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## **The Purpose of the Publication**

The Journal of Issues and Practice in Education (JIPE) is a refereed journal produced by the Faculty of Education of the Open University of Tanzania. It is published twice a year that is June and December. The journal is designed to inform both academics and the public on issues and practice related to the field of education.

The journal provides academics with a forum to share experiences and knowledge. It also informs the public about issues pertinent to their day to day educational experiences. Sharing information related to education is important not only for academic, professional and career development but also for informed policy makers and community activity in matters pertaining to the field of education.

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## **Editorial**

JIPE Vol.10 (1) of June, 2018 is a special release for peer reviewed papers presented during DEATA International Conference held at the University of Dodoma (UDOM) in March, 2017. It is comprised of 7 papers mainly focusing in the fields of parents' involvement in teaching and learning process; online learning experience at the OUT; engaging disability learners in technical, vocational and entrepreneurship education and women participation in Open and Distance learning. Other aspects addressed in this release are: students' awareness on the blended mode of teaching and learning; motivation and quality community education; teachers' professional malpractices and computer assisted concept mapping on academic achievement of students with hearing impairments. Other fields include reaching the unreached through moodle learning platform; distance learners support through ICT training and challenges of ICT integration among distance learners. It is the expectation of the Chief Editor that readers of this volume will gain much knowledge and understanding about education process during the epoch of ICT transformation, the time when one cannot separate between ICT and the teaching and learning processes.

Dr. Evaristo Andreas Mtitu

**CHIEF EDITOR**

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## **Strategic Caring in the Begging Style Involving Children as Guides in Tanzania and Use of ICT: Asset on Basic Education Access**

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### **Abstract**

*This paper explores the strategic caring as a coping mechanism in the unique begging style involving children as guides in Dodoma Municipality, Tanzania and use of Information and Communication Technology. The rationale for the study location is that the begging phenomenon using children as guides is more pronounced. A total of 23 respondents including 10 young carers of visually impaired adult beggars, 10 visually impaired adult beggars, 1 District Education Officer and 2 Social Welfare Officers were purposefully sampled. Data were collected through interviews and observations. Artifacts were employed to aid depicting issued under study more vividly. The findings showed that guiding over the weekends, part time guidance, help up to the begging point, saving what was gained through begging and use of a stick constituted strategic caring. Moreover, it was revealed that the strategic caring mechanism employed and use of ICT enabled young carers of visually impaired adult beggars to fulfill their guidance role at the same time attend to school. The paper concludes that strategic caring in the guidance role is enhanced by a partnership between young carers of visually impaired adult beggars and the visually impaired adult beggars they guided. Unless the government and other stakeholders sets aside sufficient resources to educate the entire community on supporting and making people with visual impairment independent, limited access to basic education among young carers of visually impaired adult beggars will be hard to combat and effective participation in learning will rather be a dream in Dodoma Municipality.*



**Key words:** Basic Education, Information and Communication Technology, Strategic Caring, Coping Mechanism and Young Carers of Visually Impaired Adult Beggars.

### **Operational Definitions of Key terms**

Coping mechanism entails psychological resources and coping strategies that help to remove, modify, or manage a stressful event or crisis (Moawad, 2012). Having children who guide visually impaired adult beggars create a stressful and crisis situation that requires strategic measures to cope up with. In Dodoma municipality, young carers of visually impaired adult beggars use strategic caring as coping mechanism to fulfill their guidance role in the begging process and attend to school. Strategic caring in this paper refers to different ways of caring or rather guiding visually impaired adult beggars in the begging process used by school going children that enable them to fulfill their guidance role and attend to school. Information and Communication Technology (ICT) in this paper may be conceptualized as the mobile phones and internet connections as they are used to communicate information for coping in the beggary life.

### **Introduction**

Street begging is not a new phenomenon in the world and Tanzania in particular (Namwata *et al.*, 2011). Street begging in Dodoma municipality is unique as it involves children as guides. The children involved in guiding the visually impaired adult beggars (VIABs) in the begging process fall between the age of 5 and 17. They are thus, referred to as young carers of visually impaired adult beggars (YCVIABs). In practice, these children may be the children or grandchildren, distant relatives of VIABs. They may also be neighbours or distant children who may be hired for cheap labour. YCVIABs guide VIABs and the guidance experience expose them to vulnerability hence they constitute one of the categories of Most Vulnerable Children (MVC) in Tanzania. The guidance role in the begging process consumes a considerable time for YCVIABs and threatens their right to access basic education (Seni, 2016). Soon after

independence, Tanzania embarked on educational policies and orientations to widen educational access in order to create the needed human resources. Although, the begging style involving children as guides has adverse effects on the education of YCVIABs, research on this category of MVC remains scarce in Tanzania and beyond. Research on young carers confined themselves to children who care HIV/AIDS patients (Becker and Evans, 2007, Skovdal, 2009, and Skovdal and Ogutu, 2009). Further, most of the available literature on young carers and MVC in general has tended to represent them as vulnerable and passive victims.

This paper explores and significantly contributes to an already emerging critical trend that seeks to counterbalance this narrow focus by exploring how children, amidst dreadful experiences of guiding VIABs cope and at least attend to school. There is thus paucity of information on YCVIABs generally and on how YCVIABs cope with difficult circumstances particularly. As that fundamental, a need emerged to bridge this gap in knowledge.

### ***Research Purpose and Questions***

The main purpose of this study was to explore strategic caring used as coping mechanism in a unique begging style involving YCVIABs in Dodoma Municipality, Tanzania, and how its effects to access to basic education among YCVIABs. The study thus embarked to answer the following research questions:

- i. What are the strategic caring mechanisms adopted in a unique begging style involving YCVIABs as guides in Dodoma Municipality?
- ii. What are the underlying impacts of strategic caring YCVIABs face on access to Basic education?
- iii. How can ICT widen basic education access for YCVIABs?

This study is expected to inspire the government, non-governmental organizations and related stakeholders to include YCVIABs and VIABs issues in their work plans and set aside resources to help them.

It also shades light on available caring strategies that are adopted as coping mechanisms by this category of MVC. The study may also shade light on how ICT can be used to widen access to basic education by YCVIABs.

## **Review of Related Literature**

### *Theoretical Framework*

This paper was framed within two theories namely, the multidimensional theory and intervention theory which helped to guide the study and illuminated the findings.

### *Multidimensional theory*

The multidimensional theory entails the orientation and modality of coping. The theory corresponds more accurately to children's various efforts to deal with adversities and demands in their lives. Children differ in whether they are approaching or avoiding the danger, whether engagement or disengagement characterize their responses (Compas, 1998). Children can whether cope by using predominantly behavioural, cognitive, or emotional strategies (Ebata and Moos, 1991; Punama'ki and Suleiman, 1989). Ayers *et al.* (1996) provided empirical evidence of the multidimensionality of children' coping. Their four-factor model combined coping orientation across behavioural, cognitive, emotional, and social modalities. Active coping involves direct problem solving, cognitive decision making, and restructuring. Distraction refers to replaced action and physical release of emotions. Avoidance involves behavioural (withdrawal) and cognitive (denial and refusing to think about the problem) strategies. Support seeking consists of emotional sharing and solving the problem with the help of others. In reality, children cope in comprehensive ways that is, they simultaneously attempt to do something to alleviate the stress, weigh alternative strategies, associate with others, and experience a variety of emotions. The multidimensional theory was considered relevant in this study as YCVIABs through social modalities in terms of support seeking and share on their plight are assisted by others to take the

VIABs to a begging station. Similarly, VIABs move to the begging places alone with the aid of a stick.

### **Intervention Theory**

The theory of intervention is used in social studies and social policy to explain ways in which decision making process on problems are made to intervene in a situation and secure desired outcomes. The most influential theorists of the intervention theory are Argyris (1970) and Wiseman (1980). The theory of intervention presupposes that social problems such as the plight facing young carers of visually impaired adult beggars need a sound intervention. The intervention may be at policy or practice level. While Wiseman (1980) stresses the importance of describing the social setting and the relationships in which the intervention policy is to be initiated, Argyris (1970) discusses the question of when it is desirable not to intervene and when it is appropriate to do so.

Another theoretical stance entailed in the intervention theory is that, the effectiveness of different types of interventions across the range of social practices including childcare, child protection and law enforcement should generate a situation in which actors believe that they are working to internal, rather than external influences on decisions (Argyris, 1970). Inclusion of the voices of YCVIABs and those of the VIABs they guided in an attempt to find the solution for their plight was framed in this understanding. Intervention theory also guided this study to explore how the use of ICT especially, mobile phones may be central intervention practices that could be used to capacitate YCVIABs and VIABs cope with their plight including being deprived of the right to access basic education.

### ***Empirical Literature***

The government of Tanzania has since independence strived to widen basic education for all. The Arusha Declaration and its subsequent Education for Self-Reliance (ESR) of 1967, trusted on equality and

equity on education. The focus was to widen access to basic education. Another endeavor was the introduction of Universal Primary Education (UPE) of 1974 (Seni, 2013). In 1995, the Ministry of Education and Culture issued the Education and Training Policy (ETP). The policy focused on expansion of education by empowering regions, districts, communities and educational institutions to manage and administer education and training. In specific, construction of classrooms was particularly emphasized to provide more rooms for schools to enroll more pupils.

Moreover, the Primary Education Development Plan (PEDP) was developed within the context of Education Sector Development Programme (ESDP) of 2002-2006. The purpose was to expand enrolment (Katabaro and Mbelle, 2003). Free Primary Education (FPE) in Tanzania has also been launched and undertaken, by the fifth phase of government. It operates through abolition of school fees and disbursement of capitation grants. Whilst all these efforts have widened opportunities for more children to enter basic education cycle, limited access to MVC generally and YCVIABs in particular is still increasingly visible (Seni, 2016).

Despite the above noted efforts to widen basic education for all, YCVIABs and other MVC have not been fully reached. Researches on MVC have also tended to present them as passive victims who cannot search for best ways to cope with their condition. There is also an abundance of research on children coping with stressful and traumatic events at home, school, and in society (Alwin, 1994; Wolchic and Sandler, 1997; Compas, Worsham, and Ey, 1992). Studies on coping strategies have been confined in the context of family conflict and violence (O'Brian, Bahadur, Gee, Balto, and Erber, 1997; Rogers & Holmbeck, 1997), parental mental health (Klimes- Dougan and Bolger, 1998). and child maltreatment (Shipman and Zeman, 2001). In the school environment, studies have focused on peer aggression (Roecker, 2001) and bullying (Andreaou, 2001). There is paucity of information regarding strategic caring employed by young

carers of visually impaired adult beggars as coping mechanisms for basic education access in Tanzania and beyond. While it is acknowledged that ICT is required for improving access to education, there is scant research locally and globally on how ICT can widen basic education access for street children generally and YCVIABs in particular. To that effect, this study intended to bridge that gap in knowledge.

### **Methodology**

Qualitative research approach was used to obtain in-depth data (Cohen *et al.*, 2000). The study used intrinsic case study which Ary *et al.* (2010) say is conducted to understand a particular case that may be unusual, unique, or different in some ways. The study was phenomenological as it captured the coping mechanisms employed in the begging phenomenon. The study location was Dodoma municipality of Tanzania since it has more VIABs (Namwata, *et al.* 2010). There was also a rapidly increasing number of MVC generally and YCVIABs in particular. Estimated figures of MVC by 2012 were 7,635, while that of street children including YCVIABs were around 170 (Seni, 2015). The sample for this study was 23 respondents including 10 YCVIAs, 10 VIABs, 1 District Education Officer and 2 SWOs. The sample size was determined by saturation of information. Purposive sampling of YCVIABs and VIABs was done as they were key respondents in this study and so their views were significant. Snowballing, incidental or accidental techniques were also employed to YCVIABs and VIABs in order to overcome their moving nature (Namwata, *et al.* 2010, Seni, 2016). The YCVIABs and VIABs were asked to reveal the whereabouts of others. Public places where YCVIABs and VIABs were generally found including Nyerere Square, hotels, restaurants, bars, near automatic teller machines, churches, mosques, markets, the famous one-way road, along the roads or highways and bus stands were further selected to overcome their moving nature. Data were collected through interviews and direct-non participant observations. Artifacts drawn by one of the research participants were used to depict issues under study vividly (Seni,

2015 and Seni, 2016). The data analysis process was guided by Pellegrin's (1998) two principles namely homogeneity and mutual exclusiveness in which both deductive and inductive processes were used to determine the main themes and sub- themes respectively (Ezzy, 2002). All the data sets from interviews and observations were analyzed following procedures recommended by Miles and Hubberman (1994) that is data organization, reduction and interpretation. The audiotapes that contained interview data were carefully listened to and transcribed. Critical listening and reading of the repeating ideas was done to determine themes. Careful reading notes analyzed the observational data and artifacts. The observed strategic caring coping mechanisms were transcribed with particular attention to how they may impose positive or negative impacts on basic education access and participation among YCVIABs.

The accuracy, truthfulness, credibility of the findings and the degree of consistency of research instruments were taken care of through a pilot study as argued by (Ary, *et al*; 2010, Drever and Munn, 1990). The pilot study was conducted at Makole, a ward from the study location. The researcher used one research assistant and looked for consistency of the responses from research participants. Triangulation of interviews, observation data and artifacts were employed to attract more trust (Miles and Huberman, 1994; Patton, 2002). Thick description, which includes use of quotations as argued by (Ary, *et al*. 2010 and Lincoln and Guba 1985) was used to provide more insights on the part of the reader regarding the meaning of data. Back translation was also used in which interview guides, which were initially in English, were translated into Kiswahili (the national language) to ease communication with participants. The researcher abided by ethical principles and human subject protection more carefully. As recommended by Cohen *et al*. (2000) formal research permit was sought from the University of Dodoma and regional authority. Explanations regarding the objectives of the study to the research participants were given to solicit their consent (Cohen, *et al*. 2005). Consent from VIABs who were literate was written in Braille

dots with the aid of an expert and YCVIABs' were consented through the VIABs. In akin to Denzin (2000) all personal data were made public behind the shield of anonymity for confidentiality and protect respondents from harm that may arise due to their participation in this study. In the context of this study, artifacts instead of real photographs were used deliberately to protect respondents from harm. Like studies on HIV/AIDS and prostitution, this study investigated one of the sensitive issues that require the researcher to be creative so that the personalities of research participants could not be attacked by exposing them doing a humiliating and shameful practice (Seni, 2015; Seni, 2016; Seni, 2017; Denzin, 2000; Frankfort-Nachmias and Nachmias, 1992).

## **Findings and Discussion**

### ***Towards Strategic Caring***

The study revealed that guiding in the begging process over the weekends, help from other people or YCVIAB up to the begging point. Part time guidance, and saving what was gained through begging for use as the YCVIAB go to school are the strategic caring adopted by YCVIABs as coping mechanisms of fulfilling their guidance role as well as attend to school. The use of a stick to help in walking was another strategy employed as a mechanism to relieve YCVIABs from the guidance role and so go to school. Statements made by majority of the participants YCVIABs and VIABs substantiate these findings. The statements generally indicated that, there were various types of caring strategies adopted that enabled YCVIABs to attend school though not regularly. Explaining on the days in the week that she guided her father in the begging process, one of the participants YCVIAB pointed out the weekends as testified in the subsequent statements:

just guide my father on weekends and the rest of the weekdays I go to school. Nowadays I have stopped guiding him daily since last year when I was in standard five. My young sisters who are in standard four and standard one



respectively have taken over the role of guiding him ( YCVIAB 1).

Guiding or help up to the begging place was revealed as one of the strategies of caring used as a coping mechanism in the begging style. Almost all categories of respondents namely YCVIABs and VIABs directly or implicitly alluded to it as substantiated by the subsequent quotes. Explaining how they enable their YCVIABs go to school the interviewed VIABs had this to say:

When my child (YCVIAB) is at school, I station myself at one begging place. I stand beside one way road and I go there with the assistance of other people. I ask help from them to guide up to one way road where I stay all day long.....(VIAB 1).

My child (YCVIAB) goes to school at 11:00, before going to school she sends me to a begging place. I stand beside Jamatini bus stop nearby NK club where I stay there all day long until she (YCVIAB) comes and pick me back home.....(VIAB 2).

In contrast, some YCVIABs who were out of school completely explained in a different perspective how they accomplished the guidance role. In this regard, one of the participants YCVIAB intimated:

I guide my grandmother up to CBE where she stands beside the road and beg. Then I go to Nyerere Square to beg as well and in the evening I go and pick her back home ( YCVIAB 2).

Though the YCVIABs out of school were able to use strategic caring mechanisms by sending the VIABs up to the begging places, yet they failed to use that relief to go to school but rather go and beg to other

begging places. Saving what was gained through begging was another strategy employed as a coping mechanism in the unique begging style involving children as guides in Dodoma municipality. On this note, the participant YCVIAB had the following to share: “We save what we get through begging for use in the days we do not come for begging as my child (YCVIAB) goes to school” .....(VIAB 3).

