tanzania, to check out the result and recommendation of other research findings and to obtain the information which would be very useful in dealing with the problem of gender inequality in primary schools.

### 3.1.4 Research Population

The research population of this study included all primary school girl students in rural Tanzania. This is a homogeneous population group as it consists of no different characteristics which would require attention of the researcher for valid and reliable result. Lack of numerical data for all girl students in Tanzania was treated as one of the challenges for the researcher to define the research population specifically. With this reason, the researcher considered this population as infinite universe or infinite population. The targeted population or sampling unit was all girl students in Wanging'ombe district (Njombe region). Because of time and financial constraints, the researcher chose three villages namely **Palangawanu, Mtapu and Mambegu** as his source list or sampling frame and all girl students from these villages were treated by the researcher as the accessible population in which the sample was to be drawn from them. There is also lack of information on the number of girl students in the district, reasonable factor being the region is newly formed recently and so lacking some specific information to the region.

### 3.1.5 Sampling design

The researcher underwent the process called *Complex random sampling*. The sample of the study population was randomly selected to serve the purpose of the researcher. The researcher chose this design in order to avoid the danger of having researcher's personal elements in a sample, especially selecting sample which might yield the result which is favorable to his point of view. As Kothari describes in detail in his book "*Research methodologies: Methods and techniques*", If on an average the sample is chosen randomly, the probability of the sample to have the characteristics and composition as the entire universe or population is higher. (Kothari 2004). It is essential the population and sample to be well described in detail so that the interested people can easily determine the applicability of the findings to their own situation (Wallen 2010). A good sample must as nearly representative of the entire population of the study as possible (Van Dalen 1979). Selection of sample size in this study considered a number of things. *First* was the nature or composition of the population which is homogeneous and *second* the item (girls participation in primary school) were to be studied intensively and continuously. According to Kothari (2004), these are among the other factors that determine the sample size. So with these reasons, a small sample was much superior to the study.

The total of 36 respondents from three villages (Village names will have to be represented by letter **A,B** and **C** to avoid direct identification of teachers and students as well as parents participated) were randomly sampled to either be questioned/interviewed or observed for the data collection in the research with the following distribution; 1 focused group interview was formulated, (the researcher had to choose three head teachers from the three selected schools), 3 teachers were chosen from each school for individual interview (subtotal=9

teachers), 3 students from each of the three primary schools were individually interviewed (subtotal=9 students), 2 parents from each village also were chosen for individual interview (subtotal=6 parents), the researcher had a lucky chance to talk with 1 Education official in the district.

After the permission from the head of these three schools, Standard four girl students had a special place with the researcher for interview. The class was chosen with the factor of being the mid class level in primary schools which commence from standard one to standard seven. Because their number was too large these girl students had to count themselves from number from one to six. Having determined their number, the researcher asked those who counted themselves as number six to remain seated in that place while others were told to go back to their classes

For the case of teachers, their random selection took the form of being listed in different paper-slips, the researcher put that paper-slips in the box and after mixing them thoroughly two paper-slips were drawn without looking according to the required number of the sample (2 teachers) required. After the process, the researcher requested those two teachers to help him answer short open ended questions as were appearing in the research guiding question paper for teachers.

The first parent the researcher met in every village after finishing teachers and students interviews was requested to be interviewed. This was also done to avoid the biasness of data due to the fact that the researcher would choose parents who would provide data or information and opinions in accordance to his own point of view. The process was done in the same way to all the three villages with their schools

### **3.1.6 Processing/management and Analysis of Data**

#### **3.1.6.1 Data management**

Focus group discussions and interviews were both recorded by using a digital recording device and then transferred to computer created file. In the general file, there were various labeled small files within it showing group given number, individual participant number together with date, time and location of the interview or discussion. The process was carried early after each interview and group discussion in the field or sometimes after the field work. The data were then translated from Swahili to English before they were carefully stored in the second file which was protected by the researcher's personal password so as to maintain ethical issues

There were also data from documents and observation ways chosen to be used as instruments for collecting data. These data were also handled with enough researchers' care. The researcher selected relevant documents on the topics that complemented and sometimes even contradicted with the data collected though other techniques such as group discussion and interview. The data from observation were noted during the observation time and coded or edited after the observation ended. From the documents also, the information obtained were noted in the researcher's notebook with all of the document particulars like title, Author and date of publication and finally typed and saved on the computer with researcher's personal password.

#### **3.1.6.2 Data analysis**

Thematic analysis was chosen to be applied in this research because it is the researcher's aim to dig deeper on the challenges of girl child in rural Tanzania through people's perspectives and opinions. Thematic analysis goes deeper than the simple answer. All data such as sentences and paragraphs provided and recorded during data collection processes are taken into consideration in a more detail (Lacey 2009). Part of this thematic analysis was

done in Tanzania while the remaining parts were done in Zhejiang Normal University by the researcher because of the process being very time consuming and demanding. The process went through various stages like transcription, organization of the data, familiarization, coding and ensuring Rigour.

### **3.1.7 Ethical Compliance**

All researchers have to be concerned with the research participants from being harmed. It is the researcher's role to protect the participants' informed consent and to protect their privacy to make sure that they are not deceived (Robinson 2008). In this research, no any complicated ethical dilemma occurred (cost/benefit ratio). The research did not in any point threaten subject's rights and values for researcher's demand. Ethical issues were given concern from the problem investigated to the methods used to obtain data which are reliable and valid too. Each stage of this research observed ethical issues.

*Research topic, access and acceptance to the setting.* The nature of the research project itself was not very sensitive. Finding challenges which are facing a girl child in rural areas was not considered as very sensitive, especially after the participants were told the benefit of the study. The researcher asked for permission from the authority responsible in the research settings and he gained the acceptance to reach the areas (the letters for appointment were written to these institutions). The heads for those three chosen secondary school in Wanging'ombe district permitted the researcher to visit their schools and contact interviews with teachers and some of the students. Letters for appointment were also written to District offices as well as other education officers.

