Editorial Note

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Editors–in-Chief

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The Influence of Entrepreneurial Training on Business Performance of Women Food Vendors in Ilala Municipality, Tanzania: Mediating Role of Product Innovation/Service Innovation

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Abstract

The challenges in the business environment and the increase in competition have made women food vendors focus greatly on improving their business performance to attain business survival and develop their innovation abilities to meet their desire for success. This study therefore evaluates the mediating effect of product/service innovation on the relationship between entrepreneurial training and the business performance of women food vendors in Ilala Municipality, Tanzania. The study employed an explanatory research design with Partial Least Squares Structural Equation Modelling (PLS-SEM) as a statistical method for testing hypotheses. Multistage sampling procedures using stratified, purposive, and systematic random sampling were used to select a sample size of 302 women food vendors. Data collection was done using research questionnaires. The findings revealed that entrepreneurial training has a significant and positive effect on product/service innovation. The findings also revealed that product innovation has a positive and significant effect on business performance. Moreover, the findings revealed that product/service innovation mediates the relationship between entrepreneurial training and business performance. The findings provide significant insights for women's food vendors, managers, policymakers, and researchers to further understand the mediating role of product/service innovation on the relationship between entrepreneurial training and business performance of women's food vendors. Thus, it is imperative for women to be encouraged to attend and improve their entrepreneurial skills and product/service innovation, which may increase business performance.

Keywords: Business Performance, Entrepreneurial Training, Product Innovation, Food Vendor, Service Innovation

Introduction

Globally, entrepreneurial training is considered an important component of development. The United Nations' Sustainable Development Goals have two objectives that directly reflect the importance of entrepreneurial training. These include Goal 4.4, which emphasises the increase in the number of adults and youth who have suitable employability and entrepreneurial skills, and Goal 8.3, which emphasises the promotion of development-oriented policies that could assist

productive activities, entrepreneurial creativity, decent job creation, innovation, and creativity, and encourage the formalisation and growth of micro-, small-, and medium enterprises through access to financial services (The United Nations Conference of Trade and Development, 2016).

Regarding the 2030 and 2063 agendas for sustainable development in Africa, many African governments have acknowledged the need for entrepreneurial training to boost business growth (Africa Union, 2015). Again, under the support of the new partnership for African development and the African Union strategies for MSMEs, the African government has promoted policies aimed at improving entrepreneurial skills and entrepreneurial training (The Organisation for Economic Cooperation and Development, 2017).

Sub-Saharan African countries, particularly South Africa, have developed a programme called "Teaching Entrepreneurial Skills Development" that aims to improve the entrepreneurial abilities of trainers, educators, and small business owners (Botha, 2006). In Rwanda, the Rwanda Development Board (RDB) has been developed to assist entrepreneurs through distinctive business development programs, which include entrepreneurship training. Similar to this, Ghana has developed an industrial growth plan related to entrepreneurial development. While in Tanzania, Gambia and Cameroon have established a national entrepreneurship policy with the same objective of advancing entrepreneurial culture through training (Organisation for Economic Co-operation and Development, 2017).

Furthermore, the Tanzanian government has made several efforts to develop entrepreneurship as both life and business skills. These include creating the Tanzania Development Vision 2025, the National Entrepreneurship Training Framework (United Republic of Tanzania, 2013), the National Economic Empowerment Policy (2004), and the Small and Medium Enterprises Development Policy (2013). However, there is still poor business performance among women entrepreneurs (Mramba et al., 2015). Poor performance is observed in income generation, competitive advantage, increase in sales, customer satisfaction, and business expansion.

Although several countries, and Tanzania in particular, have adopted entrepreneurial training as a key driver of business performance, the knowledge base about its effects is still limited. When it is, it is disputed regarding its effect on business performance. According to Mwakio et al. (2020), the idea that entrepreneurial training advances business performance is not certainly true. This marks the divergent findings that have been reported by numerous studies (Bauer, 2011; Patel, 2014).

In a randomised control study, Karlan and Valdivia (2011) assessed the marginal impact of providing business training to Peruvian women micro entrepreneurs. They did not discover any

proof of changes in crucial result areas like business profits, net incomes, or hiring new employees. Entrepreneurship training slightly improved financial performance, according to a study by Martinez et al. (2016). Similarly, Cho and Honorati (2013) argue that entrepreneurship training is typically more detrimental than beneficial because their findings showed that it had no impact on income.