The findings further indicated that there were VIABs who sometimes used a stick instead of YCVIABs. This category of VIABs used children as guides but in case of an absence of a child, they resorted into using a stick. The findings from the interviews with YCVIABs, observation and artifacts substantiate these issues and messages:

When asked why he was involved in the begging phenomenon without the help of a YCVIAB, one of the participant VIAB had the following to reveal:

I use a child whenever I can afford to pay for him or her. I most of the time come here alone using a stick. I have no child (YCVIAB) to guide me as I cannot afford to pay for someone else’s child. You cannot take someone else’s child freely, we normally share equally the amount obtained through begging. If you get say two thousand, you give him or her one thousand (VIAB 4).

The picture in artifact 1, drawn by one of the participant influential community member could help to explain further the point that some VIABs could move alone with the aid of the stick up to the begging point mainly as they could not pay for the YCVIABs.



**Artifact 1: A Visually Impaired Adult Beggar Using a Stick**

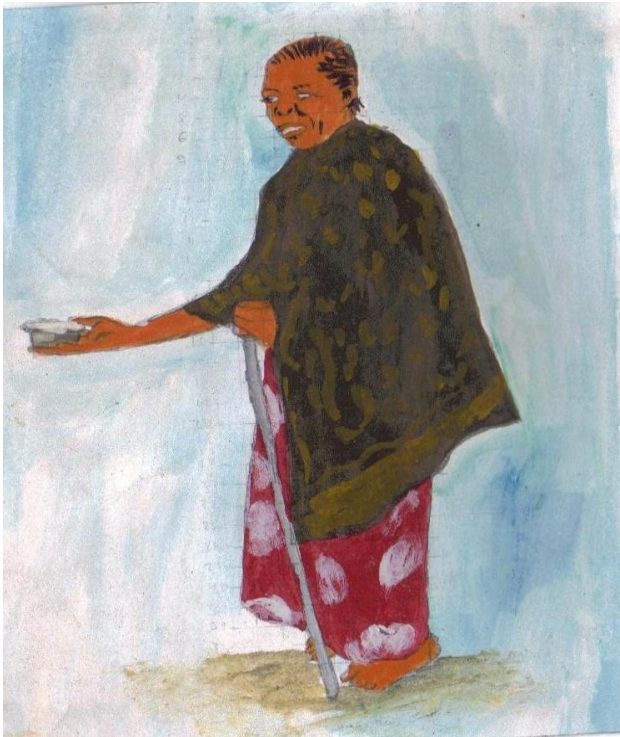
Source: Field data, (2015)

Another VIABs intimated that she did not use children (YCVABs) in the begging process since children had to go to school and that she was able to move all the ways alone, since she had experienced moving alone when she was schooling at Buigiri (A Primary School in Dodoma. That caters for people with visual impairment). In her own words she had the following to share:

I do not need a child (YCVIABs) every day except for weekends; as the children need to go to school. I can walk all the way long to home alone, to the bus stop and take a “daladala” (public transport) and when

I come here (Adjacent to TANESCO) head offices I ask someone to assist me crossing the road. I have had the experience of walking from one point to another alone without total dependency of someone to guide me when I was studying at Buigiri (VIAB 5).

The findings in artifact 2 drawn by one of the participant influential community members indicate a VIAB who had stationed herself in a strategic begging point, further explains the issues and messages contained in this theme more vividly.



**Artifact 2: A Visually Impaired Adult Beggar Stationed in One Begging Place**

Source: Field Data, (2015)

Based on these quotes, it could be concluded that various caring strategies were employed in the begging process. These included; begging over the weekends, help from other people or YCVIAB up to

the begging place and part time guidance. Other strategies included; saving what was gained through begging for future use as the YCVIAB goes to school and the use of stick. All these were the strategies employed as coping mechanisms by YCVIABs and the VIABs they guided to relieve the former from the guidance role and go to school. The intervention of other members of the society in the guidance role reinforce the vitality of social modalities in terms of support seeking and share about the problems facing YCVIABs entailed in the multidimensional theory.

From the findings, it could be said that existence of strategic caring as coping up mechanisms enabled YCVIABs attend to school while fulfilling their caring role of guiding the VIABs. A study by Skovdal (2009) also found that there are coping strategies developed by young carers of HIV/AIDS patients in Kenya, which included access to, and mobilization of social support, engaging in income generating activities, and constructing positive identities. Boaten (2006) reports that street children in Ghana have developed complex relationships to ensure their survival on the streets, including sleeping in groups, and for girls having sexual relationships with boys who could protect them. This coping strategy might partly not be applicable to YCVIABs, as most of them slept in their homes.

It could be argued and maintained that street children, MVC including YCVIABs are not passive when they face difficulties rather they develop coping mechanisms. However, the coping mechanisms may not be uniform due to differences in the categories of MVC and street children. The Meta-narrative entailed in this paper is that existence of these strategic caring suggested a presence of unique and innovative measures developed by both YCVIABs and the VIABs as a coping strategy to survive in the plight they faced.

***Impacts of strategic caring on access to basic education by YCVIABs***

Strategic caring as coping mechanisms employed by YCVIABs and the VIABs enabled YCVIABs to survive in beggary life while fulfilling

the need to attend school. On the positive front, some YCVIABs saw their guidance role as an inevitable thing due to the condition (visual impairment) of their parents or grandparents and the only means of survival. Ascribing their guidance role in a positive way, YCVIABs exhibited courage, sense of growth and desire to pull out of the dreadful condition through education. The subsequent voices from the participant YCVIABs testify this:

I feel obliged to guide my father in the begging process as my parents are all visually impaired and it is the only way to earn our daily food. I study hard to help my parents when I become an adult (YCVIAB 3).

I want to study up to University level so that I can assist my father and mother who are both visually impaired. My parents have been caring for us through assistance from our uncle, neighbours, church community members, and in most cases through begging (YCVIABs 4).

From the study findings, it could be said that there is a need for constructing positive identities among YCVIABs in making them view their role in a positive manner. YCVIABs in school have hope for their future and acknowledge the fact that education might pull them out of the vicious circle of vulnerability and a widespread poverty. Positive outlook regarding the circumstances YCVIABs faced confirms previous studies, which found that despite negative impacts; over a third of children and most parents did not think that caring responsibilities had significant effects on the school attendance or academic performance (Becker and Evans, 2007). The need and rationale for viewing the difficult circumstance, which vulnerable children faced in a positive way, is in akin with a study by Schernthaner (2011) who found that people living in the street develop the so-called street careers during which they learn to adapt to street life. At the same time, with the passing years and their

increasing age their needs and thus actions and behaviour change. For example questions of how to earn an income or to reach goals, like founding an own household and family, become more prevalent. While the study findings of this study acknowledged the fact that YCVIABs like other street children may not be viewed as passive victims but rather as ones who could search for alternative solutions, the solutions resorted by YCVIABs were mostly positive and somehow legal. In contrast Schernthaner (2011) reported that young people on the streets use a variety of ways mainly informal or even illegal activities in public space and form supportive social networks.

On the negative front, the guidance role consumes a considerable time of YCVIABs, which could be used, for study, rest, play, pray and so forth. In this regard, one of the YCVIAB had the following to share during the interview. *The guidance role is difficult as I spend all the daylong guiding my mother in the begging work. I find myself tired and cannot do school works properly” (YCVIAB 1).* From the study findings, it could be argued that intervention is desirable so that YCVIABs can attend to school and participate fully in lessons. Weekends are useful time for children to do homework, go for prayers, play, and rest instead of guiding in the begging process. YCVIABs may rather engage in income generating activities during the weekends rather than guiding in the begging process. More access and mobilization of social support starting from immediate family members of YCVIABs could be a lesson worth borrowing from the study by Skovdal (2009).

### ***The Use of ICT and Widening of Basic Education Access among YCVIABs***

It was found that ICT can be used to widen basic education access for YCVIABs through sharing of information on the availability of support structures. When asked how mobile phones could help YCVIABs to widen their access to basic education, one of the interviewed YCVIAB had the following to point out:

I don't have a mobile phone but if I had one, I could use it for communicating in case of illness especially, when my grandmother is sick. I could also use it to call the police once I am abused or harassed.

The interviewed VIAB said she would use the mobile phone to communicate with other beggars, neighbours, religious leaders and local government officers to know where she could access support. The following quote testifies the need for a mobile phone as one of the ICT tools that can help the VIAB and so the YCVIAB respectively.

I need the mobile phone so that I can communicate with other VIABs, my neighbour, church leaders and local government officers on where I can get assistance due to my condition and the educational needs of my grandchild (YCVIAB).

In this regard, the interviewed SWOs had the following to say:

ICT can be helpful in assisting YCVIABs share information by using mobile phones they can for example send messages or call and share about existence of organizations, which can support them through school materials as well as food and go back to school. They can also be taught on how to use internet and through that they can be able to avail different support structures.

It was further revealed that ICT could also serve to complement what students learn at school. With CDs YCVIABs may be given materials that can complement what they learn at school. The use of CDs was also nominated as a vehicle that could be used in the street children and orphanage residents to collect materials that may complement what these vulnerable children learn. In this respect, the DEO had this to intimate:



CDs can help in supplementing what YCVIABs learn at school in order to minimize the academic loss they get as they spend a toll of their time guiding VIABs. Watching a CD can also be user friend for a child who is tired and terribly exhausted by walking all the day. CDs may also be used as study materials in street children and orphanage centers rather letting children watch non-educative stuffs.

ICTs through mobile phones could be put in place to minimize the problem of limited basic education access among YCVIABs. The importance of minimizing negative impacts is in akin to a study by Bailey and Smith, (2000) who argued that the goal of coping strategies is to reduce the source of stress or negative emotions, and achieve a balance in family functioning. It could be argued that the use of ICTs as it is the case with strategic caring is an asset and not liability to basic education access by YCVIABs. Based on the study findings of this study the need for mobile phones as a crucial tool for widening basic education access by YCVIABs is apparent. The fact that these vulnerable people cannot afford purchasing and maintaining mobile phones is vivid. To this effect, the need and use of intervention theory is relevant since a need emerges for NGOs and government agencies to intervene. This point is well articulated in the recommendation section of this paper.

### **Conclusion and Recommendations**

The study concludes that the phenomenon of begging using children as guides is still a menace in Dodoma municipality. While children spend part of their time in guiding VIABs, strategic caring adopted minimizes the adverse educational effects, which might have faced the YCVIABs. The narrow perception of viewing YCVIABs and the VIABs they guide, as passive victims contradicts the findings argued in this paper that these vulnerable groups adopted strategic caring as coping mechanism to survive in beggary life at the same time YCVIABs go to school. The strategic caring mechanisms adopted and

the prospective use of mobile phones is an asset and not liability towards enhancing basic education access to YCVIABs. This is further not to suggest that the begging phenomenon using children as guides is a desirable thing as children are guiding in begging and attend to school, rather the adoption of these strategic caring mechanisms minimizes the impact, which might have been in place in the absence of such innovative and emergent measures.

As a strategy to divert the narrow focus and operationalize the policy directives on MVC and Educational and training policies (ETPs). the government should set aside sufficient resources to educate people with disability including those with visual impairment. This will make them independent. In the end, it may alleviate the phenomenon and its unfolding plight including limited access to and poor participation in basic education facing YCVIABs in Dodoma Municipality. There is also a need for the government agencies, such as TCRA, local government, NGOs and mobile phone internet companies such as Vodacom, Tigo, Airtel, and Hallotel, to extend their community service package to YCVIABs and VIABs. They may also help them to start up income generating activities and promote their social capital through linking them to support structures by providing them with mobile phones. A mobile phone may be owned or rather used in partnership between YCVIAB and VIAB.

Before being given capital to begin IGA, they should be given training on how to manage them. In the same vein, before being given mobile phones they should be trained on how to use them. The training may be conducted through a “stopover facility” in which public places where they go to rest during overhead sun after loitering during begging. Nyerere square, for instance could be selected as stop over place.

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## Research Supervision Practices and Functional Challenges among Graduate Distant Students at the Open University of Tanzania

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### Abstract

*The study investigated practices and challenges of graduate students in research supervision in Tanzania using the Open University of Tanzania as an example. The research emphasis was to assess graduate students' conception of research in general, to examine graduate students' research supervision practice at the Open University of Tanzania and to find-out ways suggesting the best practice for future research supervision of graduate students. Mixed method approach was adopted using the case study design to investigate the researched problem. 200 participants including academics and students volunteered participation in research. Participants were selected on random and purposive procedures. Data collection involved questionnaires, semi-structured and documentary reviews. Concurrent analysis framework was adopted to ensure complementarity in research process. Results were presented in different formats: graphs, themes and percentages and discussed accordingly. Results showed that academics demonstrated limited research knowledge and skills that called for the need of research-based training opportunities to the OUT academicians. Several recommendations were made including the need for research policy innovation at the institution, investment priority in research, and bench marking the postgraduate programmes to improve supervision of graduate students at the University.*

**Key words:** Research supervision, graduate students, Tanzania higher education, research supervisor, educational research, Critical Theory.

## **Introduction**

Supervision of graduate students in research has been a critical issue among students and supervisors. Critical issue in the sense that the process challenges the minds of both the academics and graduate students on the appropriate ways to collaborate in carrying out the research to harness quality thesis (Carton, 2014; Ghadirian, Sayarifard, Majdzadeh, Rajabi & Yunesian, 2014; Grant, Hackney, & Edgar, 2014). Mutula (2009) viewed that the challenges of supervising graduate students are relatively a concern of developing and developed countries. Everywhere worldwide, academics and graduate students share debates on the practices and challenges facing the supervision that seem to be half an interesting and half-tedious practice. There are many graduate students enrolled to pursue their degree in universities that requires them to carry out a research project in English Language, which is not their first language. Likewise, the majority of graduate students begin to develop research skills and use them in carrying out research projects under supervision by the experienced academic staff. In addition, academic writing for graduate students prepares them with the advanced research competences of carry out research as experts. Graduate students are likely to demonstrate high level or low level of research expertise depending on their previous educational experience in research and the present supervision practice.

## **Literature Review**

Literature on educational research worldwide debates on the increasing demands to integrate research in the community life practices. The increasing demands to use research skills and results in addressing issues affecting societal roles and responsibilities. The integration of research in societal practices intends to promote a community-based research or community-based inquiry that responds to the gist of solving societal sufferings of life hardship (Mutula, 2009). Taking into account of community-based inquiry, the use of information and communication technology in research has

been agreed by scholars as a significant opportunity to facilitate the inquiry process (Khine, 2006; Mutula, 2009). Different research-based software and hardware have been created to abide to the agreement. Such devices and software include digital cameras, audio tape recorders, video recorders, internet-based programmes, and data analysis software (Koehler & Mishra, 2009).

Grounded on critical theory established by the Frankfurt School of Thought has the capacity to understand the phenomena in three dimensions that include strengths, challenges/weakness and ways towards improving the situation. Critical theory is grounded on the assumptions that (a) all education practices are not free from political influence, (b) generative themes and problem posing are ways to understanding the world, (c) the emphasis of education should to ensure balance between the generation of knowledge and social transformation, (d) neo-colonialism structures and their effects determine the knowledge and education in society, (e) academics should have the role to generate knowledge for individual students to learn, change their behaviour and forces which make them behave the ways they behave, (f) emphasis should be removing and preventing human suffering caused by their background brought with them in classroom learning environment (McLaren, 1994; Kincheloe, 2008). Graduate students and research supervisors relatively experience similar research supervision challenges. Understanding the research supervision experience in Higher Education, studies in developed countries (for example, New Zealand, Ireland, Australia, and United Kingdom) on the supervision of graduate students indicated the need for “research supervisor supports and the professionalization of practices” (Carton, 2014:25). The study revealed that the involvement of academics in professional development as a prerequisite to the supervision of graduate students in research in which the academics volunteered to participate in training. It noted the procedures on the legibility of the supervision and the codes governing supervisors in research practices. Carton’s,

(2014) report recommended the following for effective supervisor supports:

- a) Appreciating supervision environment including determination of needs of the university, roles of supervisor and student needs
- b) Benchmarking supervision from senior universities to enhance credibility of supports and policy implementation
- c) Establishing community of practice focused on identifying specific needs and necessary support programmes for graduate students and supervisors to be able to manage postgraduate research programmes.
- d) Ensuring transparency on research supervisors' information related to eligibility, experience and engagement, utilizing the human resource unit to determine the supervisory activity and the necessary training needs of academics during registration, recognition of excellence in research supervision for graduate students - engages the staff to the 'highest form of teaching' (p.31)
- e) Ensuring a mandatory induction for the beginners, inexperienced and experienced research supervisors to participate in refresher programmes
- f) Integrating new experience to learning environments including the integration according to learning cultures of graduate students and academics across nations
- g) Minimizing bureaucracy to support the graduate students and research supervisor with emphasis on resource requirements and training for supervisors
- h) Planning and enacting appropriate supports for research supervisor by reflecting on research position with reference to economy and culture of the place, at national and international levels. (Carton, 2014).