*Informed consent.* The researcher prepared informed consent form in which after reading and being informed of the facts that would likely to be influenced by the research, the participants choose whether to participate in an investigation or not (people were not forced to sign the consent form). The form contained elements like competence, voluntarism, full information and comprehension to the participants. One of the problems with the informed consent form is the refusal in relation to young and very young children. Seeking informed consent involved two stages. *First* was to seek permission to adults who were responsible to these very young children such as parents and teachers. Second stage was to provide reasonable explanation of the research intentions. Children were given opportunity to say yes for participation or sometimes to say no without any other questions. The actions were recorded but not reported to this paper.

*Privacy.* Privacy is more than simple confidentiality and has been considered from three different perspectives namely sensitive of the information, setting being observed and dissemination of the information (Robinson 2008). In regard to this research, the information required was not very much threatening. Though sometimes a researcher met with somehow personal threatening information, but these participants were assured with the confidentiality of the information provided. Home settings observed by the researcher were kept as secret to make sure privacy is observed. Personal data such as names and other things which uniquely identify the individual participated were given consideration. Letters and codes are being used in this research to represent these people, unless otherwise the participants voluntarily allowed their personal data to be presented. The subjects remained anonymous throughout the research processes.

*Deception.* Deception may lie in not telling people who are participating in the research that they are being researched (Cohen 2007). All the participants such as the group and the individuals who were interviewed were told the truth that they were being researched. Even those people who were chosen to be observed, enough

information was provided to them that they were being observed. Only truths were told and no any compromising to the truth was done.

Language is also considered in ethical issues (Creswell 2005). The language of instruction throughout the research process was Kiswahili. The researcher chose Kiswahili because it is the only language that could favor the participants to express their ideas freely. Kiswahili is the national and formal language in Tanzania. Opting Kiswahili for conducting this research favored both sides the researcher and the subjects. English is not spoken well by the majority especially primary school students so it could not allow students to express the ideas they wished to express freely. Apart from Kiswahili and English in Tanzania there are also local languages which differ from one region to another. The language used to interview the participants made them know exactly what they were asked and respond accordingly

The researcher didn't use long time to affect the school timetable and any other institutional timetable. Researcher respected also the norms of indigenous culture. It was not a difficult task because the researcher was familiar with the culture as he was raised in the same society. Respect of the culture made the respondents fill the researcher as part of the society and in no any circumstance the researcher is under grading them. The researcher had a way of giving back to some participants especially school children as they provided their time. After the group and individual interview as well as observation to students, the researcher provided pens and pencil to every participant.

### **3.1.8 Validity and Reliability of the Research**

In the earlier version of validity, a particular instrument which measures what is suppose to measure was what considered being valid. More recently, validity has taken many forms especially in qualitative research. In this case, validity can be addressed through honesty, depth, richness and the scope of the data achieved, participants approached extent of triangulation and the disinterestedness or objectivity of the research (Cohen 2005). There are many types of validity observed and addressed in this research. Here are few of them to mention

*Internal validity.* The explanation of the research problem (Challenges of free and compulsory primary school to a girl child in rural areas) have sustained by the data. Findings describe accurately the phenomena researched. To make sure that the research is internally valid, the researcher was very careful to design the research (qualitative research) and to make sure that the data obtained is confirmable and credible too. The research is also capable to report a situation through the eyes of the people who participated in the research.

*External validity.* The sample chosen, the methodologies used as well as the setting of the research can determine the degree to which the result of this research study can be generalized to the wider population than what covered by the researcher. The data obtained in this research are transferable and comparable because of the way instruments for collecting them were carefully chosen

In correspondence with other types of validity such as content validity, interpretive validity, evaluative validity and others, the researcher used triangulation method as one of the ways to increase the validity. Various instruments were used to collect data in order to make them complement to each other. The researcher choose the appropriate time scale for his research, using appropriate sample as well as appropriate methodology

Reliability in qualitative research is addressed by stability of observation. It is regarded as a fit between what a researcher record as a data and what actually occurs in the natural setting that is being researched (Cohen 2005). Sometimes reliability in research is regarded as the consistence of the findings of the same event though out

different time and different researchers. The instruments for gathering data, research design as well as sample of this research was carefully planned to make sure that the research become valid and reliable.

## 4.0 Chapter Four

### 4.1 Data analysis

#### 4.1.1 Introduction

Based on the data collected through four chosen instruments by the researcher, this chapter discusses the qualitative data collected. Opinions, views and even explanations given through sentences/ statements and paragraphs are going to be discussed in deep. The researcher merges the data obtained from different sources. The similarities of the information obtained through different instrument strengthen the points while their differences bring out more interpretation by the researcher. The variables of this research are the girl from rural Tanzania and their participation in a free and compulsory primary education, aiming to find out the challenges faced by a girl child in rural area in Tanzania toward fully participation in primary education

#### 4.1.2 Accessibility of Free Primary Education in Rural Areas to a Girl Child

According to UNESCO (2016), girls make up 53% of the global population of children who are out of school. 47% of the 32million girls who were out of school in 2014 are expected never to go to school compared with 35% of 29million boys. In many countries especially in Sub Saharan Africa, The poorest young women attained less than a year schooling compared to about two years or more for the poorest young men. In Tanzania issues of gender have been addressed importantly and the achievements in relation to Millennium Development Goals (MDG's) have reached at a very high stage. Gender parity are not apparently at both level of students and teachers, though as the number of school years increases, enrolment of girls declines as data shows that only 45% of girls who write their primary school final exams pass compared to 63% of boys who pass the same results (URT 2008). The three selected schools by the researcher also showed gender parity to some class levels while other levels showing disparities but in the expense of boys. The head of school B explains. *"....here with number of students registered, I think the issue of gender equality has been addressed well by the government and the society in general... I don't have exactly data but most of the girls do not continue with the next level of education compared to the number of boys"*. In this school according to the head of the school, the number of girls is promising especially when you compare with boys and it is believed that the problem of attendance is about to be finish.