However, a study in Dodoma, Tanzania, by Said (2020) on the role of entrepreneurship training in improving the business performance of Tanzanian food vendors discovered a positive relationship between entrepreneurship training and business performance. Bruhn (2013), on the other hand, found that entrepreneurship training does not affect the firm outcomes of young entrepreneurs in Bosnia and Herzegovina. In the same vein, Karlan and Valdivia (2011) found non-directional relationships with no evidence of a change in important outcomes such as business profits.

Based on this debate, studies on the impact of entrepreneurial training on business performance have yielded conflicting findings (Mwakio et al., 2020). Moreover, previous research has overlooked the role of product/service innovation as a mediator of the relationship between entrepreneurial training and business performance (Lenihan et al., 2019). Thus, Alene (2020) recommends more research on the subject, and some have suggested that similar research be done in another sector (Msoka, 2013; Reven & Le, 2015; &Tambwe, 2015) to integrate the three constructs of entrepreneurial training as exogenous, product/service innovation as a mediator, and business performance as endogenous.

To the best of the researcher's knowledge, the mediating role of process innovation in the relationship between entrepreneurial training and business performance has not been studied, particularly in the context of Tanzanian women's food vendors. Little attention has been paid to the integrative approach of testing the integrative effect of three latent constructs: entrepreneurial training, process innovation, and business performance (Zhou et al., 2017; Al-Sa'di et al., 2017). As a result, the current study was conducted to assess the mediating role of product/service innovation on the relationship between entrepreneurial training and the business performance of women's food vendors in Ilala Municipality, Tanzania.

Literature Review

Numerous studies (Caloghirou et al., 2018; Jeong et al., 2019; Kristinae et al., 2019; Tan &Nasurdin, 2011) have considered the relationship between entrepreneurial training and product/innovation. Studies by Forkuoh et al., (2016), Kawira (2021), & Wasike (2014) have

linked product/service innovation and business performance. However, studies conducted by Aboda and Elgharbawy (2022); Alliyu et al.*(2019)*; Aliyu et al. (2018*); &* Autio et al. (2014) have focused only on the mediating role of innovation in general without specifying the type of innovation on which the present study is focused.

A study by Tan and Nasurdin (2011) on human resource management practice and organisational innovation assessed the mediating role of knowledge management effectiveness in Malaysia. The study employed a sample size of 171 large manufacturing firms. The data analysis was done using regression. The findings of the study revealed that training was positively related to product innovation. The study recommends future research be conducted on the service on which the study is focusing.

Caloghirou et al. (2018) conducted a study on how employee training and knowledge stocks affect product innovation in Anthen Greek. The study employed a sample size of 524 of the largest Greek manufacturing firms and was conducted in two waves in 2011 and 2013. The study employed a single-equation probit model to investigate whether a binary variable for training is correlated with product innovation. The findings of the study suggested that training increases absorptive capacity and, consequently, is necessary for successful product and process innovation.

Wasike (2014) conducted a case study of Haco Tiger brands in East Africa on the effect of product innovation on performance. Data analysis was done using a longitudinal study design, and secondary data was collected from the annual financial sales report for the years 2009 to 2014. The data was then analysed using trend analysis. The research study found that product innovation was relevant to the company as it contributed significantly to sales growth and helped to accelerate total company sales revenue. Product innovation thus influenced the performance of Haco Tiger Brands positively.

Alliyu et al. (2019) conducted a study on the mediating effect of innovation on the relationship between marketing orientation, social network, training, access to finance, and business performance of women entrepreneurs in Nigeria. The study used a survey research design. Stratified, disproportionate, and systematic random sampling procedures were used to select a sample size of 576 women-owned businesses (MSMEs). A research questionnaire was adopted to collect the data required from women entrepreneurs. Structural equation modelling was used to test the proposed hypothesis. The results found that market orientation, social network, training, and access to finance are significant strategic factors for the business performance of women-owned MSMEs in Nigeria. The findings further found that innovation mediates the

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relationship between entrepreneurial training and business performance. The recommended stakeholder is to encourage women to improve their entrepreneurial training on innovation, which in turn may increase their business performance.