Arguably, the recommendations address supports for research supervisors only because they set premises to improving supervision for the supervisor and the responsible institution or university.

Equally important, many universities in developing countries including Tanzania have experienced massive enrolment for graduate studies which have increased the load for academics resulting to low quality education. The situation is associated with the increasing shortage of research investigates challenges faced by graduate students and supervisors in carrying out research work. With research experience from Botswana, Mutula (2009:1) explained challenges associated with supervision including:

Low throughput, decreasing government subsidies, inadequate research capacity, poor preparation/grooming of students for postgraduate programmes, inconsistent postgraduate research guidelines, stringent, statutory research permit requirements, bureaucracy in the admission process, slow thesis examination process, poor supervision, balancing occupations (jobs) and academic work, inadequate facilities, and heavy teaching loads. ... [categorized in three themes]: research capacity, research productivity and research utility.

Central to this quote is the idea that challenges related to research capacity of the university to avail facilities and qualified academics to supervise graduate students in research. The capacity of the university to produce research relevant to promoting country's development priorities. Production of research capable generating and optimizing availability of resources necessary for raising research quality. Scholars have proposed the need for interventions programmes to minimize the challenges through seminars, workshops and conferences (Ghadirian, *et al.*, 2014; Carton, 2014; Mutula, 2009). Grant, *et al.* (2014) indicated research supervision pedagogy for supervisors to be able to support research students to carry out research. The scholars are expecting that the pedagogy might minimize the overwhelming complexity, conflict and differences affecting graduate students-supervisor relationships. Grant *et al.*, noted the high need to control graduate students and ensure supervisors follow the policy requirements of universities.

With regard to the significance of interventions on research pedagogical training for supervisors, Mutula (2009) noted that such training helps to eliminate duplication of research, optimize availability of resources, and to develop graduate students' research literacy. Critical lens was used to understand practices affecting graduate students and supervisors in research supervision in improving the research quality and addressing poverty in life.

The motivation of the study based on existing quality concerns of dissertations and theses of our graduate students, graduation disparity among graduate students, increasing complains from research supervisors, institutional self-evaluation regarding quality of research supervision and the need to enhance quality of research supervision and output for graduate students. Additionally, the paucity of research emphasizing on the challenges faced by graduate students at OUT motivated the researcher to conduct the study. Literature on research supervision for graduate students have focused on the existence of many discipline-based studies, and a few on research process itself, especially challenges and adoption of best practices in research supervision (Carton, 2014). What is more, there are limited studies in Tanzania investigated on practices and challenges facing and supervisors for graduate students in research process. Based on the situation, the current study sought to investigate the understanding and practice of graduate students in research supervision at the Open University of Tanzania. The intention of the study was to address three research objectives, namely to:

- a) Assess graduate students' conception of research in general
- b) Examine graduate students' research supervision practice at the Open University of Tanzania
- c) Find out opinions and ways suggesting the best practice for future research supervision of graduate students.

## **Methodology**

Grounded on critical theory lens, the researcher utilized mixed methods approach to investigate the supervision practices of graduate students in carryout their research project at the Open University of Tanzania. The approach triangulated approaches and provided opportunities of complementing the weaknesses and strengths that ensured reliability and validity of results. The study employed case study design with questionnaire survey, semi-structured interview, and documentary reviews (supervisors' reports, examiners' reports, students' research progress report and theses or dissertations) to collect data.

Case study design was considered for the research due to its ability to gather qualitative and quantitative data of the past and present educational experience as well as to provide detailed description about the research supervision practices among graduate students (Yin, 2009; Johnson & Christensen, 2008). In view of the 'critical theory, case study design was considered appropriate to collect information relevant to the study. The study involved a sample of 200 participants who were selected purposively and randomly. For instance, 50 academic staff selected purposively based on their virtue of roles and responsibility performed at the university and 150 students were selected randomly (because of their large size) to volunteer participation in this research. Data related to participants' conception of research, research supervision practice as well as suggestions for improving research supervision were collected at the Open University of Tanzania. Concurrent analysis framework was adopted to ensure complementarity of data in answering the research question and to enhance meaning as well as the interpretation of findings (Creswell & Plano Clark, 2011; Johnson & Christensen, 2008). Results were presented in different formats: graphs, themes and percentages and discussed accordingly.

## **Findings and discussion**

The study reported that graduate students showed little knowledge regarding the research which exacerbated their limited understanding of research skills and orientation. It revealed that graduate students could not effectively understand what they were expected to do in the different stages of the research process. It was noted that the graduate students had language dilemma in writing their thesis. They appeared to face difficult in writing their theses in English Language, as their work indicated several editorial and semantic problems. Critical theory in this case advocates localization and elimination of cultural barriers in learning practices (McLaren, 1994; Kincheloe, 2008). The majority of OUT students, English language were used as a third language and made it difficult for them in meaning making practices.

Moreover, the findings revealed the limited understanding among students on the meaning and what they were expected to do for research conceptual and theoretical frameworks as well as their implication in the study. In practice, the graduate students seemed to adapt same sections from the previous research works and led to same writing style among students as well as having irrelevant frameworks to their research. In this way, students seemed to commit themselves into plagiarism in writing their theses. Findings indicated that graduate students were not able to critique research activities due to limited knowledge of critiquing scholarly works. In this case, their literature reviews were reflecting fragmentation of research works that lacked logical coherence, linkage of ideas between sentences, paragraphs and chapters as well as the researched phenomena. Similarly, due to lack of this skill, their literature reviews and discussions chapters reflected limited argumentation and illogical organization of concepts and themes that shaped the study. In addition, the study reports that graduate students faced difficult to establish a justifiable research gaps due to limited knowledge of research skills and ability to review researches related to the studied phenomena. It was noted that graduate students were not able to



explain with evidence to show how they arrived to decisions of the identified gaps in the bodies of knowledge. Findings indicated that graduate students were just fixing paragraphs indicate research gaps; these paragraphs were not justifiable from their discussed literature in general. Perhaps, the problem circumvents the supervisors who orient these graduate students in the research process. Based on the study, there were challenges which influence graduate students to carry out research works effectively. It was noted that lack of commitment among students and supervisors in the supervision process. Findings seem to show that the current supervision rigor is not properly considered as a significant practice in research resulting into poor research report. Nonetheless, the study revealed limited knowledge of research among supervisors which inhibit their ability to effectively guide students. Moreover, the lack of appropriate direction on how to conduct research among supervisors made it difficult to deliver the necessary support for graduate students in research. In the situation, graduate students research problems reflect their supervisors' competence in research.

Further, results showed that 40 (80%) staffs were not comfortable with research due to many aspects included in research as a discipline and supervision. Some perceived research as a discipline and they have to study and pass it rather than a skill to facilitate discovery learning and obtaining solution to problems. Only 20 staff seemed to be comfortable with research supervision though indicated to be challenged with activity overload. Those who viewed research as a supervisory activity had a feeling that supervision was not adequately done and they faced several challenges including receiving untimely and insufficient feedback as well as lack of enough contact hours. For example, 110 (73.3%) out of 150 graduate students demonstrated limited knowledge of what research is and how is conducted and presented high level of dissatisfaction of research supervision practice at OUT. Such situation seemed to suggest poor delivery of the course to graduate students in general. Further, the findings showed the critical need to cultivate research culture at

institution level and at the level of students and academic staff by through maximizing investments in research. The strategy would improve the quality of academic staff in research and teaching as well as produce high quality graduate students. In addition, it appears that there was lack of motivation for both academic staff and students in the research projects. For instance, while the academics were anticipating to be enumerated sufficiently, the students expected effective treatments for the supervisory activity. This situation, tended to compromise the quality of the research programme and quality of research at the university. Findings revealed limited integration of information and communication technology -ICTs in research to both graduate students and academic staff corroborates existing literature (Khine, 2006; Mutula, 2009). It appeared that staff and students were not conversant with the use of some computer software that are useful for carry out research activities including basic tools of data analysis based on MS word, Excel, SPSS, NVIVO, ATLASST etc. It was evident from the academic staff feedback to students and the work submitted to the supervisors by students that they showed low quality. The reports were not properly typeset feedback in hard copies written in student's original reports indicated their limited understanding and knowledge of applying the ICT tools in research.

Nevertheless, findings revealed that graduate students had the problem of selecting the research title and stating the problem. It was noted that their titles were too broad revealing that they were over ambitious on the research as they were missing the exact issue to research on and the rationale of researching that issue. In addition, the lack of focus made it difficult for graduate students to identify the research gaps, the appropriate methodology as well as provide informed recommendations and conclusions about the research. The situation reported in this study was that, the academic staff had limited research-based seminars, workshops, symposium and conferences organized at university, national and international platforms as reflected in literature (Ghadirian, et al., 2014; Carton, 2014;

Mutula, 2009). Such platforms could help academic staff and graduate students to participate and improve their research skills for example, training on new research approaches and integration of ICT in research process.

### **Conclusion and recommendations**

The study concluded that the university (OUT) seemed to have missed the focus on research matter across departments, faculties and institutes. The results of limited research emphasis at the university appeared to aggravate the existing challenges of graduate students' supervision and the limited morale among academic staff to conduct research. This research suggests the needs for heavy investments by the university in research to increase the competence and production of high quality research and graduates who could excel in competitive knowledge-based economy.

This research recommends that:

- a) OUT should put in place a clear research policy (in form of a handbook or alike) useful for the OUT community including academic staff and graduate students.
- b) There should be a proper staff-graduate student's ratio, for example, 10 and 5 at PhD and masters' levels each year respectively. This ration could improve the efficiency of supervision among staff and graduate students.
- c) There are needs to increase opportunities for research seminars and conferences to both graduate students and academic staff in which they might be exposed to various educational research innovations. One of the opportunities for students would be encourage them to participate in different national and international conferences. Similarly, academic staffs should be motivated through timely payment of honoraria and supporting them with micro-research funding.
- d) There is a need to improve communication between supervisors and graduate students to promote effective feedback provision from both parts and minimizing personal influence. The

university academics should be strictly discouraged to perpetuate personal influence during supervision and examination of graduate students at OUT. This practice should be considered by all academics to maximize the quality of graduate students and the institution in general.

- e) There is a need to address the language of instruction dilemma, which affects both academics and graduate students in undertaking their programmes. They should be provided training on basic skills of English Language communication to improve their academic and professional performance.

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## Using Teachers' Knowledge of Bloom's Taxonomy in Determining the Quality of Classroom Assessment in Secondary Schools

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### Abstract

*The Taxonomy of Educational Objectives provides the basis for curriculum and test development. A sound knowledge and the internalization of the Bloom's Taxonomy of Educational Objectives is paramount for any item writer to be able to construct fair and high-quality test items and other assessment tools in the classroom. Based on the syllabus, a specified number of questions are constructed depending on the weight accorded each topic area within the table of specification, which must span all the six levels of the instructional objectives. A test as an assessment technique is a tool or device that is used to obtain information about achievement, aptitude or intelligence level of learners. Teachers in schools who write test items and the professional item writers employed by both private and government schools must, as a matter of necessity, be versed in this aspect for them to measure accurately what they aim to measure so as to lend credence to the testing exercise. This study focused on the competence of secondary school teachers in assessing their students by finding out whether they are guided by Bloom's levels of cognitive objectives. The purpose of the study was to find out how adequate the teachers spread their test items to cover the six levels of cognitive objectives that Bloom (1956) identified and were later revised by Anderson and Krathwohl (2001). The study aimed to determine how adequately the test items developed by the teachers cover the lower and higher levels of thinking in regard to the action verbs used in the test items. Three important questions were formulated to guide the study. The first one was; How satisfactory are teachers' test items reflect the six levels of objectives? Secondly; to what extent do teachers test items measure thinking at lower and higher levels? Thirdly; how satisfactorily do teachers employ the use of action verbs in constructing test items? Two instruments were used to collect data; one was documentary review that is using past papers from two*

*selected secondary schools in Makongo Ward. The second was structured questionnaire for 40 teachers. The data was analyzed qualitatively using content analysis. The findings revealed that secondary school teachers do not adequately employ the Bloom's cognitive levels objectives in classroom assessment. Furthermore, the results from both documentary review and from the questionnaires indicated that most teachers were not sure whether they had the skills and competences for designing tests in their subjects using Bloom's Taxonomy. Only few experienced teachers indicated that they had the skills and competences of test construction using both levels of Bloom's cognitive objectives. From this study, it is concluded that classroom assessment is an area that requires more emphasis because most teachers are not trained in test construction skills.*

**Keywords:** Teacher, Bloom's Taxonomy, classroom assessment, test construction.

## **Introduction**

Assessment of students is an essential part of instruction in both teaching and learning. With the recognition of alternative assessment methods, classroom assessment has gained attention focusing on improving learning of students. Well constructed test items are valuable tools for motivating students to learn. Owing to this factor, a well-prepared test paper or examination guarantees an effective teaching-learning process. Classroom assessments have undergone radical changes in the past fifty years due to improvements in measurement techniques and better understanding of the learning processes (Saeed & Noor, 2011). Assessing student learning is something that every teacher has to do, usually quite frequently too. This is why a typical teacher can spend more than one-third of his class time engaged in one form or another type of assessment activity (Stiggins, 1994). However, despite the amount of time teachers spend assessing student learning, it is a task that most of them dislike and that only a few do well. One reason is that many teachers have little or no in-depth knowledge of assessment principles. It is also believed

that teachers with more training in assessment use more appropriate assessment practices than do teachers with less training (Bielhler & Snowman, 1997).

Effective assessment, which is the bedrock of effective teaching, demands that the teachers be very familiar with the taxonomy of educational objectives. This leads us to the issue of why teachers should have a good understanding and internalization of these cognitive levels? Obviously, the rapid changes being experienced globally has increased tremendously the volume of knowledge that the students need to learn. This has become necessary to meet the world standard of education. UNICEF (2016) also states that the answer to this question is multifaceted and lies in the fact that Bloom's framework provided one of the first systematic and easy-to-understand classifications of thinking and learning. Bloom's Taxonomy provides a clear and robust tool for guiding the development of teaching and learning. Additionally, there is the concept of continuous assessment, which requires lots of formative assessments and these entail more than one examination in a term as well as class assignments and projects to assess different types of learning. Writing Higher-Level questions has been a major defect for many teachers. As Benjamin Bloom and others point out, teachers have a disappointing tendency to write test items that reflect mostly the lowest level of the taxonomy which knowledge.

The Taxonomy of Educational Objectives is a framework for classifying any curriculum objective in terms of its explicit or implicit intellectual content. Curriculum objectives describe the intended outcomes of instruction in terms of goals. The framework was conceived as a means of facilitating the exchange of test items among faculties at various universities in order to create banks of items which each measuring the same educational objective (Krathwohl, 2002). Benjamin S. Bloom, then the Associate Director of the Board of Examinations of the University of Chicago, initiated the idea as he hoped that it would reduce the labour of preparing annual



comprehensive examinations. To aid in his effort, he enlisted a group of measurement specialists from across the United States, many of whom repeatedly faced the same problem. This group met about twice a year beginning in 1949 to consider progress, make revisions, and plan the next steps. Their final draft was published in 1956 under the title, *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain* (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956).

As Krathwohl (2002) aptly put it, Bloom saw this Taxonomy as more than a measurement tool. He believed it could serve as a

- i. Common language about learning goals to facilitate communication across persons, subject matter, and grade levels.
- ii. Basis for determining for a particular course or curriculum the specific meaning of the broad educational goals, such as those found in the currently prevalent national, state, and local standards.
- iii. Means for determining the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum.
- iv. Panorama of the range of educational possibilities against which the limited breadth and depth of any particular educational course or curriculum could be contrasted.

As of the time it was introduced, the term *taxonomy* was unfamiliar as an education term. Potential users did not understand what it meant; therefore, little attention was given to this Taxonomy at first. However, as readers saw its potential, the framework became widely known and cited and eventually translated into 22 languages. One of the most frequent uses of the Taxonomy has been to classify curricular objectives and test items in order to show the breadth, or lack of breadth of the objectives and items across the spectrum of categories (Anderson & Krathwohl, 2002).

## **Statement of the Problem**

The continuous mass failure of students in national examinations (form four and form six) while their continuous assessment (CA) records show remarkable good results is a source of concern to the researcher. Education stakeholders seek to find out why there is no high correlation between student performances in internal and external examinations. The so called Continuous Assessment (CA) includes quizzes, assignments, tests, midterm exams and end of term exams. The stakeholders also seek to determine whether the discrepancy could be attributed to teachers not fully understanding the basics of test development which is essentially hinged on the taxonomy of educational objectives. Furthermore, teachers made tests are generally criticized for lack of depth while those of the NECTA go through a lot of processes for standardization. The study therefore sought to investigate the competence of secondary school teachers in assessing their students and find out whether they are properly and correctly guided by Bloom's levels of cognitive objectives.