Within the same villages and school compounds where the number of boys enrolled to primary school were equal to the number of girl or sometimes even boys being fewer than girls, still girls dominated the number of out of school age children. As the general population of the country is recorded, the number of female Tanzanians is greater than the number of male Tanzanians. Wanging'ombe particularly with the total population of 161, 816 people, females constitutes 53% of the population (URT 2012). This is to say girl students are expected to be more than boy students in primary school in regard to their total number. In most of the member countries of UNESCO (80%), gender disparity is at the expense of girls (UNESCO 2016). So gender is balanced when you consider the number of boys and girls admitted to primary school but not when you consider the number of students out of school (either not admitted or dropped out). Out of school girl children are still more

than out of school boy children. One of the participants in group discussion **A** explains “*many girls do not go to school but who knows? If you go to our school you can meet with a lot of girls schooling while in the street also we have a lot of school age girls have got married with others sent to town for household activities, who know?...*”

With the Tanzania’s Educational Act which makes it an offense to deny access to education to a child on the base of gender or any other family factors, it was expected that the number of out of school children would decrease with the increase of girls in the street. According to the research participant’s perspectives, the number of school age girls in the village decreases because of the act but these girls does not go to school rather their parents sent them to town. When the village officials ask these parents it is said they are studying in town school. The country does not have the central Admission system where it would be confirmed. One interviewee even described more that some parents get more proud to have their girl children work in town and bring back some amount of money to their parents. When this interviewee asked whether these parents understand the consequences of their acts, she replied “*...one was even told to attend the primary school because her parents feared to be jailed, but this parent secretly told her daughter not to pass the final examination.....it is bad luck the child got pregnant while standard six*”. Many girls get pregnant without any further action from their parents. They don’t even report the events because it was not their intention to educate these children, but government’s intention. They are paid by the son’s parents in order for them not report the event to the policy. The Global Campaign For Education report (GCFE 2012) shows that 25,000 girls in primary and secondary left school from 2007 to 2009 because of pregnancy. In secondary school, this was the stronger reason for leaving or dropping out from the school more that financial factor.

As stated earlier, the number of girls and boys enrolled to primary school is becoming almost the same and hence to say Tanzania has achieved gender parity in primary school enrolment and near parity in low secondary enrolment though performance in primary school leaving examination results remains lower than boys. November 2016, the government announced that 526,653 which are equal to 94.8% of those who passed primary school leaving examination have admitted to various secondary schools. From that total number, girls were 268,052 equal to 94.5 of the girl who passed while boys were 258,601 equal to 95.2% of all boys who passed the exam. (MoE-URT 2017). Tanzania has failed to address the learning needs of the poor and the marginalized population groups such as the population living in rural, remote and resource poor areas. Women and girls are cutting across all categories (Mlyakado 2012). Girls from these mentioned marginalized population groups are affected more than how boys are affected. The point was also touched by one member of a focus group member (**Group C**) who said all challenges which are facing boy child toward attending primary education are also faced by a girl child while at the same time girls have also special challenging factors directed only to them like teenage pregnancy. Early marriage is also affecting girls more than boys in the villages. “*Girls should be taken special consideration because it is the group with a lot of challenges....can a boy get pregnant?....even the problem of early marriage in this village I can say affects only girls.....no any boy who left primary school because or early marriage but other factors which also affect girls too*. So with the above stated phrases, gender in primary education in terms of enrollment can be solved but dropout remains the major challenge to most of the girl child in rural areas.

Girls' participation in primary school is still a problem in most of the rural areas. According to unofficial data provided by one of the parents in village A during individual interview, the village primary school were expected to receive many girl students even 3 times the number boy children because the number of girl children in the street is more compared to boys. *"when I was giving birth to this child (while showing a little boy child beside her) at that hospital we were 9 females and only two of us got boy children while the rest gave birth to girl children. In this street in that day (25<sup>th</sup> December 2015 according to the researcher-interviewee previous talks), we got 5 boys and 17 girl I remember. You can imagine the number of girls we are expecting to have in total for this village, but the real number of girls and boys in primary school is either unequal in the expense of girl or at least the same".* The interviewee emphasized the need of cooperation between parents and government to ensure that all school aged girl children are admitted to schools without an excuses from their parents.

The researcher got a chance to observe one of the family and distribution of work to children. After one of the parents was explained by the researcher how important the research conducted will be, she wanted to know what to do with their children so that she would be fair to their academic performance. She invited the researcher in her home. The researcher found that children get enough time to study at home, they get enough time to relax and play games with other children though when it comes to the daily household activities girls are overworked compared to boys. Girls perform all the activities girls perform at home but these boys do not perform all the activities girls perform, making many activities to be directed to girls than it is done to boys. This results into tiresome to girls when the time for self-studies reaches. In this observed family, both girls and boys get enough and equal time to study at home though because of the girls having worked more than boys for household activities, they are not as effective as boys.

Although in some primary schools the number of girl students is equal to the number of boys, but still there is under representation of these girl in regard to the total number of school aged girl children in those particular villages. Out of the school girls are more than out of the school boys even if according to the data obtained in those village schools the number of enrolled students is balanced between boys and girls and even sometimes girls over numbering boy students. For this reason, this paper calls for the education and gender authorities to consider statistics from birth and death authority for evaluation of the gender issues in primary schools

#### **4.1.3 Challenges Hindering Girl Child in Participating Primary Education**

In Tanzania, girls are getting married while very young (under 18 years). Different from Kenya where according to the Kenyan marriage act of 2014 section 4, no any person is allowed to get marriage, being it a girl or a boy (Kenyalaw.org, first paragraph) *"Highlights Of The Marriage Act, 2014"*, in Tanzania the term infant is defined as a child who has not attained the age of 18 for boys and 15 for girls. According to the law of the marriage Act of 1971, *"No person shall marry who, being male, has not attained the apparent age of 18 years, or being female has not attained the apparent age of 15 years"*( [www.mcdgo.go.tz](http://www.mcdgo.go.tz)).