Aliyu et al. (2018) did a study on the mediation effects of innovation on the relationship between market orientation, training, and business performance of women in Nigeria. The study adopted a survey research design. Stratified disproportion and systematic random sampling procedures were employed to select a sample size of 576 women owned by MSMEs. Data were collected using a research questionnaire. The collected data was analysed using structural equation modelling (SEM). The study revealed that marketing orientation and training are important strategic factors for the performance of women in micro, small, and medium enterprises. The results also found that innovation mediates the relationship between market orientation, training, and business performance of women-owned MSMEs in Nigeria. The study recommended that women-owned MSMEs improve their market orientation and receive training to increase their business performance.

Based on the empirical literature review, studies on the mediation effect of product/service innovation (Niyi et al., 2022) in the relationship between entrepreneurial training and business performance are scant. Thus, to the best of the researcher's knowledge, the mediating role of product/service innovation in the relationship between entrepreneurial training and business performance has not been studied, particularly in the context of Tanzanian women's food vendors. Therefore, based on the empirical literature review, the present study proposes the following hypotheses.

H1: Entrepreneurial training has a significant effect on Product/service innovation of women food vendors in Ilala Municipality

H2: product innovation has a significant effect on business performance of women food vendors in Ilala Municipality

H3: Product/service innovation mediates the relationship between entrepreneurial training and business performance of women food vendors in Ilala Municipality

Theoretical Perspectives Underpinning the Study

The present study adopted Schumpeter's theory (1934) and the entrepreneurial performance model (Van Vuuren, 1997) as the theoretical perspectives underpinning this study. Both of the two theories summarise the study by taking into consideration the relationships among the

variables. The study emphasises primarily how businesses make and attain their performance. In the present study, Schumpeter theory and the entrepreneurial performance model are adopted to explain the relationship between the independent variable (entrepreneurial training), the dependent variable (business performance of women food vendors), and the mediating variables (product innovation) (see Figure 1).

The Schumpeter theory was developed in 1934. It holds that Product/service innovation may take any shape, including the introduction of new products, changes in the appearance of products, changes in the quality of products, and new methods of sales that may attract customers and hence increase profit. The theory claims that any enterprise aiming to prosper and progress must be innovative in its approach.

The entrepreneurial performance model was developed by Vuuren in 1997. The model emphasises the relationship between performance and skills (Vuuren, 1997). These entrepreneurial performance measures include increased profitability, increased productivity, the establishment of own businesses, and growth in net values, while entrepreneurial skills include business skills, entrepreneurial skills, technical skills, and personal skills (Botha, 2006).

The two theories, Schumpeter theory and entrepreneurial performance model, are integrated into this study as suggested by prior research, notably Nieman et al. (2019), who have emphasised the need for combining two or more theories for the purpose of strengthening and enhancing business performance.

Conceptual Framework

Entrepreneurial Training	Product/Service Innovation	Business Performance
▪ Business skills ▪ Technical skills ▪ Personal skills ▪ Social skills ▪ Entrepreneurial skills ▪ Interpersonal skills	▪ Food ordering ▪ Food delivery ▪ New service ▪ Food quality ▪ Food packaging	▪ Increase income ▪ Customer satisfaction ▪ Vendors expansion ▪ Competitive price ▪ Customer loyalty
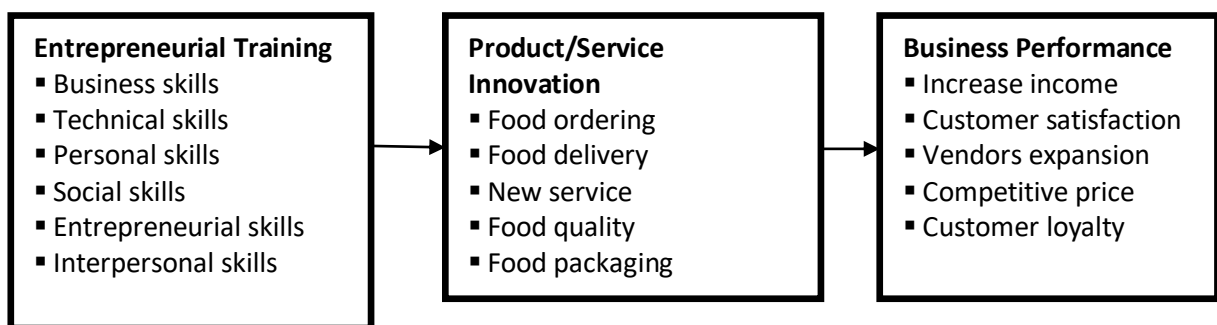
Figure 1. Conceptual Framework