### **Objectives of the Study**

The main purpose of this study was to find out if teachers can internalize and use knowledge of Bloom's Taxonomy of Educational Objectives for them to be able to construct valid, fair and reliable test items for classroom assessment. Specifically, the study sought to find out:

- i. If teachers spread their test items to cover the six levels of cognitive objectives that was proposed by Benjamin Bloom (1956) and were later revised by Anderson and Krathwohl (2002).
- ii. To determine how adequate, the test items developed by secondary school teachers cover the lower and higher levels of objectives.
- iii. To determine how do teachers make use action verbs in developing their test items.

## **Research Questions**

The study sought to answer the following important questions:

1. How adequate are teachers' test items reflect the six levels of objectives from Bloom's Taxonomy?
2. To what extent do teachers test items measure thinking at lower and higher levels of Bloom's taxonomy?
3. How satisfactorily do teachers employ the use of action verbs in constructing test items?

## **Literature Review**

According to the Karen L. Smith Faculty Centre for Teaching and Learning (KLSFCTL) (2014), Bloom's Taxonomy was developed to provide a common language for teachers to discuss and exchange learning and assessment methods. Specific learning objectives can be derived from the taxonomy, though it is most commonly used to assess learning on a variety of cognitive levels. It defines each cognitive level from higher-to lower-order thinking. The goal of any educator using Bloom's taxonomy is to encourage higher-order thinking in their students by building up from lower-level cognitive skills (KLSFCTL, 2014).

## **The Structure of the Original Taxonomy**

### **1.0 Knowledge**

- 1.10 Knowledge of specifics*
- 1.11 Knowledge of terminology*
- 1.12 Knowledge of specific facts*
- 1.20 Knowledge of ways and means of dealing with specifics*
- 1.21 Knowledge of conventions*
- 1.22 Knowledge of trends and sequences*
- 1.23 Knowledge of classifications and categories*
- 1.24 Knowledge of criteria*

*1.25 Knowledge of methodology*

*1.30 Knowledge of universals and abstractions in a field*

*1.31 Knowledge of principles and generalizations*

*1.32 Knowledge of theories and structures*

## **2.0 Comprehension**

*2.1 Translation*

*2.2 Interpretation*

*2.3 Extrapolation*

## **3.0 Application**

## **4.0 Analysis**

*4.1 Analysis of elements*

*4.2 Analysis of relationships*

*4.3 Analysis of organizational principles*

## **5.0 Synthesis**

*5.1 Production of a unique communication*

*5.2 Production of a plan, or proposed set of operations*

*5.3 Derivation of a set of abstract relations*

## **6.0 Evaluation**

*6.1 Evaluation in terms of internal evidence*

*6.2 Judgments in terms of external criteria*

## **The Revision of the Taxonomy**

As Krathwohl and Anderson (2009) declares, advances in cognitive psychology suggested a need for revision. Thus, in 1995, Krathwohl, one of the pioneer members and Anderson formed a committee composed of P. W. Airasian, K. A. Cruikshank, R. E. Mayer, P. R. Pintrich, J. Raths, and M. C. Wittrock. The outcome was published in 2001 as *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition)*. New York: Longman. The revision of the original Taxonomy is a two-dimensional framework: Knowledge and Cognitive Processes. In the original Taxonomy, the *Knowledge* category embodied both noun and verb aspects. The noun or subject matter aspect was specified in

*Knowledge's* extensive subcategories. The verb aspect was included in the definition given to *Knowledge* in that the student was expected to be able to recall or recognize knowledge. This brought unidimensionality to the framework at the cost of a *Knowledge* category that was dual in nature and thus different from the other Taxonomic categories. This anomaly was eliminated in the revised Taxonomy by allowing these two aspects, the noun and verb, to form separate dimensions, the noun providing the basis for the Knowledge dimension and the verb forming the basis for the Cognitive Process dimension. Another one by Krathwohl and Anderson (2013) is also displaying similar outcomes with few amendments.

### **Structure of the Cognitive Process Dimension of the Revised Taxonomy**

**1.0 Remember** - Retrieving relevant knowledge from long-term memory.

1.1 *Recognizing*

1.2 *Recalling*

**2.0 Understand** - Determining the meaning of instructional messages, including oral, written, and graphic communication.

2.1 *Interpreting*

2.2 *Exemplifying*

2.3 *Classifying*

2.4 *Summarizing*

2.5 *Inferring*

2.6 *Comparing*

2.7 *Explaining*

**3.0 Apply** - Carrying out or using a procedure in a given situation.

3.1 *Executing*

3.2 *Implementing*

**4.0 Analyze** - Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.

4.1 *Differentiating*

4.2 *Organizing*

4.3 *Attributing*

**5.0 *Evaluate*** - Making judgments based on criteria and standards.

5.1 *Checking*

5.2 *Critiquing*

**6.0 *Create*** - Putting elements together to form a novel, coherent whole or make an original product.

6.1 *Generating*

6.2 *Planning*

6.3 *Producing*

The revision, according to Krathwohl and Anderson (2009), made 12 major changes that fall in three categories, changes in emphasis, terminology and structure.

### **Changes in Emphasis**

First, the primary audience is elementary and secondary teachers. Secondly, instead of providing many sample test items, the revision emphasizes the alignment of curriculum, instruction, and assessment. Thirdly, rather than providing models, the sample assessment tasks illustrate and clarify the category's meaning. Finally, subcategories are used to define the major categories.

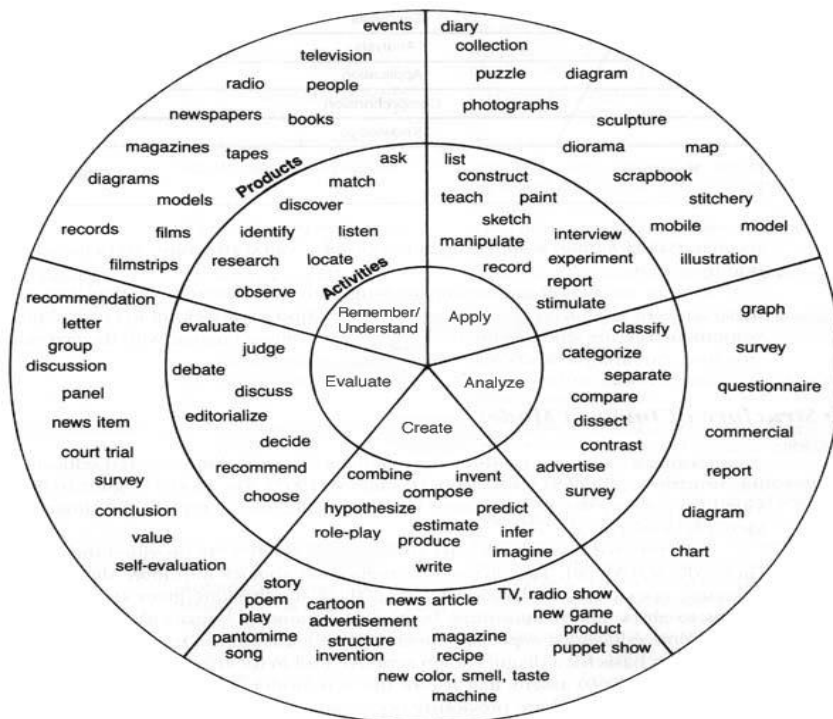
### **Changes in Terminology**

First, the nouns forming the categories on the cognitive process dimension were rewritten as verbs. Secondly, the term *Knowledge* became *Remember*, but remained the least complex cognitive process. Thirdly, *Comprehension* and *Synthesis* were renamed as *Understand* and *Create*. Finally, the subcategories were completely renamed, reorganized, and were written as verbs.

### **Changes in Structure**

The grammatical structure of educational objectives is subject-verb-object. In numerous elementary classrooms, the letters TLW, standing

for “The Learner Will,” written as a lead-in to objectives written on chalkboards or whiteboards. This is because the subject of educational objectives is the student or the learner. The first structural change was to classify each objective in two dimensions according to the verb and object. Secondly, the verb—what is to be done with or to knowledge—became the cognitive process dimension with Remember, Understand, Apply, Analyze, Evaluate and Create categories. The object—what content is dealt with—became the Knowledge Dimension with Factual, Conceptual, Procedural, and Metacognitive categories. Thirdly, the two dimensions became the basis for the Taxonomy Table. Lastly, the claim that the cognitive process dimension was a cumulative hierarchy was eliminated (Krathwohl & Anderson, 2009).



**Figure 1: The Taxonomy Wheel of Relevant Verbs, Teaching Aids and Activities**

Source: Churches, (2011).

### **Applications of the Revised Taxonomy**

The new Taxonomy Table mirrors the grammatical structure of objectives, thus, it can be used (1) to increase understanding of educational objectives, (2) to design assessments that are aligned with specified educational objectives and (3) to develop instruction that is aligned with both the objectives and the assessments (Krathwohl & Anderson, 2009).

### **Increased Understanding of the Objectives**

The Taxonomy Table provides a framework for showing the underlying similarities across subjects and grades. Consider the following objective: “The learner will compare democracies and autocracies.” In this objective, “compare” means the student will understand the similarities and differences of two forms of government. Because “compare” is a cognitive process associated with “Understand” in the Taxonomy Table and because “democracies” and “autocracies” are forms (classifications) of government, this objective would be classified as “Understand Conceptual Knowledge”.

### **Designing Valid Assessment**

Krathwohl and Anderson (2009) also states that educators focus mostly on the objects of the objectives with only a secondary concern for the verbs included in them. Numerous test items can be written about democracies and autocracies or weather and climate. To conform to the objective's real meaning, however, the items cannot ask students to provide or identify memorized concept definitions (which would be less complex, cognitively speaking), nor can the items ask students to evaluate the relative merits of each concept (which would be much more complex, cognitively speaking). If they are to be valid, the items need to determine whether students can compare two forms of government or two meteorological categories in terms of their similarities and differences. One method of



improving the alignment between objectives and test items, which is consistent with the Taxonomy Table, is to build items using item formats designed to test complex objectives (Haladyna, 1999).

### **Planning Effective Instruction**

One of the insights many educators gain from using the Taxonomy Table to plan instruction is that objectives that are classified into the same cells of the Table are taught in much the same way. For example, both of the objectives used as examples in the previous section would be classified as “Understand Conceptual Knowledge.” Based on a great deal of research, much is known about teaching students to understand conceptual knowledge. Teaching concepts in context, teaching defining features, and using examples and non-examples are all empirically verified ways of teaching concepts.

### **Criticism of the Taxonomies**

Critics of the original taxonomy have questioned whether human cognition can be divided into distinct categories, particularly sequential or hierarchical categories. Most criticism is focused less on the system itself and more on the ways in which educators interpret and use the taxonomy. Furst (1994) questioned the assumption that *The Taxonomy* was a “purely descriptive scheme in which every kind of goal could be represented in a relatively neutral way.” (p. 28). He also questioned whether *The Taxonomy* was sufficiently comprehensive, suggesting that omitting the term understanding was an error. Bereiter and Scardamalia (1998) criticized the placement of knowledge on the same continuum as intellectual skills and abilities, particularly its placement at the lowest end of the continuum. The taxonomy revision attended to many of these criticisms, including a separate knowledge dimension as well as understanding as a primary cognitive process category. Other systems or hierarchies have been developed but Bloom’s taxonomy is easily understood and is probably the most widely used approach in education fields. Despite their age, the taxonomies have provided a basis for test and

curriculum development throughout the world (Chung, 1994, Lewy and Bathory, 1994). *The Taxonomy* was cited as one of the significant writings influencing curriculum in the twentieth century (Kridel, 2000).

## **Methodology**

### ***Research Design and Sampling Procedures***

The study employed Evaluative Survey Design. According to Meyer (2015) evaluative survey design is concerned with collecting data from members of a population in order to make judgements about conditions that exist, opinions that are held, processes that are going on and effects that are evident regarding a phenomenon. It is sometimes known as investigation design. The sample was purposely selected from two schools in Kinondoni District. The purposive sampling was done in order to save time and get in-depth information, that why only two schools were selected. A total of 40 teachers were included in the study and were seen to be enough to provide in-depth information about the use of Bloom's Taxonomy in classroom assessment.

### ***Data Collection and Instrumentation***

Two main instruments were used to collect data for this study. The first one was documentary review. A total of 60 past papers were collected. The teachers were requested to provide some tests they had constructed in their teaching subject. For uniformity purposes the researcher requested from the teachers for an end of term test on each subject for the form two and form four classes preferably the recently done test. The past papers were as Table 1 indicates:

**Table1: Number of Past papers across the subjects**

<b>S/n</b>	<b>Subjects</b>	<b>No of past papers</b>
1.	Geography	20
2.	History	10
3.	Civics	10

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4.	Biology	10
	<b>TOTAL</b>	<b>60</b>

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The second instrument that was used in this study to tape information was questionnaires. Closed Questionnaire was designed. This was for the purpose of obtaining clear and direct information from the respondents and also to save time which was not enough for the study. Again responses would have come in different forms and this would have led to answers that cannot be systematically coded for analysis. Forty (40) questionnaires were distributed among teachers in the two selected schools. Questionnaires were used to get the information from the teachers to establish their extent of competence in test construction. The questionnaires were designed in simple and clear language with precision to ensure validity of the responses. The questionnaire was divided into three parts; part A contained questions on teachers' personal information that helped the investigator to understand teachers experience and training. Part B contained questions that helped to establish the levels of teachers' competences in test construction.

The respondents were required to tick the chosen response representing their viewpoint from several answer categories. This means the structure of the questions was closed questions. The advantage of closed questions is that they are manageable since the respondent is restricted to a finite set of responses. Part C contained items on a five point Likert Scale where the respondents were required to indicate their levels of agreement or disagreement on statements that were used to guide the researcher in establishing how adequately test items constructed by teachers reflected the six cognitive levels objectives of the Bloom's Taxonomy. Part C also helped to find out how adequately teachers employed the use of action verbs in their test items. Each category of verbs was chosen to cover the six levels of cognitive objectives in a proportional manner. The verbs used helped to establish the mostly tested or untested levels of the cognitive objectives. Respondents were required to

indicate how often they used a list of verbs in the tests. The respondents in this case were selected as table 2 below indicates:

**Table 2: Number of Teachers who responded the questionnaires across the subjects**

SUBJECT	NO. OF TEACHERS
Geography	8
History	8
Civics	6
Biology	4
Other Subjects	14
<b>TOTAL</b>	<b>40</b>

## Data Analysis and Presentation of Results

### *Data Analysis*

Data was analyzed qualitatively using content analysis. Themes were arranged in accordance with each research question. Data description, percentages and tables were used to help in answering the research questions. Each research question was answered separately by analyzing data pertaining to it. Data from the teacher made tests was analyzed by description method; interest being on identifying the levels of knowledge the teachers often tested their students on.

### *Teachers' Professional Training (Teacher Education)*

The results from the questionnaires indicated that out of 40 teachers only 10 (25%) were degree holders while 25 (62.5%) were diploma teachers. Five (12.5%) of them did not have teacher education training but they are form six leavers. None of the teachers indicated to have masters.

### *Teachers' Skills and Competence on test items construction*

The responses from the questionnaire helped in determining how skilled the teachers were in preparing tests for their students. Each response is analyzed in this section. In response to the question: Have

you attended any course or training or seminar on test construction? Out of the forty (40) teachers involved in the study 10 (25%) indicated to have attended a course, training or seminar on test construction, with 75% admitting to have had no training on the same. On asking the question on the time taken to construct test items, the answers varied. Generally, it seems they do not spent much time in constructing test. One of the teachers responded that:

*“For me it only takes few minutes I am over, why should I take several hours for a simple work like that?”*

The concern here is that the construction of a quality test requires ample time and competence to ensure that the learning objectives are accurately tested.

### ***Use and Awareness of Bloom’s Taxonomy***

On responding to the question “have you ever heard Bloom’s Taxonomy?” out of forty teachers, only 7(17.5%) stated that they never had heard that term and 33 (82.5%) teachers responded that they know Bloom’s Taxonomy. On the question whether they have used it or not, only few teachers 8(20%) claimed to use Bloom’s Taxonomy in constructing the test and other classroom assessment. Thirty two teachers admitted that they never use Bloom’s Taxonomy in developing the test or examination questions.

### ***Bloom’s Taxonomy Levels of Knowledge***

On responding to the question “if the teachers use action verbs as required by the syllabus as reflected from Bloom’s Taxonomy”, most teachers used lower levels of knowledge. From the table below it is revealed that the biggest percentage of teachers agreed to have been testing at the lowest levels of knowledge. The table reveals that most of the items constructed by the teachers do not employ the use of action verbs. On analyzing the past papers provided by teachers none of the subject teachers employed the use of action verbs on even half of the test items constructed. It is only in few items that action verbs

were used out of several test items in the four subjects. The syllabus states objectives in action verbs but the framing of the questions does not reflect the achievement of the instructional objectives.