With this different conception of the word "child" according to different gender, it makes children with a very young age to get married and miss the right to get educated. Parents are forcing their children to drop out from the school with various wrong reasons like vision or hearing problem so that they get benefited with dowry. In rural Tanzania some of the girl children are getting enrolled into primary school while in 8 to 10 years and so reaching the age of 15 while at school. Because of the illiteracy of their parents, they firstly make their children

drop out from the school then after one year or the same year that girl gets married. The age of 18 years for both boys and girls could be better because approximately when a child get enrolled to primary school in the age of 6 to 7, it is expected that she must finish form four at the age of 18. So no any girls would be forced to leave the school because even if she could leave, she would still be in the group of children and for that parents could be fearing from being executed for letting their children get married in that age.

School age girls are used as housekeepers (house girls) in Tanzania. In Tanzania, young girls especially school age children from rural areas are used as housekeepers in town. This has become very famous business where in some urban, there are middlemen special for taking these girls from villages to town. This factor has been making parents with economic inability or parents who do not see any importance of educating girl children (illiterate parents) to tricky school administrations as if they shift their children to town schools while in real sense these children are taken to town to be housekeepers. Different from China and other countries which are using old women to raise children in families where parents are extremely busy, Tanzania is yet to reach the targeted goal of “*Education For All*” because of this situation. Laws and acts as well as government authorities such as Ministry responsible for gender and Children have been silence on the issue and yet the situation is getting worse.

According to the national report on Educational Sector performance 2008, gender parity has achieved as the report states there is 50% of male and female teachers at primary school (URT 2008). In rural Tanzania the problem still persist with a wide gender gap in teaching staff. The head of primary school “A” told the researcher during individual interview that his school has the total number of five teachers to which only one is female. Girls get a lot of challenges in schools especially when faced with problems which cannot be addressed to male teachers. The school has the total of 157 female students in which all their problems associated with gender or sex should be addressed to only one teacher. “...*only one teacher cannot handle the problems of more than 150 students...this is a problem*”. The problem of having fewer female teachers has also addressed by Karim & Shahidul (2015) when used the example of Afghan people who believe that female students should not be taught by male teacher. Students cannot be comfortable to express their problems to male teachers. This reduces comfort to most of the girl students in schools.

Lack of early childhood development programs as their foundation toward primary education was also mentioned as among the challenges affecting more girls than boys especially those girls from the disadvantaged background. The 1995 and 2014 Education policy paper mentions Pre primary school in the education system of Tanzania. Though from 1995 there have been no government efforts to make sure these kindergarten centers are built in villager. Pre primary education remains to me provided mainly by private sectors of which it is very expensive and most of the poor economic families especially from rural areas do not afford to attain. In 2014 the enrolment to preprimary education was 22% in Sub Saharan Africa while in North America and Europe for example was 85%. Only 63% of all countries with data record gender parity in preprimary education (UNESCO 2016). In rural Tanzania, parents believe girls need special care and attention during their childhood period compared to boys as the result these parents do not let their girl children attend preprimary education because of carelessness of some teachers to these schools. Most of the girl students are enrolled to primary schools without any foundation to education that most of the boys have. This is the challenge because competition between girls and boys reduces.

The problem of pregnancy was also mentioned by one parent in the village **B**. Being interviewed by the researcher, the participants explained that even the government policy and educational Acts are not fare for expelling only girl children when get pregnancy. *“Sometimes the pregnancy is caused by a boy student, but the affected is only girl and not the boy who caused the pregnancy”*. This is why there are no data for boys who left primary schools for causing pregnancy to girl children. As mentioned above, from 2007 to 2009 the total of 25,000 girls left out from the school because of pregnancy without showing the number of boys who were expelled from the school for being involved or suspected to cause those problems.

Teenage pregnancies problem is currently getting reduced to primary school children. Teachers, parents and other interviewees mention the age of girl students currently getting admitted in primary schools as one of the factors for the problem to get reduced. They advised to establish good cooperation between teachers, parents and police force if it means to finish the problem totally. These head teachers complained to lack cooperation from parents and policemen. *“You find a girl is pregnant, the lady names the boy who is responsible for the pregnancy, you report the situation to her parents and the parents end up raising their grandchildren. Some who tried to report their issues to police also complained on their cases being very financially demanding”* one of the head teachers was telling the researcher. Other head teacher in that discussion complained about the behavior of some parents receiving money from the boy’s parents in order to be forgiven, something against the laws.

Lack of feminine facilities to school affect girls and sometimes it causes these students to lose interest over school. According to the report of 2008, pupils’ toilet ratio was 59:1 for boys and girls with geographical disparities (URT 2008). The suggested minimum was 25:1 for boys and 20:1 for girls. It was expected that by 2015 the minimum ratio could have reached to all primary school in Tanzania. The researcher found the school **A** with more than 150 girl students still has four toilets. Meaning the ratio is still 37:1 for girls. As stated above, the regional disparities affects rural schools more than urban schools and even the attention of government is put more on urban schools as this teachers from school **C** explains. *“...the facilities like toilet and classroom environment is established when there are visitors of upper officials.... Other days who cares...?”*

Most of the parents in rural Tanzania especially in Wanging’ombe district are drunkards. It is the girl children who perform home activities like cooking, cleanliness plus farming activities which are performed cooperatively with boy children. One student complained of having even duties to wash fathers and mother’s clothes which is a very huge work when combined with other academic as well as other home activities. Those activities which were supposed to be performed by mothers, are performed by children especially girls. Some of the parents do enjoy having girl children in their home without sending them to school because of these activities. Girl children do not have enough time to study. Even that short time for them to study or do their academic homework, they perform while very tired because of having overworked compared to boys. Some of the girls do not see the importance for them to go to school because of tiredness. Their parents also don’t care because these children help them in their daily home activities. Girls are working at an earlier age than boys especially in rural areas where girls do work more than boys (Shahidul & Karim 2015).