**Table 3: Employing Action Verbs on Test Items as per Bloom’s Taxonomy (1956)**

Action Verbs	Very Often used	Often Used	Rarely Used	Very Rarely used	Never Used
a. List, define, name, outline	√				
b. Describe, explain, discuss, identify		√			
c. Interpret, Sketch, Illustrate, prepare			√		
d. Differentiate, examine, compare, criticize			√		
e. Argue, evaluate, predict, defend				√	
f. Propose, compose, prepare, organize, create					√

Classifying the action verbs into six levels of cognition as identified by Krathwohl (2002), the following analysis; table 4 presents the outcome. The outcomes were the same as those from Bloom’s Taxonomy.

**Table 4: Employing Action Verbs on Test Items construction as per Krathwohl (2002)**

Action Verbs	Very Often used	Often Used	Rarely Used	Very Rarely used	Never Used
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1.	<b>Remembering</b> List, define, name, outline	√		
2.	<b>Understanding</b> Describe, distinguish, discuss, identify		√	
3.	<b>Applying</b> Calculate, draw			√
4.	<b>Analyzing</b> Differentiate, examine, compare, criticize			√
5.	<b>Evaluating</b> Argue, evaluate, predict, defend			√
6.	<b>Creating</b> Propose, compose, prepare, organize, create			√

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## **Discussion**

As it is shown from the findings of this study that the teachers' test items are not satisfactorily reflecting the six cognitive level objectives. Most of the test items functioned at the lower thinking levels at the expense of the higher thinking level. It is evident from the teachers' responses that most of teachers had their test items concentrating on areas where the students just need to recall what their teachers have taught them. Verbs that were identified to very often be used by the teachers were those that test the lower levels of cognitive abilities, like define, list, name, and outline. The second level of ability, understand, with verbs like classify, describe identify explain had also high percentages of use. The findings are in line with other researchers elsewhere in the world. Amua-Sekyi (2015) found out that most teachers in Ghana avoid developing test items that cover the higher levels of Taxonomy due to marking problems. Teachers were claiming that if you construct questions from higher levels, marking exercise become laborious.

These percentages of use for the first lowest levels of cognitive ability are prove enough that most of the test items prepared by teachers concentrate in the level that require students to recall or recognize ideas, principles and theories in the form they are taught. This is at

the expense of testing the higher level thinking which involve creative, innovative and problem solving skills. The percentages of use reduce drastically as we move to the higher levels of cognitive abilities with rarely and very rarely scales of the likert responses getting high percentages for verbs that test the levels of analyze, evaluate and create (Shillingburg, 2016). It is the opinion of the researcher that students should get more challenging experiences to enable them explore and discover rather than to just recall and understand

The use of action verbs in the test items is not adequate from the analyses already done. With the syllabus stating objectives in measurable terms using verbs, it would be expected that tests, which are meant to find out whether the objectives are met, should also be in measurable form by use of action verbs. This would help the students to know what objectives are being assessed. Teachers should help student move up the levels of Bloom's Taxonomy in order to ensure that they become critical thinkers by letting them apply, analyze, synthesize and evaluate facts, ideas and theories. This would help them do well in school and beyond. Similar study was also conducted by Fong (2015) in Singapore which indicated that written assignments from teachers to student avoided the use of higher levels of objectives and also higher levels of action verbs.

## **Conclusion**

There is no doubt that Bloom's Taxonomy of Educational Objectives for the cognitive domain has had a considerable impact on educational thought and practice all over the world. The taxonomy of educational objectives has given a sound base for the formulation and assessment of the educational objectives. Assessment as an aspect of the rigorous formative assessment cycle requires precision to be effective. Properly written items produce accurate data about student comprehension which guides teachers to make sound instructional decisions to sustain and improve student learning.



A sound system of education should be able to produce graduates who have a wealth of knowledge and are able to comprehend much of it, and are also able to apply their knowledge and engage in critical thinking, reflective thinking, divergent thinking, inductive-deductive processes and problem solving which are concerned with the higher categories of the cognitive domain. This is why these areas should form the bulk of assessment because they are the ones from where we expect the highest educational dividends. As revealed from this study, test construction is an area that requires more emphasis more so because most teachers are not trained in test construction skills. It is evident therefore that teachers need to be trained in test construction so as to adequately construct test items that would be sufficient in establishing the learning done at all levels of the Blooms Taxonomy.

### **Recommendations**

Based on the findings of this study, the following recommendations are made:

- Regular training and retraining workshops, seminars and short courses should be organized to help the teachers gain competence in construction of tests in order to ensure quality assessment in schools.
- When teachers are developing tests or any other type of assessment in the classroom they should take Bloom's Taxonomy into consideration. Teachers should view the tests they create in a new light and be more critical about the questions they use to assess their students.
- When teachers are writing test questions, they must take into consideration the objectives that were covered in class. That is, teachers have to keep "at the end" in mind while writing the lesson plans that lead up to the test in the first place. "A well-written objective provides extremely strong clues about how to assess it" (Shank, 2005).

- Teachers should perfect the art and science of creating Table of Specification as a blueprint for test development. Smart teachers can draw the table or Bloom's Taxonomy on their office or boards.
- Teachers have to create activities and lessons that make sure they gain adequate understanding and practice to be able to perform at the desired level of assessments writing.
- Exposure to modern test theories and software would help teachers in maintaining high level validity and reliability of the test items.

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## **The Influence of Teachers' Motivation on the Provision of Quality Community Education in Tanzania: Practices and Prospects in Kibaha District.**

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### **Abstract**

*This study aimed at investigating the influence of teachers' motivation on the provision of quality community secondary education in Kibaha District in Tanzania. Specifically, it intended to explore stakeholders' conception on teachers' motivation, to determine how practices of teachers' motivation affect the provision of quality education, and to find out the teachers' motivational challenges which limit the provision of quality education as well as to determine ways to improve teachers' motivation. The study sample of 100 respondents selected purposely and randomly: There were 50 teachers, five school headmasters/mistress from five selected secondary schools, six TSD officers, one District Secondary Education Officer, one Ward Education Officer and eight education inspectors. The questionnaire, interview and documentation were used to collect information from the field. Quantitative data were analyzed and presented in, tables, figures and percentages. Qualitative data were analyzed and organized into themes. Results showed that teachers' salary level are too low and do not satisfy their daily basic needs, they are not given allowances as required. In addition, they showed that their employers professionally develop a few number of teachers and the majority are not developed. The majority of teachers in community secondary schools are living in rented houses outside the school campuses due to shortage of school houses. This situation tires the teachers who come to school late due to the long walking distance from their homes. Further, the teaching and learning environment still too poor that de-motivate teachers. Therefore, the researcher recommends that all stakeholders should participate fully in maintaining teaching and learning environments to be conducive for teachers and learners and to ensure teachers are motivated to provide quality community secondary education.*

**Key words:** Teacher motivation, community secondary education, quality of education, Tanzania

## **Introduction**

Quality community education is one of the areas of concern at this era in providing education to people who had limited chances to follow the formal system of education in the country. The option of community education in Tanzania meets the quest of many people (of mixed ages) aspiring to pursue basic education and then continue with further studies. Quality community education is likely to happen depending on a number of factors including motivation to teachers, conducive working environment, relevance of the curriculum, and duration of study. However, motivation is the most considered aspect for teachers to perform their work effectively.

## **Literature**

Different scholars in literature have discussed the concept motivation defined it in many ways (Asiamah et al 2011; Ndu, Ocho & Okeke, 1997; Ofojebe, 2010; Peretomode, 1991). A business dictionary defined motivation as the internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal ([www.businessdictionary.com](http://www.businessdictionary.com) retrieved on september 12, 2016). These internal and external factors influencing teachers' job related issues including classroom teaching and learning, job performance, relation, satisfaction and the related behaviors. Motivation results from the interaction of both conscious and unconscious factors including the intensity of desire or need, incentives or reward value of the goal, and expectations of the individual and of his or her peers. These factors make someone to behave in a certain way. Likewise, motivation refers to a force that cause people to behave in certain ways. Low salaries and generally poor working conditions lead to demotivated employees. This does not only lead to strikes and agitations from employees but can also lead to high employee's turnover (Asiamah et al., 2011). Currently, the issues of poor working

conditions, low salaries and allowances lead to de-motivated teachers (Asiamah et al., 2011). Occasionally, there had been *sit down* strikes and agitations which had pronounced one of the roles of Tanzania Teachers Union (TTU). As Asiamah et al. (2011) explained, “We have seen different teacher’s strikes and cases in Tanzania against low motivation and salaries, these problems have been raised by Tanzania Teachers’ Union”. Most of these strikes occur during learning and teaching times, which results to ineffective teaching of the students. According to Obi in Ndu, Ocho and Okeke (1997), defined motivation as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results. This means it embraces all factors in an employee’s development to accomplish personal as well as organizational goals. Thus, teachers need to fulfil their personal and organizational goals to teach effectively.

Another scholar Peretomode (1991) defined motivation as the process of influencing or stimulating a person to take action that will accomplish desired goals. Similar and expanded definition was provided by Ofojebe (2010) who viewed that teachers’ motivation is a way of empowering teachers in the occupation. Ofojebe added that motivation for teachers involves the perceptions, variables, methods, strategies and activities used by the management in providing the climate that is conducive to the satisfaction of the various needs of the employees. In doing so, teachers may become satisfied, dedicated and effective in performing their task. In this view, Peretomode (1991) argued that teachers’ motivation relates to a purposive and goal-directed behavior, performance and attitudes towards work. In addition, motivation includes considering such factors as the physiological, psychological and environmental differences of individual employees. Moreover, it leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment (Peretomode, 1991). Motivation for teachers in the educational system is the most significant aspect in promoting the quality of educational innovation and delivery outcomes (Pilot, 2007).

Researchers for example Adesina (1982), Edem (1982), Peretomode (1991), Fredriksson (2004, as cited in Ofojebe (2010) explained about the factors that influence teachers' motivation. These factors include staff development and training, participatory decision-making, and conducive working conditions, and remunerations for example salaries. In addition, other factors are promotion, job security, recognition of teachers' profession, provision of adequate instructional materials, financial rewards, awards, teacher's scholarship (both local and international seminars, conferences and workshop) grants, as it is done in other fields. In South Asia, the challenge of reforming public education systems is so large that attention has been increasing to support parallel education provision to avoid staffing issues in government schools. Teachers in many countries in Sub-Saharan Africa are being asked to change radically their teaching practices when the majority is increasingly demotivated. Studies by Kadzamira and Kibwana (2000) reported that teacher motivation in Malawi is low, similar to their level of satisfaction. Arguably, the top-down policy formulation and implementation with limited participation of teachers seems to exacerbate the already very limited degree of self-determination among teachers. This situation causes many teachers to feel being coerced. Not surprisingly, teachers appear to resist (both actively and passively) the existing reform efforts, which compromise quality of education.

Quality education refers to improvement of all aspects of the quality of education for all, so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeric and essential life skills and it is centered on measurable learning outcomes for all (Adrian, 2005). According to the research by Claussen and Assad (2010) on public expenditure tracking survey in Tanzania secondary and primary schools, it discovered that some councils were not able to utilize the grants in full due to weaknesses in administrative and financial management capacity. Some council



used part of the education grants out of the target or sector and in some council the transfers of capitation and development grants to schools did not reach the schools in full amount. There were losses observed in transfers from the council to school bank account. Such practices lead to low motivation among teachers in teaching and subsequently contribute to the deterioration of the quality of education. Quality secondary education is more likely to happen when teachers are highly motivated to work in many ways.

### **Problem**

Quality services in any organization depend on motivation, morale and job satisfaction. Provision of quality education comes from well-motivated and dedicated teachers. In Zimbabwe, Gullet and Bennet (1995) argued that the need for motivated teachers is a leading “crisis proportion” in today’s technological society undergoing fundamental changes. They add that a motivated and dedicated teacher is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to education.

According to Jackson (1997), lack of motivation among teachers has been manifested on teacher willingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching.

A survey conducted recently on teachers’ motivation and job satisfaction, in 12 countries in Asia and Sub Saharan Africa, including Tanzania raises concerns about influence of low teacher jobs satisfaction (Bennet & Ampong, 2007. 67).

According to (Shann, 2007),” teacher satisfaction has been shown to be a predictor of teacher’s retention, commitment, and intern contributor to school effectiveness”. The teachers’ motivation phenomenon has been widely studied for over five decades in the developed countries and published thousands of articles. However, there is limited literature about the influence of teachers’ motivation on the provision of quality education. The research aimed to

investigate the influence of teachers' motivation in the delivery of quality community secondary education in Tanzania using Kibaha district council as an example. Specifically, the following questions guided the study:

- a) What are stakeholders' conceptions on teacher's motivation?
- b) How teacher's motivation affects the provision of quality education?
- c) What are teacher's motivational challenges that limit the provision of quality education?
- d) What are the ways to improve teachers' motivation?

## **Methodology**

This was a descriptive research design. The population was made up of all kinds of education stakeholders in Kibaha District Council including senior staffs, for example: Ward education officer, Education Officers, TSD officer, chief education inspector, teachers, parents and students. Therefore, this study covered only one district in Coast region that is Kibaha to collect the information about the influence of teachers' motivation in the provision of quality community education. The study involved simple random and purposive sampling. Purposively, the researcher selected TSD and district secondary education officer, ward education officer, school inspectors and head of schools in community schools to participate in the study. Randomly, three students were selected in each selected schools and the remaining three were added randomly from one additional school. This made the school to have a population of six (06) students from one school and twelve (12) students from the remaining four schools. To obtain large sample of teachers, the researcher made a list of school teachers, of all members of the target population from the staffs, and then each teacher assigned numbers from number one to the last one. Because the researcher needed only ten teachers in each school, the researcher randomly selected one number assigned in one staff member only and took three of them in

each staff. As more sample were needed the researcher randomly added a new assigned number.

Documentary review was used in order to access accurate and reliable data from the Government and Non-Governmental Organization (NGO) documents, company sustainable development reports, books and journals regarding motivation in public sector. The researcher used a mixture of structured interview and unstructured interview depending on situation (Kothari, 2004). To supplement information obtained from interviews, questionnaires (structured and semi structured) was used to obtain information's from stakeholders. The method was used to collect data concerning the ways of improving teachers' motivation and teacher's motivational challenges which limit the provision of quality education.

Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques (Cooper & Schindler, 2006). Qualitative data was analyzed by using descriptive statistics. In addition, data were coded and analyzed in the form of tables and a percentages tool. Data presentation involved statistical and graphical techniques.

Research ethics: Truthfulness is central to obtaining informed consent, without this, participants cannot exert their right to be informed consent, justice or fairness (Canterbury Christian University, 2006). The researcher is truthful to the participants by telling them the truth and recorded their real responses. Respect for vulnerable persons, children and old people should be protected and respected by allowing them to participate in the study due to their capacity. This research did not involve children and elders. Singh (2006) claims that the researcher must guard against violation or invasion of privacy as long as they have been working with most of the sampled subjects that are not only living with them as neighbors and village mates but also there are no any violation or invasion of

their privacy. The researcher considered all these ethical issues during the research process.

## **Results and discussions**

This section addresses three issues emerged from the findings. These issues are the stakeholder conception on teachers' motivation, the influence of teacher motivation in the delivery of quality education, teacher's motivational challenges and ways of improving teacher's motivations.

### **Stakeholder conception on teachers' motivation**

In this objective, the researcher aimed at exploring the stakeholder's knowledge and skills on teacher's motivation. The findings indicated that most of the stakeholders seemed to understand about teacher's motivation and their importance in the provision of quality education. They were able to mention issues that motivate teachers for example payment of good salary and good working environment. Stakeholders mentioned allowances including house allowances, health allowance, communication allowance, transport allowance, leave allowance, hardship allowance and overtime allowance. Furthermore, they mentioned recognition at work, reducing work load especially to science teachers, teachers training and career development, frequent seminars to update their knowledge, positive relationship between teachers and supervisors, parents and neighbors' as issues which motivate teachers. These findings revealed that stakeholders had enough exposure to the concept of motivation as reflected the literature on motivation (Asiamah et al 2011; Ndu, Ocho & Okeke, 1997; Ofojebe, 2010; Peretomode, 1991).

### ***Influence of teacher motivation and delivery of quality education***

The study indicated that there is high relationship between teacher motivation and the provision quality of education because 98% of respondent agreed on this aspect. Therefore, the findings corroborate

the expectancy theory that suggests that the process by which we decide our behaviors is also influenced by how likely we perceive those rewards to be (Vroom 1964). In this instance, workers may be more likely to work harder if they had been promised a pay rise - and thus perceived that outcome as very likely- than if they had only assumed they might get one - and perceived the outcome as possible but not likely. This is what Bedassi (1990) notes that individual's motivation is a function of a personal perception that his/ her increased performance results in certain rewards which help him or her to attain personal goals.

### **Teacher's motivational challenges which limit the provision of quality education**

#### **Delaying of incentives**

This objective question was asked to five heads of schools, school inspectors (7), TSD officers (05) and one (1) District education officer. This contain 18% of the population sample, in which 03 respondents who are 16.6% of them, mentioned delaying of incentive as one of the motivational challenges which limit the provision of quality education. According to the findings and the literature reviewed about motivation and performance delay of incentives, affect teachers' performance hence affect the provision of quality education in community secondary schools. Literature indicates that incentives act as reinforcements and according to reinforcement theory incentives act as a motivating tool in the workplace (Jablonsky & De Vries, 1972). Therefore, government should develop good motivational factors in order to retain and motivate their teachers to perform better and improve the quality of education.