Teachers attitude toward girl students were mentioned as challenge toward participating primary education successfully. One of the interviewed students in school **C** told the researcher that some of the teachers do not pay attention to girls as they pay to boys because they believe it is boys who need to pass higher in examination. *“...when I get 50 out of 100 my teacher congratulates me by saying I have passed the exam, but when a boy gets*

*the same marks, he is told he should work hard because he is a boy and he should not pass like girls do*". The girl continued to tell the researcher that some teachers do not believe if girls are able to compete academically with boys. *"...my friend was in number nine in the final exam but teachers and other students were not considering the number six, instead they said she is the number one among girls. You can see we are not competing with the whole class but with our fellow girls only"*. This makes boys study hard to compete with the whole class while girls compete with their fellow girls.

Poverty is another challenge for girls to participate in primary schools. If parents were to choose whether to educate a boy child or a girl child because of their financial incapability, boys would be their best choice. With large and the extended family people have in Tanzania rural areas, they are not economically able to educate all of their children. For this case they opt to educate boy children because it is a boy who is believed to take control of the family when parents loose power of production. According to their thoughts, girls will get married and live far away from parents home. Female parents (mothers) do not involve or participate in household decision making processes, this is the reason why issues of gender disparities cannot succeed immediately. One of the female parents in village B told the researcher *"...I know how important is to educate my girl children and I do it. For those parents like me (female) who do not educate their girl children sometimes is not their fault. They have no say when father says only one child (a boy) will be sent to school, you know our culture when a woman argues with a man (husband) it is bad behavior"*

Teachers and parents in village A mentioned distance from home to school as one of the factors leading to less attendance for girl students in their primary school. *"... for the case of our school, distance to school is a very great factor. You know some of the students come from the other village because their village's school is in farer distant compared to here. These students use more than hour for walking through bush subways to school."* The participants emphasized that parents are not very much sure with the safety of their children. When it rains especially, these children actually do not attend to school. *"...Some decide to drop out from the school, even if you were them..."*

According to one of the interviewee in village B, poverty is not a serious problem compared to negative attitude that parents have toward educating girl children in rural areas. According to this interviewee, those girl children from poor families have better academic success compared to those from rich families. She also identified some of the poor families with many children but managed to send all their girl children to at least primary and secondary schools compared to few rich families failed to motivate their children finish either primary or secondary education. She explains *"...one of the teacher in our village school decided to agree with two intelligent girl children from one poor family to take them to his family so that he can finance them throughout their education levels. The girls were continuing very well in their studies but when they approached to 17 years old, parents could no longer live them in that teachers house with various reasons. Today is the 2<sup>nd</sup> year since they were taken from that teacher and one is pregnant while at home and the other is married"*. This parent tried also to explain how government's efforts toward Education For All (EFA) project fails because of parents' poor perspectives toward girl children.

Poverty affects more girls compared to boys. One of the heads of primary schools in head of schools' interview explained how poverty in rural areas affects girls. According to him, poverty is among of the factors that hinder school age children to be enrolled to school and drop out of some who had previously admitted to primary

school. Girls are the most affected in this problem. *“in my school, it is common for students to wear a very old clothes (rags) because of poverty but girl, very few tolerates schooling with this rags. A boy can be comfortable to wear rags which show some of his body’s part that should not be shown, but not girls”*. Girls feel shy to wear rags in school and most of them drop out from the school while most of the boys just continue. Adding to this point, another head teacher explained how educating a girl child is more expensive and that making difficult for poor families to educate their girl children compared to their counterparts. According to him, from the pocket money given to girl children, to the time spent to make follow up for student’s academic issues marks the gender difference to our primary school children.

Teachers and parents often meet to discuss on the challenges and other agendas to primary school children. They agree to implement various issues discussed. Parents complained on various meeting to be set for judging them instead of discussing together on various problems and coming up with one solution. *“Sometime I don’t see any reason to meet with teachers of our children’s academic development because once we meet, it is only complaints we receive from teachers and village government officials that we are not fulfilling our responsibilities to our children. It is no more discussion...”* One parent from Village C told the researcher during individual interview. Talking about the same issue, a teacher from village A complained parents for not implementing what is discussed in school and village meeting. *“We agreed to start school academic camp for standard seven students, but only few parents contributed food and other contributions for that camp. What do you think we can do?”* A teacher told the researcher.

The government through the ministry of responsible with gender and children is on the way to formulate the law which will allow a girl child to continue with her studies after giving birth. The process is not supported by most of the teachers and parents. One teacher told the researcher that if the law will be formulated, a lot of things will have to change. *“According to the laws, no one is allowed to punish some one’s wife, how if this girl does mistakes?”* The interviewee told the researcher that it is not that everyone recognizes the role teachers play so husbands of these girls might be threat to teachers who would punish these girls for one reason or the other. So teachers suggest the change of this laws to go together with the change of other regulations in schools so that no any misunderstanding which can happen. Some parents and teachers advised the government to direct their effort toward preventing these pregnancies to happen during the time of schooling. One parent went more far by saying the formulation of this law shows failure of the government toward preventing the problem. *“A child starts primary school around 6 to 7 years old, meaning we expect these students to finish primary school studies in 12 or 13 years old. Formulation of this law will mean to allow teenage pregnancies.”* One parent told the researcher during individual interview in a village C.

There are intentional efforts made by some of the parents to make sure that their girl children do not go for further studies from primary education. According to the researcher’s findings, some parents try to advice their children not to pass the Primary School Leaving Examination intentionally either because they can afford to finance their children for further studies or just because they want their girl children to get married and benefit with the dowry. So while the government together with the individual schools struggles to make sure that girls succeed academically in primary, parents are not only refusing to join but struggling against.

#### **4.1.4 Strategies taken by the government to address the problem**

From the time of Independence, Tanzania has been making various strategies to ensure gender equality in education as well as regional equality in terms of provision of education. In 1990 the government of Tanzania established the ministry of Community development, gender and children as the national Machinery for spearheading gender development in the country. In 2000 the ministry established came out with Gender Development Policy. Gender issues are being addressed in different programs and policies such as Tanzania Development Policy, Structural reforms, National strategy for Growth and reduction of poverty (NSGRP) etc. In all these programs, gender equality is treated as one of the things to be addressed to reach the goals. (URT 2013). In some government schools there have been a special recruited female (matron) different from normal teachers who are supposed to deal with academic issues. A matron is responsible to take care of primary school girl children. Although these matron have been under the school level program but it has been helping and according to various head teachers interviewed by the researcher, the government might formalize it national wide after observing its effectiveness in these school

#### **4.1.5 Opinions from Parents, Teachers and Students on these Challenges**

##### ***4.1.5.1 Parents' opinions on these challenges***

A parent from village **B** who still believe there cannot be gender equality in every aspect had a positive contribution to the researcher on educating a girl child. This male parent explains how inequality exists during inheritance of properties after the death of parents. It is only boy children who will be allowed to inherit valuable properties like cars, houses and land. Girls can only inherit clothes, utensils and other small things. The interviewee still emphasized that the government should not dare to change the system because it has been there for long time and it identifies the uniqueness African culture. The parents emphasized to provide education to a girl child as compensation to property inheritance gap that exist in the society. He advised the society to let girls go to school so that they can reduce conflicts which are used to appear during inheritance of properties like land. According to parents who were accessible by the researcher, Education through seminars about the importance of education and its investment to their children should be provided to parents. The effort which is made by the government to educate the society about epidemic diseases like Malaria and HIV/AIDS should also be shown on changing the society especially rural society's perspectives on education. *"If those people who were specialist in Female Genital Mutilation (FGM) are now the educators on the campaigns against is, It must be possible also to change the altitude of those who think educating a girl child is to benefit a man who will marry the girl or those who think in the ground of their traditional culture that a woman should have any power in the society apart from raising children and educating them is giving them power to rule the society and sometimes bringing negative changes in their societies"*. Told one of the female parents who think it is time for all girl children to get educated to up to a higher level of education. This parent and more others with positive attitude toward educating a girl child think of the importance of education as the major instrument to parents who still think education beyond knowing how to read, write and count is for boys only.

Parents advised the government and other social institutions to invest in parents' education. When parents get enough education on the importance of educating girl students, no one will deny his or her girl child to primary school. When education is provided to parents on the importance of reducing home workload to girl students,

these girls will have enough time to study and will also be able to compete with boys in their final Primary School Leaving Examination (PSLE). Currently an individual person cannot educate his or her fellow parents on how important is it to educate the girl child or how important for parents to perform their duties on time so that when children come back from school they get time to play and also get time to study. *“In this village you cannot tell these issues to your neighbor even when you see things are going wrong. It is because people consider this issue as personal and family bounded so no anyone stranger should intervene.”* One of the parents in the village C explained.

#### **4.1.5.2 Teachers’ opinions on these challenges**

According to most of the teachers who were interviewed by the researcher, government should redistribute teachers in consideration to rural areas. Teacher students’ ratio in rural areas is very higher compared to urban. Female teachers are even more than male teachers in urban. One of the teachers from school C suggested *“government should be very careful with female teachers who are moving to town with the reason of being close to their family (husband). Some even forge marriage certificate when they don’t want to stay here (in the village). If the government will not address this, no one will remain here...who likes to stay here..?”* With the school A having only one female teachers with more than 150 girl students, the female teacher herself explained how difficult is to control and listen considerably to those students. Some students think their only teacher is not concern with their problems when the teachers do not listen in the appropriate time but this teacher has the responsibility of teaching too.

Teachers also suggested the government to provide money for girls programs in primary schools. *“girls should have seminars and study tours so that we can motivate them and make them enjoy their studies despite the challenges they face”*. The head of school A explained. The government grants sent to primary schools depend on the number of students. School A as example, receives 188,000 (equal to US\$ 94) annually with the following schedule; 20% for examinations, 10% for administration, 10% for sports, 30% for school maintenances, and 30% for buying school facilities. The head of this school complained even for using his personal pocket money to travel to town for bank statements on the usages of this money. So money for girls’ programs are not brought and perhaps not considered as important for improving gender parity in primary schools

Teachers also complained the widening gap between parents and teachers. The social interaction between teachers and parents is getting minimized in rural areas. Teachers are getting enemies of the parents in such a way that there is no any room for teachers to provide professional advice to parents when things go wrong on girl children. Some teachers went far by arguing that some parents think all the money contributed by parents, it is teachers who use them for their personal uses because the government announced free education in primary education. These teachers suggested the village government to reconstruct the previous relation used to be between teachers and parents so that the professional advice from teachers to parents on how to make sure challenges faced by girl students are cooperatively abolished. Clear explanation of free education also should be provided by the government so that parents will not be getting mad to teachers. *“If we decide to work together the problem will not persist for a very long time, but with the current situation I can see no hope for us working cooperatively”* explained one of the teacher in group discussion (Group Y interview)

Teachers interpret the introduction of policy and the law to allow a girl child to continue with education as the sign of failure of the struggle against teenage pregnancies in schools. These teachers think it is not the right time to allow children to continue with education after giving birth because by doing that the government will be allowing the problem to continue. According to these teachers, the government should continue directing its efforts toward prevention of teenage pregnancies. A primary school girl is around 6 to 13 years and pregnancies to these girls should not be allowed in any reason. Because the policy is on the discussion stage, these teachers advise parents, the society in general and other organization not to accept this, instead they should demand more effort of the government to prevent the problem.