#### **Lack of appreciation and recognition**

Another motivation challenge is lack of appreciation and recognition. In this view, it was observed that their senior officers do not properly appreciate the teachers when it comes to student's good performance and their contributions are not well recognized. Instead, they are just

summoned when there are poor performances. For example, 68% of the respondents mentioned lack of appreciation and recognition as one of the challenges, whilst the remaining population did not mention a challenge quo. This indicates that teachers had little expectations to achieve their needs defined the motivational theories that an individual develops through the hierarchical needs, when a need is substantially realized (Shah & Shah, 2007). Employers need to consider needs of teachers.

### **Demoralization of teachers by their senior leaders and other education stakeholders**

Most of the respondents (65%) mentioned demoralization as one of the motivation challenges for teachers in performing their duties and responsibilities. Their senior leaders and parents do not properly treat teachers because most of them believe that teachers are un-educated personnel or unskilled professionals. In the literature for instance, Forsyth (2000) shows that the kind of management styles employed in an organization may certainly affect the ease which employees may be motivated or demotivated in an organization. According to a research, this means that, the teachers appear not conform with the existing leadership style as a result affects their performance that leads to low quality education.

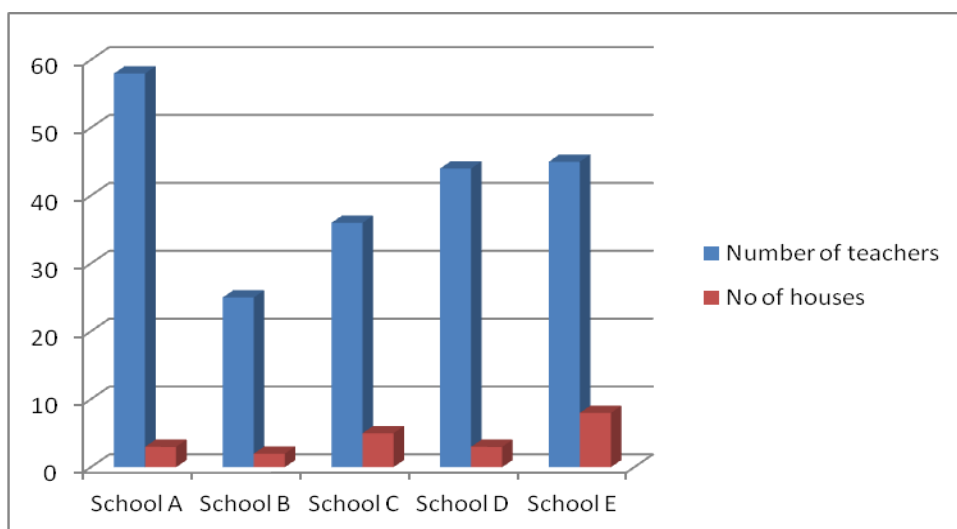
### ***Low salaries***

Another limitation challenge is low salary scale for teachers. 75% of population sample mentioned low salary as one of the motivational challenges. As they were presenting the matter teachers receive low salaries compared to other sectors, a good example is health sector salaries in the budget year 2015/2016, as presented in Table 1.

**Table 1: Teachers and health sector salary scales**

	Sector	Qualification	Salary
		Degree scales	
1	Teachers	TGTSD.1	716,000
2	Health	TGHSD.1	1,215,000
		Diploma	
1	Teachers	TGTSC.1	530,000
2	Health	TGHSC.1	980,000
		Certificate scale	
	Teachers	TGTSB.1	390,000
	Health	TGHSB.1	680,000

Source: Salary scale to health and teaching workers, 2015/2016 budget



**Figure 1: Teachers house ratio in Kibaha district council.**

Source Field data (2016).

**Teachers' house and house allowances**

Most of the teachers complained that there is no adequate teachers' house and no house allowances for those who are staying out of the school campus (See, Fig.1 above). Findings reveal that at School A

there is 1:19 ratio, at School C, there is 1:7 ratio, School D, there is 1:14 ratio, School B, there is 1:12 ratio, and School E, there is 1:6 ration. This means that most of the teachers are living out of school compound, which is far away from school so they have to pay for transport (from their little salary) from where they live to school. Therefore, shortage of teachers' house and lack of transport allowances affect teachers' performance and hence quality education.

### ***Ways of improving teacher's motivation***

In this theme, there are several motivational issues and work incentives tested which contribute in improving teachers' motivation and different results presented in tables. Judge *et al.* (2009) asserted that, employees are motivated to exert a high level of effort when they believe that their effort will lead to a good performance appraisal, a good appraisal will lead to organizational rewards such as bonuses, salary increases, and promotions as a result will satisfy the employees' personal goals. The findings regarding ways of improving individual teacher's motivation to realize quality secondary education in the studied site are illustrated in Table 2 and discussed in the proceeding sections.

### ***Work incentives***

#### ***Bonuses and the provision of quality education***

The findings show the secondary education stakeholders' attitude on teacher's bonuses. Respondents had different perceptions on issues of bonuses. While 42 (84%) strongly agreed that bonuses are a way to improve teachers' motivation, seven (14%) agreed, and one (2%) are not sure if bonuses they satisfy them enough to make them to improve their performance. In more practical terms, Judge *et al.* (2009) asserted that, employees would be motivated to exert a high level of effort when they believe that effort will lead to a good performance appraisal, a good appraisal will lead to organizational rewards including bonuses, salary increases, and promotions as a result will satisfy the employees' personal goals. According to the findings,



bonuses as one of the work incentive seemed to motivate teachers and therefore make them work hard hence provide quality education.

**Table 2: Ways of improving teacher’s motivation**

Ways of improving teacher motivation		Rating scales				
		Strongly disagree	Disagree	Neutral/ Not sure	Agree	Strongly agree
1.	Improved Benefits	0 (0%)	0 (0%)	1 (2%)	14 (28%)	35 (78%)
2.	Loan with Low Interest	0 (0%)	1 (2%)	1 (2%)	21 (24%)	27 (54%)
3.	Provision of allowances	11 (22%)	0 (0%)	4 (8%)	0 (0%)	35 (78%)
4.	Employer efforts in developing teaching career	1 (2%)	25 (50%)	14 (28%)	3 (6%)	7 (14%)
5.	Provision of allowances for trainings	16 (32%)	0 (0%)	3 (6%)	0 (0%)	31 (62%)
6.	Recognition and rewards for highly trained teachers	34(68%)	2(4%)	7 (14%)	3 (6%)	4 (8%)
7.	Opportunities for further studies	11 (22%)	6 (12%)	3 (6%)	26 (52%)	4 (8%)
8.	The access to training, seminars and workshop	33 (66%)	5 (10%)	6 (12%)	6 (12%)	0 (0%)
9.	Working environment and quality education	18 (36%)	14 (28%)	1 (2%)	17 (34%)	0 (0%)
10.	The leadership style in work organization	17 (34%)	10(20%)	8(16%)	15(30%)	0 (0%)
11.	Favorable organization policy	37(74%)	9(18%)	0 (0%)	4 (8%)	0 (0%)
12.	Distance from home to work place	26 (52%)	9(18%)	6 (12%)	9(18%)	0 (0%)
13.	Physical environment of the organization is friendly to teachers	24 (48%)	13 (26%)	10(20%)	4 (8%)	6 (12%)
14.	Performance	9(18%)	12(24%)	4 (8%)	18 (36%)	7 (14%)

	appraisal					
15.	The relationship between teachers and superiors	6 (12%)	12(24%)	4 (8%)	18 (36%)	7 (14%)
16.	Teachers' reward for good performance	29 (56%)	7 (14%)	0 (0%)	14 (28%)	0 (0%)
17.	The relationship between teachers and parents	34(68%)	0 (0%)	0 (0%)	10(20%)	2(4%)

**Source:** Field Data, (2016).

### *Improved Benefits*

The respondents were asked if improved benefits for example paid leave, sick leave and health insurance to teachers could make them provide quality education (Table 2, *serial 1*). The findings show that 14 (28%) respondents agreed and 35 (70%) strongly agreed that improved benefits such as paid leave, sick leave and health insurance to the secondary education teachers could improve the quality of secondary education in the site.

### *Loan with Low Interest*

Respondents were asked whether or not the loan with low interest within the public sector is one of the factors that lead the employees to remain in the public sector and the results are elaborated in Table 2, *serial 2*. The study revealed that about 21 (42%) respondents agreed and 27 (54%) strongly agreed that loans with low interest were a strong factor in improving teachers' motivation. In this aspect, one (2%) respondent disagreed that loan with low interest was a way to improve teachers' motivation. In addition, one (2%) of the respondents was not sure that loan with low interest was a strong factor to improve motivation. Overall, 48 (96%) of the respondents agreed that loan with low interest was a strong factor on motivation improvement. On the other hand, only two (4%) respondents disagreed that loan with low interest was a strong factor of motivation improvement. These results imply that loan with low

interest to the employees in the public sector helps in provision of quality education.

Allowances for community school teachers, such as overtime, house, meal, hardship, transport, and cost of living. The respondents were asked whether or not the provision of allowances is one among the factors that makes improvements of teachers' motivation. The findings (Table 2 serial 4) show 11(22%) responses of participants who strongly disagreed that provision of allowances for training is one among the factors that makes improvement to teachers' motivation. 35 (70%) responses of participants who strongly agreed that provision of allowances for training is one among the factors that makes improvement to teacher's motivation. Where by four (08 %) responses of respondents indicated that they were not sure that provision of allowances for training is one among the factors that makes improvements to teacher's motivation. Overall responses of the respondents agreed that provision of allowances for training is one among the factors that makes improvements to teachers' motivation. According to the findings and literature review about motivation and performance, provision of allowances to employee /teachers will improve performance and hence provide quality education.

#### *Teachers training and development*

Staff training and development were discovered as one of motivation packages which lead to improvement of teachers 'motivation. In literature, Burke (1995) found that employees participated in many training programs and rated the training programs they attended as most relevant. They viewed the organization as being more supportive, looked at the company more favorably and had a less of intent to quit. They seemed to enjoy:

#### *Employer efforts in developing teaching career*

In this research, the results show that, 25 (50%) of the respondents disagreed to be happy with their employer's efforts in developing their career, while 10 (20%) agreed to be happy, and 14 (28) were not sure. This implies that most of teachers are not happy with their employer's efforts in developing their career - they are demotivated and they cannot work willingly - because they are thinking of turning over the career that is likely to affect the quality education. Respondents were asked whether or not the efforts made by their employer in developing the employee's career were convincing enough for them to provide quality education.

#### *Provision of allowances for trainings*

In this portion, 31(62%) responses from participants indicated that they strongly agreed that there is allowances for trainings, while 16 (32%) of them indicated that they strongly disagree that there are allowances for trainings. Three responses indicated that they are (6%) are not sure. This implies that teachers are receiving allowances when they go for training programs and this means that the training programs motivate teachers, hence, improving their performance and therefore provide quality education.

#### *Recognition and rewards for highly trained teachers*

The findings reveal that 34 (68%) disagreed, 07(14%) they are not sure whether they are recognized or not, while three (6%) agreed and 4 (8%) strongly agreed that they are work are recognized. Therefore, there is no high recognition and rewards for highly trained teachers that means teachers are demotivated for not been recognized this situation affect their performance as well as the quality of education.

#### *Opportunities for further studies*

The findings reveal that 11 (22%) strongly disagreed, 06(12%) disagreed that they had enough opportunities for further studies which could make them improve education quality. while four (8%) strongly agreed and 26 (52%) agreed that they had enough opportunities for further studies which could make them improve

education quality. Moreover, three (6%) were not sure that they had enough opportunities for further studies which could make them improve their performance hence quality education. Overall 30 (60%) of the respondents agreed that they had enough opportunities for further studies which could make them improve their performance. On the other hand, 17 (34%) of the respondents disagreed that they had enough opportunities for further studies which could make them improve their teaching quality. The findings reveal that teachers in community secondary schools in Tanzania have enough opportunities for further studies, which motivate them to provide good service.

The findings (Table 2, serial 8) show that five (10%) responses indicated that respondents disagreed, and 33 (66%) strongly disagreed that there is access to training, seminars and workshops which could influence them to provide quality education. On the other hand, six (12%) responses indicated that respondents agreed that there is no access to training, seminars and workshops to influence quality education. Only six (12%) responses from participants indicated that they were not sure whether access to training, seminars and workshops had strong influence to quality education. 38 (76%) of the responses of respondents disagreed that there is access to training, seminars and workshops which improves their teaching quality. While six (12 %) responses of the respondents agreed that access to training, seminars and workshops had strong influence to employee's retention in public sector. Furthermore, the findings show that only a few employees in public sector had access to training, seminars and workshops. Ofojebe (2010) recommended Government recognition of teachers motivational needs, for example promotion, good salaries and remuneration in order to achieve quality assurance, in addition staff training, retraining and development as one of teachers' motivational needs/strategies strengthened in order to promote teachers' efficiency, productivity and performance for quality outcomes. Better training leads to better performance and efficiency.

### *Working environment and quality education*

Among the ways of improving teacher's motivation working environment was also considered. In this part, the respondents were asked to state if they are happy with the availability of working facilities.

In (Table 2, serial 9) the research findings reveal that 18 respondents who are (36%) strongly disagreed, 14(28%) disagreed to be happy with the availability of working facilities of the organization which motivated them to provide quality education. Only one (2%) was neutral and 17 (34%) responses of teachers showed that they agreed to be happy with the availability of working facilities of the organization and motivated them to provide quality education. Tisome (2006) on the study of the impact of teacher-student interaction on student's motivation achievement suggested that teachers should be equipped with the appropriate resources and assistance to meet appropriate needs of their students beyond academic instruction. The results of this study suggest that teachers are not happy with the availability of working facilities a situation which affect their performance and hence quality education.

### *The leadership style in work organization*

In this portion the research findings (see, Table 2, serial 10) reveal that 17 responses of respondents who are (34%) strongly disagree, and 10(20%) disagree that the leadership style in their work motivate them to work effectively. The remaining 15(30%) of respondents strongly agree that the leadership style in their work motivate them to work effectively. Bolman et al. (1997) argued that leadership style in any work organization has effect on employee performance. So the results in this study shows that teachers are not motivated with the leadership style.

Furthermore, results show that 37(74%) strongly disagreed that, Organization, administration and policy of the organization are

favourable to the teachers which motivate to provide quality education. In addition, 9(18%) disagreed while 4(8%) agreed. Therefore, Organization, administration and policy of the organization are not favourable to the teachers enough to motivate them to provide quality education.

#### *Distance from home to work place*

The study findings reveal that 26 respondents who are (52%) strongly disagreed and 9 (18%) disagreed that distance from home to workplace to motivates me to perform well and remain at their job. On the other hand, 9 (18%) agreed on the distance while six (12%) were not sure (Table 2, serial 12). This implies that teachers are always thinking to turn over on their jobs, most of them are thinking of other employments out of teaching due to the distance and costs from home to school Tisome (2006) suggested that teachers should be provided with enough facilities and resources including house to live which reduce their movement from home to working place.

#### *Physical environment of the organization is friendly to teachers*

Research findings indicate that 24 (48%) respondents are strongly disagreeing and 13(26%) disagreed that physical environment of the organization is friendly for teachers whereas 10(20%) were not sure and 4(8%) agreed (Table 2, serial 13). This implies that teachers are not working in good environment. The findings are highly supported with the housing facilities of teacher's ratio.

#### *Performance appraisal*

In the aspect of performance appraisal was found that nine (18%) respondents strongly disagree, 12 (24%) disagree, that performance appraisal is fair and only 4 (8%) respondents were neutral. 35 (70%) of teachers agreed that performance appraisal is fair enough to motivate them to provide quality education (Table 2, serial 14). This shows that teacher's performance appraisal is done fairly. In more practical

terms, Judge (2009) asserted that, employees would be motivated to exert a high level of effort when they believe that effort will lead to a good performance appraisal, a good appraisal will lead to organizational rewards including bonuses, salary increases, and promotions as a result will satisfy the employees' personal goals.

*The relationship between teachers and superiors*

Nonetheless, research findings reveal that six (12%) respondents strongly disagree, and 12 (24%) disagree that there is good relationship between teachers and their superiors which are factors that motivate them to provide quality education. Only four (8%) respondents were not sure. while 18 (36%) just agreed and the rest 7 (14%) strongly indicated to have a good relationship with their superiors (Table 2, serial 15). This situation shows that having a good relationship with their superiors can motivate teachers to work effectively. Theory X, the employee is viewed as mainly negative, lazy, resist changes, and unable to motivate. This produces a controlled environment with strict rules, threats, and punishments. Employees in an organization like this tends to perform less effectively, give low productivity, produces aggressions and conflicts (Bolman et al., 1997).

*Teachers' reward for good performance*

The respondents were asked to state if teachers are rewarded for their good performance. Findings reveal that 29 (58%) respondents strongly disagree and seven (14%) disagree that teachers are rewarded for their effective performance which motivates them to provide quality education. In this case, only 14 (28%) teachers agreed to be motivated (see, Table 2, serial 16) shows.

*The relationship between teachers and parents*

Furthermore, results reveal that 34 (68%) respondents strongly disagree and 16 (32%) agreed that there are good relationships



between teachers and their parents, which motivates them to provide quality education. This means superiors cannot motivate teachers to work effectively. Volunteer Service Organization (VSO) (2002) reports on teachers' motivation in developing countries, a study conducted in Zambia, Malawi and Papua New Guinea, found that the community did not value teachers as they do for other professions. The implication was that the community had no respect to teachers and teachers associate that situation with their poor remuneration when compared with other professions. The practice tends to lower their morale in teaching (see Table 2, serial 17).

All in all, the findings revealed ways as developed reflected in different motivation theories that appear to be very important in the improvement of teacher's motivation to obtain quality education. The findings from the interviews conducted in Kibaha with District officials, heads of the selected secondary schools and review of the Government documents reveal that the Government has been making some efforts to improve teachers' motivations by increasing their salaries, building houses nearby their workplaces, paying of arrears to improve the teachers' delivery of quality education. However, these efforts seem to be slow compared to the coverage of area.

## **Conclusion**

At most important, this study concludes that the findings are overwhelmingly supporting Herzberg's two-factor theory because the respondents (teachers) considered both intrinsic and extrinsic motivation as important for their job performance and effective job performance. Based on the discussed findings in chapter four, it can be concluded that the Government is not implementing appropriately issues of teachers' motivation and incentive factors, which decrease their morale and effectiveness in the provision of quality education. This has been caused by political interference in professional issues, low budget of the ministry of education, and demoralization of the

teaching profession by the community. Due to this, the Government and other stakeholders are advised to make teachers service department, a strong organ to avoid political interference.

### **Recommendations**

Based on the findings of the study and the conclusion drawn above, the study generally recommends:

Motivational challenges faced by teachers in the provision of quality secondary education could improve if:

There is a societal need for improvement of teachers' salaries and allowances. In fact, paying them living wages is necessary to motivate and attract quality teachers for quality education delivery. Teachers' salary is too low compared to other sectors; this should be noted that teachers do not have any allowance far from their salaries.

There are needs to find ways of improving the relationship between teachers and other education stakeholders. Parents and other people working with teachers should not regard teachers as low quality workers, unskilled and non-educated workers, this is likely to motivate teachers to work heartedly.

The Government should review policies on secondary education. The policies should be designed and implemented effectively to meet the demands of teachers.

The school's environment needs to be improved. The Government of Tanzania in collaboration with other education stakeholders should create conducive environment for teaching and learning by constructing more classrooms to minimize congestion in the existing classrooms. The research results show that teachers working environment is not in a good condition, which encourages truancies among teachers and leaving workplace before departing time. This

call for the Government strategy to build more houses for teachers. Besides, training and career development frequency must be improved. With research findings it appears that there are so limited special programs in Tanzania for teacher's training to develop their career, if they are not doing it by themselves.

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## The Persistence of Negative Cultural Practices and Its Impact on Girls Access to Education: A Study of Makonde Ethnic at Newala District, Southern Tanzania

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### Abstract

*This study examined how the rites of passages ceremonies, early marriages, child preference and attitudes of community on girl's education contribute to drop out and low academic performance among female pupils at Newala District Southern Tanzania. The findings indicated that rites of passages ceremonies attendance contribute to drop out and poor academic performance of female pupils in rare cases. While early marriages forced female pupils to drop out from a school and for those who managed to complete standard seven most of them failed their final exams due to the fact that psychologically they consider themselves as wives and no longer pupils. The majority of respondents 66.6% teachers and 83.3% head teachers did not agree the idea that sons enjoy the preference of parents with regard to schooling compared to girls. The school committee (66.7%) suggested that in order to reduce dropout rates and improve female pupils' academic performance there is a need for the whole community to change their perceptions towards the importance of educating girls. This was supported by 68.0% female pupils, 83.3% teachers, 100% head teachers. The study recommends the government to involve communities to put more effort to discourage and abolish any kind of cultural practices that segregate girls their rights to education. Also the government should establish a policy that allows girls who become pregnant during school to go back to school after delivery to continue with their studies.*

**Key words:** Newala, rites of passages, puberty, Millennium Development Goals, Makonde

## **Introduction**

Education can be considered as learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching training, research or simply through autodidacticism (Mbilingi, 1991). Culture is a learned behavior in this sense it is considered as a sum total way of people's life in a given area at a given time. It includes customs, traditions, beliefs, values, norms, arts, crafts, science, technology, economic systems, burial ceremonies, wedding, language etc Sewell, (2005).

Culture is the physical manifestations of the group as exhibited in the objects people make, cloth up, shelter, tools, implements, utensils etc. Therefore, culture is evident in the day to day activities of the people and at the same time these activities are influenced by the geographical location. This means culture may be dynamic (Brown, 1963). Culture is an important thing in any society though differs from across societies. For example, in some aspects, the way individuals practice some aspects such as: worshipping, economic activities, marriages or dressing differ across societies. In this sense, culture conveys a sense of identity for a certain society. The society is the one which transmits people's perspectives, beliefs and practices. On the one hand, culture can be defined as an implicit in social life that means it comprises non-materials like people's behaviours or customs, beliefs and on the other hand, culture comprises material things like house, clothes Sewell, (2005).

Tanzania is a nation which is made up of different people with diverse cultural practices. Cultural practices are range of activities or patterns of social interactions which cover many aspects of daily life that influence behaviour of individuals and the entire society like initiation ceremonies (marriages, puberty or wedding). Some cultural practices have positive impacts on social economic development" for example, moral values like hardworking, self-respect, personal cleanliness (Suda, 1996; Lopez, 2001). While other practices can have

negative impact to the society, these include those harmful practices which limit one to have access to socio-economic development (UNICEF, 2005; Ras-Work, 2006).

Harmful Traditional Practices (HTPs) are a form of discrimination; they violate the human rights of affected individuals, particularly women and girls. They arise from gender inequality and discriminatory values, which lead to unequal power relations in societies and to violence against women and girls (Ras-Work, 2006). Common for most harmful practices is that they have devastating consequences on the child's life, development, health, education and protection. Harmful Traditional Practices can affect girls and boys. However, because the causes of HTPs lie in deep-rooted gender inequalities, girls are the most affected especially in rural and impoverished areas, where prospects for girls are limited. Some examples of such HTPs are forced and early marriages, female genital mutilation, and the preference for sons over daughters, gender segregation in some issues like land, education, property and division of labour (UNICEF, 2012; Boyden, *at el.*,2014).

The government of Tanzania has however taken some steps to end or limit any cultural practice that jeopardize people's rights (HakiElimu, 2011 and UNICEF, 2012). One of the step include the implementation of the long-term prospects of the Darker Frame work for Action which contained a time-bound goal (Goal 5) devoted specifically to gender parity and equality in education. Moreover, special attention had been paid to women and girls in other goals; for example, goal two stipulates that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities will have access to a complete free and compulsory primary education of good quality (UNICEF, 2012)

## **Concept of Education**

Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching training, research or simply through autodidacticism (Mbilingi, 1991). As a part of culture enlightens the society; education therefore can easily solve problems in life. Shabbir, *et al.*, (2003) defines education at different levels as one of the major instruments of social change and it is the force which brings changes in the traditional outlook of the people, and it develops insight for judging things in their contexts.

Basic education as per Tanzania Educational Training Policy (URT) (1995), is a primary/ elementary education which means the first stage of formal learning provided to children from the ages of about 5 – 13 years. In this stage a child is given compulsory literacy, numeracy, creativity and communication skills and it is normally available without charge but may be offered in a free-paying independent school. Primary education provides a foundation of knowledge, insuring moral growth for good citizenship and acquiring social skills appropriate for proper childhood development.

### ***The Rites of Passage and Early Marriage as a Factors Limiting Girls' Education***

Rite of passage is a celebration of the passage which occurs when an individual leaves one group to enter another (Bell, 2003). It involves a significant change of status in society which involves many things such as birth, puberty, death and marriage. They are all celebrated and characterized by ritual killing of animals, dancing and feasting. Puberty for girls involves separation of girls from other people for a period to mark the changing status from youth to adulthood. Kimego (2007); Mushi, *et al.*, (2010); Ayoub (2010) and; Declan (2015); argued that during puberty ceremonies girls sometimes under 14 ages are forced by their parents or guardians to stay away from others for a



considerable period of time where they are taught, moral instruction, introductory knowledge on reproduction, marriage, rules and taboos of the society, social responsibilities, take care of the family and do household chores.

Different scholars and researchers argue differently on rite of passages effect on access and achievement in education to female pupils (Temu, *et al.*, 2011), indicated that during rites of passage girls are taught sexual practices despite their young age, and they are encouraged to practice their newly acquired knowledge not only with boys but also with older men. These practices ultimately contribute to both early marriage and pregnancies leading to girls' pupil dropout from schools and under performance to those continuing with studies due to lack of concentration on studies and or psychological disturbance as a result of the sexual education so acquired together with the demand for practice of the same. After the ceremony, the girl is declared ready for marriage therefore they refused to proceed with school (Ayoub, 2010). If a girl says no to have sex with a man she would definitely be regarded as an outcast and will no longer be accepted in the community.

According to International Planned Parenthood Federation (IPPF) (2006) and the Forum on Marriage and the Rights of Women and Girls (IPPF), defined child marriage as a marriage before the age of 18 years which applies to both boys and girls, but the practice is far more common amongst young girls. Mtengeti, *et al.*, (2008) and UNICEF (2014) reported that an early marriage is one of the most well-known violations of children's rights and it is a global issue but rates vary dramatically, both within and between countries. Also, UNFPA (2013) the United Nations Population Fund (UNFPA) reported that the rural-sub-Saharan Africa Countries have the highest child marriages, for instance Niger 75% and Chad 68%.

Despite near-universal commitments to end child marriage, one in three girls in developing countries will probably be married before they are 18. One out of nine girls will be married before their 15th birthday. Most of these girls are poor, less-educated, and living in rural areas. Over 67 million women 20-24-year-old in 2010 had been married as girls. Half were in Asia, one-fifth in Africa (UNFPA, 2012). UNICEF in its research reports that in Africa about 42% of girls are married before the age of 18 (UNICEF, 2005). Also, UNFPA in its report estimated that, about 14.2 million girls under 18 will be married every year in developing countries especially in rural areas; this translates into 39,000 girls married each day and---this will rise to an average of 15.1 million girls a year, starting in 2021 until 2030, if the problem is not addressed (UNFPA, 2012). The UNFPA global databases, 2015, based on Demographic and Health Surveys (DHS) show that in 1990, 2015, 2030, and 2050 about 160, 275, 360 and 465 million girls are at risk of child marriage respectively (UNFPA, 2015).

Mtengeti, *et al.*, (2008) observed that the problem of early marriages is more visible in Tanzania especially in rural and poor urban and specifically in some parts of the coastal areas where formal education has not been a priority. Poor families marry their young daughters to reduce the number of children they need to feed, clothe and educate (Naveed, *et al.*, 2015). Social pressures within a community can lead some families to wed young children for example, they believe marrying girls before they reach puberty will bring blessings on families, protect young girls from sexual attacks and violence and see it as a way to ensure that a daughter will not become pregnant out of wedlock and bring dishonour to the family (UNFPA, 2013 and Naveed, *et al.*, 2015).

Mesaki, (1997) and Maghimbi (1997) argued that some initiation ceremonies when girls reach puberty they are not allowed to go to school instead they are kept indoors and hence whether she agrees or not she is obliged to obey to wait for wedding arrangement. As soon

as the parents realize that their daughter has reached puberty, they withdraw her from school for “hibernation”. Wilcox *et al.* (2004) added that during the hibernation period girls are not comfortable coming to school covering themselves with *Khanga*. Such practices which are common in many African countries and Tanzania in particular may deprive the right of a girl child to have basic education thus reducing the promotion of women educated.

### ***Community Preference and Attitudes on Girls Education***

The preference for sons over daughters is strong in many societies. Parents prioritize educating sons with various reasons thus retaining family name, inheriting property, provision of old-age security and social prestige to parents. Most parents’ perceptions on educating girls have little incentives to bear the costs simply because they join their husband’s family and take with them the benefits of education (Pande, *et al.*, UNICEF, 2012). According to Isiugo-Abanihe (1994), most countries of Africa the preference for male children is one of the major causes of high fertility. The preference for a particular sex derives from the perceived value or benefits of that particular sex to parents (Karki, 1988). They believe that to educated girls lack relevant knowledge on household work and men would not be ready to marry such girls. Caring for siblings is considered the responsibilities of the older children some girls are made to stop school to care for their younger siblings and to return to school when their siblings are of school age (Karki, 1988). However, parents who are literate see the importance of educating their daughters as there is a common slogan that says “educating a woman is to educate the whole nation while educating a son is to educate a person”.

Therefore, this paper sought to find out how cultural practices such as the rite of passages, early marriages, child preference and attitude of the community towards educating women affect access and

achievement of girls' primary education. The information will be useful to education stakeholders and community at large on the social cultural limitations on girls' education in primary schools and the way forward.

## **Methodology**

### **Research Approach and Design**

The study used both qualitative and quantitative approaches. The researcher collected the related through the review of the documents, questionnaires, interviews and focus group discussion.

### **Methods of Data Collection**

In the nature of this study the document search was used to collect some primary information regarding pupils' school attendance, dropouts and performance. This enabled the researcher to cross-check the consistency of the information collected through the questionnaires and interviews. Both questionnaires and interviews were employed to pupils, teachers, heads of schools, DEO and school committees to collect information concerning their understanding and perceptions on the extent Cultural practices such as rites of passages, early marriages, child preference affect female pupils' access to education.

### **Area of the Study, Population, Sample and Sampling Techniques**

The samples for the study were drawn from six primary schools with, 205 participants including 36 primary school teachers, 6 head teachers, 144 pupils and 18 female school committee members and

one DEO through purposive, stratified and simple random sampling techniques.

Mtwara Region is one of Tanzania's 30 administrative regions (Fig 1). The regional capital is the municipality of Mtwara. According to the 2012 Tanzania National Census (URT, 2013), the region had a population of 1,270,854, which was lower than the pre-census projection of 1,374,767. The Mtwara region is situated in the southernmost regions. It lies between longitudes 38° and 40°30" east of Greenwich. Situated between latitudes 10°05" and 11°25" South of the Equator. It borders Lindi region to the North, the Indian Ocean to the east and separated by the Ruvuma River from Mozambique in the South. To the west it borders Ruvuma region.



**Fig 1: Map of Tanzania Locating Study Area**

The region is divided into five government administrative districts and seven local government authorities. The districts are namely; Mtwara, Tandahimba, Newala, Masasi and Nanyumbu. The corresponding local government Authorities are Mtwara-Mikindani Municipal council, Mtwara District council, Tandahimba District council, Newala District council, Masasi District council Nanyumbu District council and Masasi town council.

## **Data Analysis**

Since the study involved both qualitative and quantitative data, the data analysis was done both qualitatively and quantitatively. Quantitative technique was used to identify the magnitude of the problem and its data were analyzed and calculated in tables with percentages while qualitative technique used to investigate respondents' views where they were presented and interpreted.

The findings revealed different views from different respondents who were female pupils, head of schools (HoS), the District Education Officer (DEO), school committee members and teachers on whether or not the rite of passages is good, contribute to drop out and lead to low academic performance (Table 1).

Firstly, the researcher wanted to explore whether it is good for female pupils to attend rites of passages ceremonies. 80 (55.5%) of Female pupils, 05 (71.4%) of HoS and DEOs, 18 (100%) of school committee and 18 (50%) of teachers supported ceremonies attendance simply because female pupils are trained good morals and be hardworking in domestic chores such as cooking, fetching firewood, looking after young siblings, doing agricultural related activities and keeping themselves clean. Having this knowledge will prepare them for womanhood. On this report other scholars maintain that rites of passages or initiation ceremonies aim to introduce the girls into a world of adults for example, puberty period which marks the passage from childhood to adulthood, helps girls develop into critical thinking to be committed to themselves and to community as a whole (Wilcox, *et al.*, 2004).