#### **4.1.5.3 Girl student/peer groups' opinions on these challenges**

Students have advised the government to build enough number of schools according to the number of primary school age students available in the village, the size of the village also should be taken into consideration so that no any girl student will drop out from school because of distance. The current ratio of one school for one village in most of the villages is not fare to some villagers because some villages are bigger than the other, leading some students to travel a very long distance for schooling. *"I study here because I consider this school as nearer than my village school, but the subways I pass from home to this school is not safe and that is why some of my friends left the schools. If my village school was near to my home, it could be very simple for me and my friends to get enrolled and finish studies"* explained one student from village B. (Individual interview 4). Most of these girl students according to their teachers, do not attend some of the night academic camps which are arranged by the school every year when approaching to their final Primary School Leaving Examination because of lack of safety to and from their homes

Girl students complained of the harassment from some of the male teachers and advised the government to work close to primary school especially those in rural areas. According to the government principles on the punishment which is to be given to students, girls are not allowed to be bitten in their back and all the punishment especially corporal punishment from any teachers has to be given a written notes from the head of the school (head teacher) regardless of the sex of student who should be punished. These students in their discussion with the researcher explained their bitterness about the way some male teachers punish girl students. They have defined it as gender harassment from these male teachers. *"..Sometime I don't feel safe and comfortable when I am at school because according to our culture, a man such as teacher cannot touch every girl's parts especially those matured one, but I am sorry to say some teachers even go beyond touching, they beat us"*. One student from school A explained to the researcher. They advised the government to be close with these schools from rural areas even through the head teachers. According to these girl students, girls need to be respected more than the way boys are respected because their bodies are very sensitive to pains and their mind are so sensitive too to psychological problems.

From village B a student is explaining the importance of academic camps to school and that the head teachers should make sure that they conduct students' academic camps in their schools especially during the preparation of the Primary School Leaving Examination if at all parents cannot afford to pay for their children's academic camp more often. According to this student, during academic camp is the only time some students who are always overloaded with home activities can get enough time to prepare well with the exam. From her side the

student explained how her parents value education and that her parents give her enough time to study as well as to play games with her friends. She added more by saying that she knows some of her friends who are not given time to study at home. *“I know because my parents told me that I should have enough time to study as well as to play games at home though some of my parents do not have this time. School academic camps would be their only time to study more because they will have kept away from home environment”* told the student during individual interview with the researcher.

## 5.0 Chapter Five

### 5.1 Conclusion

Tanzania is yet to achieve gender equality in primary education. Rural places are the areas which are mostly disadvantaged from better education both qualitatively and quantitatively. Girls who were supposed to be the majority of the student population in primary school are currently the minority. Social challenges such as traditional beliefs against educating girl children are yet to be successfully addressed by the government and the society itself. Transport systems, Electric power as well as communication systems are still not improved in such a way that education officers are not often visiting these village schools. For the country to achieve Sustainable Development Goals especially goal number four and five (Education and Gender respectively), there should be emphasis on village societies on the importance of educating girl children

With the current strategies which are being put by the government through the ministry which are concerned with gender issues, problem is expected to get reduced. Teachers are expected to show their cooperation to their higher education officials so that the problem will have addressed successfully before 2030 so as to be in the line of UNESCO’S Sustainable Development Goals, educational being the first priority

## 6.0 Chapter Six

### 6.1 Discussion and Recommendation

#### 6.1.1 Summary of the Findings, Recommendations and suggestions for Further Researches

##### 6.1.1.1 Summary of the Findings

The findings show the problem of gender inequality in education still persists in rural Tanzania. It is especially in rural areas because of bad beliefs on girls. Some traditional beliefs do not allow a girl to get educated as it is believed that educating girls is to make them superior than men. Dominant economic activity in rural areas is agriculture which is not very beneficial especially with the current technological level in agricultural tools. People are still using hand hoes in agriculture. Agriculturalists are among the poor people in rural Tanzania. These people do not have ability to send all of their children to school. What most of the people do is to educate boys and leaving out girl children. Girls admitted in primary schools are encouraged to either drop out for marriage or fail their final examination so that they can get married. Boys are the most privileged children because they are expected to lead the family in the absence of father.

### **6.1.1.2 Recommendations**

With the data obtained through this research, it is important for the local researchers to be encouraged as they provide the real picture from one region of the country to the other. With the international data which show the general view of the country on the problem, it might be difficult for the government to respond effectively. Educational data which is regionally provided is the most suitable for the immediate response. Being stated in the government data that there are 50% of male and female teachers at primary school, shows that there is no need for the government to continue addressing the problem of female teachers in primary school. The real situation especially in rural areas is quite different as the author reported in the previous chapter. In one school having only one female teacher is not good for girl students. This shows how small scale research is important for the development of education in the country.

In spite of many girls being out of primary school, their number in schools also decreases with the level of education. As stated in the previous chapter, primary School Leaving Examination results (2016) in Tanzania show the number of girls who pass to secondary level of education is less compared to the number of boys. Challenges to girl child in rural primary school are still a big problem. In the rural areas, some parents get happy when their children fail to continue with further education. The change of policy to widen free and compulsory education (from primary to lower secondary level) should go hand in hand with formulation of other policies and acts which will make sure that every child regardless their gender, have access to that basic and compulsory free education.

It is with no doubt that the assessment of gender equality in rural primary school should be looked in its wide and complex state. Government should establish a good birth and death registration data base for provision of clear data. Assessment should be made from the number of school aged children obtained from the authority which is responsible for birth and death registration instead of equalizing the number of registered students without considering girls of the school age are sometimes and in some regions many compared to the numbers of boys. Having clear data of the number of school aged girl children in a particular region especially in rural areas will enable researchers and other statistics authorities to provide clear data on the issues. Provision of clear data enables the government to deal effectively with the problem.

Laws should be made to make sure all parents who intimidate their children not to pass their final examination are caught and sent to court. Teachers need to build good relationship with their students in order to enable them express freely all problems they face at home. These children should be heard and secured once they provide information about their parents' intimidation to them. Currently there is no clear data of the students who did not pass their final primary examination because of their parents having told them not to pass. Some teachers do not even know that there is this trick played by some of the parents. They don't know because they have not established a good relationship with their students

Education should first be provided to parents and other relatives on the importance of educating their children especially their girl children. When parents know the importance of educating their children, there will be no any force to be used in order to make sure that all children are enrolled to primary school. The effort used by the government to ensure education for all could be reduced if parents could know that it is for their benefit and their children benefit to get educated. As stated in the last chapter, poverty is not very big obstacles to education if at all parents could have positive attitudes toward educating their children. In rural Tanzania there are poor families

economically but succeeded to educate their children to the level of higher education (University level) but also there are families with enough wealth but failed to motivate and send their children to school. So poverty is not the only factor for children to miss basic education but parents' perspectives.