**Results and Discussions**

**Table 1.1: The Influence of Rites of Passage in limiting Female Pupils Primary Education**

	Female Pupils			Head Teachers &DEO			School Committee			Teachers		
	Agree	Do not know	Disagree	Agree	Do not know	Disagree	Agree	Do not know	Disagree	Agree	Do not know	Disagree
It is good and beneficial for female pupils to attend the rites of passage ceremony	80 (55.5%)	12 (8.3%)	64 (44.4%)	05 (71.4)	00 (0%)	02 (28.5%)	18 (100%)	00 (0%)	00 (0%)	18 (50%)	00 (0%)	18 (50%)
The rites of passage influence female pupils' dropout	38 (26.33)	11 (7.6%)	95 (65.9%)	01 (14.2%)	00 (0%)	06 (85.7%)	00 (0%)	00 (0%)	18 (100%)	20 (55.5%)	00 (0%)	16 (44.4%)
The rites of passage contribute to low academic performance among female pupils	49 (34.2%)	08 (5.5%)	87 (60.4%)	02 (28.5%)	00 (0%)	05 (71.4%)	00 (00%)	02 (11.1%)	16 (88.8%)	20 (55.5%)	00 (0%)	16 (44.4%)

A person who has undergone initiation is expected to be a changed person who could positively contribute in community debates and decision-making (Christopher, *et al.*, 2000). One head teacher interviewed had this to say,

*“.....Participation of female pupils in rites of passage ceremonies aimed at giving and training them about self-awareness, cleanliness and reproductive health..., when children are aged (matured) enough to know what is good or wrong, so this tradition does not in any way affect schooling nor influence female pupils' dropout.... after all it is normally conducted during school vacation...”*

It was apparent therefore, that rites of passages should be followed and maintained to their knowledge and experience. An ancient anthropologist Van Gennep (1960) quoted in Blumenkrantz, *et al.*, (2010) described that rites of passages are community-created and *community directed* experiences that guide and transmit cultural values and knowledge to an individual or individuals. Initiation rites according to Mwaipaja (2000) are traditional practices that have been practiced for a long time and are important and meaningful to the people that practice them (Wilcox *et al.*, 2004). Ignorance of the female pupils, long distance from home to school, laziness, uncondusive of both home and school environments and sometimes parents have little education hence little or no encouragement to girls therefore, make female pupils less motivated to attend to school.

On the other hand, 64 (44.4%) female pupils, 02 (28.5%) HoS and DEO, and 18 (50%) teachers did not support that female pupils should attend rites of passages ceremonies. This group of respondents pointed out that initiation ceremonies are not good for



female pupils to attend because they clash with the school calendar, which automatically lead them end up failing in class for having missed over months of schooling. This response corresponds to what Ouma (2013) observes, that initiation ceremonies are scheduled to take place during the school holidays, but the process begins earlier and extend, leading to absenteeism from school. Also, respondents mentioned that trainings and instructions received during the initiation period do not encourage formal education but rather they push the girls to be submissive and do what is right within their culture which is becoming good sexual partners to their future husbands and good mothers to their children. As one of the female teacher wrote in the questionnaire:

*“.....instructions and trainings given to young female attending rites of passage ceremonies are far beyond their age, since children are exposed into learning sexual activities which end at polluting their mind....., children are then tempted to practice (try) what they learn, ultimately, they end at loosing concentration in studies, misbehaving to teachers, becoming prostitutes, getting pregnant and or underperforming academically or altogether....”*

The above view concurs with Chisamya, *at el.*, (2012) and Ayoub (2010) as they observed that during initiation ceremonies a girl is trained how to satisfy a husband when in contact with him sexually as a result affect concentration on academic affairs. Wilcox, *et al.*, (2004) put emphasis on this argument by stating that with this type of training the girls were lured into leaving the formal education and they enter into the adult world of marriage and child bearing. Kessler (2000) argued that positive rites of passage for young people in are

sorely lacking in today's society instead they are forced to learn some irrelevant things. In this argument Blumenkrantz (2010) adds that the contemporary use of this term "rites of passage" has obscured its true meaning and value.

### ***The Rites of Passage Influence Female Pupils' Dropout***

In the second question the researcher wanted to know if the rite of passage influences female pupils' dropout. Majority of respondents asserted that attending rites of passages does not influence the dropout among female pupils as indicated by 95 (65.9%) of female pupils, 06 (85.7%) of HoS and DEO, 18 (100%) of school committee and 16 (44.4%) of teachers. One of the teachers involved in the study wrote this way:

*.....rites of passage do not influence dropout of school girls, a female pupil may decide to drop from studies for whatever reasons not necessarily participation in the rites of passage, dropout in this country is common in all regions and all districts....., do you want to say that all regions experiencing dropout in this country is because of the influence of rites of passage? Rites of passage do not influence dropout nor poor academic performance...."*

This implies that the excessive drop out of female pupils from school is in rare cases caused by rites of passages ceremonies attendance. Respondents believe that dropout of female might be due to the failure of the families to provide these school girls with school requirements as a result pupil themselves involved to look for the school writing materials, uniforms and school fees which make them

not to attend school regularly thus some may opt to quit the school. These arguments correspond to what Makiya (2009) found that pupils do not come to school regularly because of the negative influences in their lives including problems with families, mob psychology and/or fear of punishment, poverty etc.

In the same question however, few respondents commented that attending rites of passages ceremonies causes female pupils to drop out from school as represented by 38 (26.33%) of female pupils, 01 (14.2%) of HoS and DEOs, and 20 (55.5%) of teachers. The respondents disclosed further that soon after the girls have been introduced to the rites of passage, the concentration on sexual activities increases hence losing interest in schooling. Their views were in line with the observation made by Kimego, (2007) and Ayoub, (2010) who argued that participation in initiation ceremonies forces girls to stay away from schools for a considerable period of time while studies are going on and in some occasions the school girls refused to come back to school after the ceremonies. Odaga and Heneveld (1995) advanced evidence which showed that initiation ceremonies bring dilemmas for girls, affecting their school attendance and academic performance and even leading to dropout. Initiated girls found it difficult to return to formal school or to concentrate of their own studies because the next expectation is marriage. In another study by Chimombo, *et al.*, (2000) found that initiation ceremonies contributed significantly to school dropout as ceremonies that involve dances are mostly performed at night as thus most of the girls may spend inordinate time practicing the dances as a result pupil themselves absented in school the next day due to tiredness and late nights.

***The Rites of Passage Contribute to Low Academic Performance among Female Pupils***

In this particular sub-task, the respondents were asked to give their views whether the rites of passages contribute to low academic performance among female pupils. The findings revealed the majority disagreed with the idea that rites of passages contribute to low academic performance as represented by 87 (60.4%) of the female pupils, 05 (71.4%) of head of schools and DEO, 16 (88.8%) of school committee and 16 (44.4%) of teachers. Findings indicated that an initiation ceremony is not connected to poor performance because during the practice girls are taught discipline – to work hard, to respect, to be punctual etc. the poor academic performance of female pupils might be because of poor or cruel parental supervision, punitive parents with unclear disciplining orientation, break-up of families and lack of family values, deviant behaviours of girls themselves, poor relationship between teachers and female pupils and poor lesson preparation by teachers. On these (Wilcox, *et al.*, 2004) maintained that trainings expected female girls to acquire leadership skills, commitment and loyalty to their country, self-respect and self-discipline. Respondents involved in focused group discussion (FGD) emphasized that, the tradition of rites of passages was important for introducing young girls to the values of their society and to their new responsibilities as useful members of society therefore, it does not in any way lead to low academic performance among female pupils.

On the other hand, 49 (34.2%) of female pupils, 2 (28.5%) of HoS and DEO and 20 (55.5%) of teachers agreed that the rites of passage contribute to low academic performance among female pupils. They said that low academic performance is due to irregular attendance/frequent absenteeism, lack of time to do school related activities and lack of concentration on education as most of the time ceremonies are conducted during the lesson sessions. If pupils involved in the initiation ceremonies obvious do not attend school regularly therefore, it is virtually impossible for them to receive the instruction necessary to keep up with the level of their classmates and

earn passing grades. Also this group of respondents asserted that initiation ceremonies are centred on sex practices and after “*unyago*” girls are encouraged to have sexual relationship. These findings concur with what were observed by Ayoub (2010) and Mbilinyi (1985) who argued that during the rites of passage girls are taught how to perform sexual activities successfully despite their young age and encouraged to practice their newly acquired knowledge with boys and old men. As this psychologically disturbs their brains they would not behave well as students nor concentrate on study tasks, which in turn lead to poor performance.

### *Early Marriages*

Different groups of respondents were asked to provide information on whether early marriages influence dropout and lower academic achievement to primary school girls. Their responses were quite different. Some of the respondents through interview and discussion supported the idea that there is connection between early marriages and dropout as well as poor academic achievement to female pupils. Sahbani, et al., (2016) asserted that early marriage is a barrier to girls’ education as young girls drop out of school to get married which negatively impacts academic performance. Respondents emphasized that female parents wanted their daughters to adopt mother roles earlier simply because parents need to reduce family financial burden. Williamson (2014) argued that in low-income families, the lack of economic alternatives contributes to the practice, as marriage to an older man may be seen as bringing economic security and raising family income through the bride price. UNFPA (2013) and UNICEF (2005) added that the problem of early marriages is more marked in those societies lacking formal educational opportunities. Also Mtengeti, et al., (2008) observed that some families believed early marriages would be beneficial to the girls and their families since they would remove the risk of promiscuity and of pregnancy before marriage, which bring shame to the family.

Also it was learnt from the findings that marriages in most of the societies specifically in rural and coastal areas are given more priority than education. Both parents and their daughters still believe that the marriage is more important for a female child than education as it makes a girl to excel in her life if at all she gets someone to marry. Traditionally it is known that once a pupil girl prepared to get married obviously psychologically consider herself as an adult and not a school pupil, so the learning success starts to slow down and it is a ticket for her to drop out of school or she opt to complete standard seven with poor performance (Blumenkrantz, *et al.*, 2010). In this regard one teacher wrote this:

*".... there are some female pupils who are married off soon after the release of primary school leaving examination results. This tells that these pupils were not concentrating on schooling... if you trace carefully you can note that even the preparation for the wedding ceremony started sometimes before the release of the examination results.... which means that some female pupils prepare themselves to fail their examination in order to justify their desire for early marriage....to them passing examination is a misfortune."*

The findings suggest that traditional and low income were the most powerful predictors of early marriages. It was explained that students who exposed into early marriages are usually missed classes as such they fell behind their peers in classroom work performance and finally dropped out from school due to pregnancy and childbirth. Davis, *et al.*, (2013) added that marriage and pregnancy have been identified as some of the key factors forcing girls to leave school. Nguyen *et al.*, (2012c) asserted that some girls may be more willing to marry early or their parents may be more inclined to have them marry early. Similarly, Nguyen, *et al.*, (2012c) maintain that because of

girls' low academic abilities, they may be less interested in pursuing their education may also marry earlier and might have dropped out of school even in the absence of marriage

Those respondents who denied the idea commented that, there is no influence of early marriages on female pupils' dropout. Nowadays there are no parents or guardian who force or encourage their daughters to drop out of schools in order to be married as the tradition of early marriage to school girls has no room as the community has now changed and sees the importance of educating girls. One the female pupils involved in FGD had this to say.

*"...to be frank I have never head even from friends of mine that they are dreaming of dropping out of school for the purpose of getting marriage nor have I heard or seen a parent forcing or encouraging his/her daughter to drop out of school in order to be married..... our dream is to study up to university and our parents encourage us so...."*

The above quotation reflects those societies who see the importance of female education in a society. One of the respondents during interview said that the tradition of early marriage to school girls was practiced in the past; it has no room in the society.

### **Child Preference and Attitudes of Parents on Girls Education**

In this task the researcher wanted to explore the perceptions of communities towards female education and whether there is preference to educate sons than daughters. The findings obtained from different respondents 144 female pupil, 18 school committee, 06 heads of schools and 36 teachers are indicated in Table 4.2.

**Table 4.2 Responses on the Attitude of the Community Towards Girls' Education and Child Preference**

Statement	Female Pupils			Teachers			School Committee			Head Teachers		
	Agree	Not Sure	Disagree	Agree	Not Sure	Disagree	Agree	Not Sure	Disagree	Agree	Not Sure	Disagree
Sons are given more priority than daughters in their education	26 (18.0%)	00 (0.0%)	118 (81.9%)	12 (33.3%)	00 (0%)	24 (66.6%)	00 (00%)	00 (00%)	18 (100%)	1.0 (16.6%)	0.0 (0.0%)	5.0 (83.3%)
Preference to educate boys than girls in your community	18 (12.5%)	00 (0.0%)	126 (87.5%)	12 (33.3%)	00 (00%)	24 (66.6%)	00 (0%)	00 (0%)	18 (100%)	1.0 (16.6%)	00 (0%)	5.0 (83.3%)



The majority of respondents represented by 118 (81.9%) of female pupils, 24 (66.6%) of teachers, 18 (100%) of school committee and 05 (83.3%) of heads of schools disagreed with the idea that sons are given more priority than daughters in their education. The findings reflect that the preference for sons' education is fast disappearing in some societies. Following the *Millennium Development Goals* (MDGs) and the *Education for All* (EFA) campaigns communities see the importance of educating their daughters. Education is vital to ensuring a better quality of life for all children and a better world for all people, but if girls are left behind, those goals can never be achieved (Hadden, *at el.*,1996; Schultz, 2002). Due to this all most equal opportunities are now given to both boys and girls in terms of their education. The African proverb says "If we educate a boy, we educate one person and if we educate a girl, we educate a family and the whole nation" (Offorma, 2009). This means that by sending a girl to school, she is far more likely to ensure that her children also receive an education with a claim that investing in a girl's education is investing in a nation. Herz (1991) added that educating girls stimulates economic growth and it improves the wellbeing of women and gives them more agencies in their communities and countries. This is because the more education a woman has; the more likely it is she can earn a higher income, which will go to benefit her family. By supporting this one of the teachers wrote this in a questionnaire.

*..... In the previous days, parents were reluctant to spend money for the education of their daughters, since it was believed that education given to girls has nothing good to her parents, it would rather benefit her husband.....but nowadays the community has changed a lot, they have begun to appreciate the importance of educating girls and they do so."*

On the other hand, few respondents asserted that sons are given more priority in the community in terms of education as represented by 26 (18.1%) of female pupils, 12 (33.3%) and 1 (16.6%) of the heads of schools. From this perspective it was learnt that the problem of son's preference is still persist in some communities. These findings are consistent with Malekela (1994); UNICEF (2005); Ayana (2016); Sumra, *at el.*, (1998); and Lin, *at el.*, (2003) arguments that some parents are reluctant to invest in their daughter's education by fearing that if the girls were sent to school, they would become pregnant and their schooling would be terminated and the money spent on their education would become wasted. Sons continue the family lineage while daughters are married away to another household. Sons typically are responsible for supporting parents in their old age, and daughters fulfil the son's roles when sons are not available. This, therefore, makes the education of sons more attractive to parents. As such the costs of education, both direct costs (e.g. school fees, books, uniforms, etc.) and opportunity costs (e.g. loss of household help and in some cases, wages) are more readily absorbed for sons than daughters (Lin, *at el.*, 2003). Girls, upon marriage, join their husband's family and take with them the benefits of education, makes parents to have little incentives to bear the costs of educating their daughters (Herz, *et al.*, 2014; Mensch and Lloyd, 1998, Edewor, 2016).

## **Conclusions**

This paper investigated how cultural practices such as the rite of passages, early marriages, child preferences and attitudes of the community towards educating women affect access and achievement of girls' primary education. On the basis of the findings recounted above, a number of conclusions were drawn.

Most respondents claimed rites of passages ceremonies had no connection with girl's drop out or poor academic performance this perhaps the knowledge of the society on the effects of these

ceremonies is not enough. Sometimes female pupils themselves are not serious with their studies which at the end complete standard seven with minimal ability to comprehend, read and write simple sentences in Kiswahili and in English or cannot write even their names thus such pupils may opt to dropout from school instead of wasting time.

There is a close link among child marriage, puberty, traditional beliefs and poverty. Parents or guardians with economic hardship are often tempted to marry off their daughters after reaching puberty even if they are still in school to obtain bride price which they believe will remove the family from financial burdens and at the same time remove their daughter from the risk of getting pregnancy before marriage.

In relation to child preference and attitudes of parents on girls' education, majority of the respondents argued that parents whether educated or uneducated have desire to educate their daughters. However, some factors such as, economic hardship, ignorant and large family size obstruct in acquiring education by the girls.

### **Recommendations**

The Government of Tanzania and community at large believes that sexual activity is expected to be delayed until after a learner has completed formal schooling, so as to allow him/her to pay maximum attention to and derive maximum benefit from the educational programme, and so as to allow sexuality to be practised within a safe and emotionally mature relationship. It is hereby recommended parents, church, community and traditional leaders to join forces with the school in providing guidance along these lines as a matter of course. However, it recognizes due to negative culture in different Tanzanian society young people may be pressured into making unwise decisions, in which case pregnancy is consistently the most common family-related reason given by respondents in the study

area. The Ministry of education and culture must consider the student returns to school after she gave birth, she must be reinstated to the status she held when the leave began, which should include giving her the opportunity to make up any work missed.

The student should be allowed to choose how to make up the work. At this point it is recommended that the Open University or any other institution running the ODL to consider developing courses for secondary school students or primary school which will be the avenue students after they deliver to have access to online courses and finish up their studies.

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