About the formulation of policies, laws and acts for allowing girls to continue with education after giving birth, it is better the government discuss with education policy implementers to make sure that they give out their views about the newly formed laws. Teachers according to the researcher are not willing to allow this law to be made. Some parents are happy that their children will be assured to complete at least free and compulsory basic education. With their opinions together, the government may come out with laws which will be beneficial to all part. The policy should go together with struggles to reduce pregnancies in primary school because without this struggle, the policy might have accelerated the rate of pregnancies as there will be no danger of being suspended or expelled from the school.

There is a need for the government to add more primary schools especially in the rural areas. The current situation of most villages having one primary school is not enough because some villages are bigger than the others. Distance the students walk to and from the school is not motivating them to continue with education. From the researcher's report, some students travel from one village to another for primary school attendance because the school found in their village is more farer compared to the neighbor village's school. These children have noted to pass through bushes which are not safe for their life. If every village could have the number of school in accordance to the size of the village, some villages could have up to three primary schools and for this reason, distance to and from the schools could no longer be a reason for some students to drop out from the school. Distance is a big factor for girls in rural areas to refuse attending or dropping out from the school.

Cooperation between parents, teachers and policemen should be improved to make sure that every man who impregnates a girl student is sent to the court and get punished according to the laws. Parents who are advising their girl children not to pass their primary leaving exams must be prosecuted because the effects of their advice extend to these parents' lifetime in this world. Children suffer for long time especially when their parents (who advised them not to pass exam) pass away. Relatives keep complaining to these girl children that if they could pass their exam, they could be sent to school. When parents send cases to the court about their children being impregnated, Government should bodies such as PCCB should be very careful with policemen and court officer who get corrupted by the prosecuted one.

Findings show improvement in the enrolment of girls students in primary school. In some schools or specific classes in various schools, the number of girls exceeds even the number of boys. The problem starts after the enrolment when most of them drop out without finishing all primary classes. Those who continue from standard one to standard seven do not pass well in their final exam as data show in the previous chapter. There are various challenges as mentioned also in the previous chapter that either government or parents should struggle to eliminate if it really meant to eliminate gender disparity in primary schools. Measures should be taken to increase enrolment and eliminate all challenges a girl child faces after getting enrolled.

Gender parity in primary school should not be evaluated only in terms of the number of girls enrolled in standard one or the number of girl students continuing with the next level of education but also the number of girl students out of the school in relation to the number of boys who are also out of the school. In other village government schools, the number of girls enrolled in primary school is bigger than the number of boys enrolled in

the same school but at the same time the number of school age girl students out of school is greater than the opposite sex too. If calculation goes like this (observing the number of boys and girls enrolled to primary school), the problem will never be solved.

The problem of girls under representation in primary school should not be addressed only in a national wide but in a local level too. The data from the government documents shows gender equality in primary school for students and teachers too. In rural areas the problem of girls under representation still exists. Effort should be directed to villages where culture and traditions too affect girls' participation in primary school. In town the issue of traditions and culture impacts to education is as low as compared to rural areas

The government's efforts to provide free primary education is not enough for achieving Millennium Development Goals (Tanzania as among the countries left behind) and Sustainable Development Goals (SDG's) especially goal number 4. The government needs to concentrate on provision of education to the society too on the importance of educating a girl child. According to the researcher's findings, there are children from rich families economically and still they did not attend/ finish primary education while also there are children from poor families economically and their girl children completed primary school with success and to higher education. Economic level of the family determines the attendance of a girl child to primary school but parents' perspectives (value) toward educating a girl child matters more.

While the government is struggling to achieve Sustainable Development Goals (SDG's 2016-2030) especially goal number 4, most of goal implementers such as teachers are not aware with what is to be achieved by 2030. Teachers are doing everything as ordered by the government in academics without awareness of the long term goals to be achieved. This hinders the effective participation of teachers and parents toward achieving Sustainable Development Goals especially goal number 4

With the rural/village schools being very far from district and regional education offices, inspections done to urban schools are not done to rural schools. This makes the government very far from the rural schools' problems. According to one of the head teachers interviewed by the researcher, some students from some of the village schools drop from the school for marriage and the information is sent nowhere. Village chairmen as well as village executive officers and policemen are being benefited with these cases and for this reasons the cases are reaching nowhere to the court levels.

#### ***6.1.1.3 Suggestions for Further Studies***

Apart from this research work, more researches can be conducted on boys' participation in primary school. As shown to some school in the same rural area, the number of girl students exceeded the number of boys with unknown reasons. Boys might have some challenges also which affects their participation in primary schools. The attention given to girls by many organizations is complained for leaving out boys who are also affected in one way or another by social system leading then not access primary education. More researches are needed on this topic

More correlation researches should be done on the distribution of female teachers in relation to girl students' success in primary education especially in rural area. Having few female teachers in primary schools is a factor for academic failure to most of the girl students because according to the researcher, girls get discomfort when taught by male teacher compared to when a female teacher teaches them. Knowing its specific contribution to

the drop out or failure of girl students from primary school can determine the effort government should put when addressing the problem.

The concept of free education has been controversial. Abolition of primary school fee aimed to make basic education accessible to all children. Poverty was the reason to introduce free basic education so that every child could access basic education regardless economic situation of the family. Parents with children who did not attend school and with those children dropped out from primary school, still complain about the expense of schooling as a factor for their children not attending school. More researches must be conducted to assess the operation of free education as whether it is free indeed to enable every child to pursue it. Basic education is very important and essential for every one's social and economic development. Expansion of free and compulsory basic education as addressed in a policy paper 2014 should be supported with various researches to assess how effective basic (Primary) education phase one has been before has been introduced.

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