Materials and Methods

This study was conducted in Ilala Municipality, Dar es Salaam, Tanzania, comprising three markets: Ferry, Buguruni, and Kisutu. The municipality was chosen because it hosts large markets such as Kisutu, Ferry Fish Market, Buguruni, and many large industries that serve as strategic areas that attract many vendors due to the high demand for food in those areas (Karondo & Tumaini, 2021; Wango et al., 2022). A deductive approach was adopted in this study. The use

of a deductive approach is to generate and test hypotheses with existing theories to explain causal relationships between variables (Saunders et al., 2012). The study employed an explanatory research design. The explanatory research design is suitable because it takes into account the various methodological techniques such as qualitative, quantitative, and mixed methods (Cresswell, 2012). Multistage sampling procedures using stratified, purposive, and systematic random sampling were used to select a sample size of 302 women food vendors. The sampling procedure is suitable for obtaining a representative that is not biased. Data was collected from women food vendors using a research questionnaire. The use of a research questionnaire is suitable as it offers a standardised system of questions to collect measurable and factual data that classifies specific groups and their circumstances in statistical characterization (Creswell, 2014). The data were processed and analysed using Partial Least Squares-Structural Equation Modelling (PLS-SEM) version 4.

Research Findings and Discussion

This part comprises two sections. The first section depicts findings on the reliability and validity of the measurement model that links indicators to latent constructs, and the second section depicts findings for the structural model that links endogenous latent variables to other latent constructs, which focus on hypothesis testing

Validity and Reliability

The assessment of the measurement model was done through validity and reliability. The aim was to ensure that the collected data reflected adequately the intended construct measurement in the study. It is also important to confirm that the measurement scale precisely represents the concepts to be measured (Hair et al., 2019). The factor loading per indicator was first assessed, and the findings indicated 13 indicators out of 16 were above the recommended statistics of 0.70 (Hair *et al*., 2017; Hair *et al*., 2019), which ranged between 0.717 and 0.853. However, three indicators that were below the recommended level of 0.70 were deleted, while 13 indicators were carried forward for analysis. The reliability of each construct was met since its Cronbach value was above the recommended 0.70 (Hair *et al*., 2019). The results are presented in Table 1.

Furthermore, the results revealed that composite reliability was all above the recommended value of 0.6, implying that composite reliability was met (Hair et al.*,* 2019). The average mean extracted (AVE) was above the recommended 0.50, hence the convergent validity was met (Fornel & Larker, 1981; Hair *et al*., 2019). Therefore, the data was fit, as indicated by the fact that all the fitness indexes were attained. This simply means all the constructs are valid (Table 1).

Table 1: Validity and Reliability

Variables	Indicators	Loadings	Cronbach's alpha	(CR)	(AVE)
Business Performance			0.786	0.86	0.607
	BP1	0.847			
	BP2	0.853			
Entrepreneurial Training			0.783	0.86	0.606
	ET1	0.783			
	ET2	0.752			
	ET3	0.763			
	ET4	0.717			
	ET5	0.732			
	ET6	0.75			
Product Innovation			0.846	0.896	0.683
	PSI 1	0.828			
	PSI 2	0.769			
	PSI 3	0.796			
	PSI 4	0.845			
	PSI 5	0.747			

Note:CR=Composite Reliability, AVE= Average variance extracted

Discriminant Validity

The findings indicate that the correlations among the reflective latent constructs are acceptable, and the discriminant validity value was 0.75 to 0.798 above the recommended values by Chin (1998), Fornell and Larcker (1981), and Hair et al. (2019), in which assessment was done by employing the correlation among constructs with the square roots of average variance extracted (AVE). (See Table 2).

Table 2: Discriminant Validity

Latent Construct	BP	ET	PSI
BP	**0.85**		
ET	0.565	**0.75**	
PSI	0.572	0.538	**0.798**

Note: BP= business performance, ET= entrepreneurial training, PSI= product/service innovation

Hypothesis Testing

After confirming the reliability and validity of the measurement model, the next step is the evaluation of the measurement of the structural model. This was done to test the mediating role of product/service on the relationship between entrepreneurial training and business performance. To evaluate the significance path, the study carried out the Boost trapping 5000

times with 302 respondents' data. The findings of hypothesis testing of the measurement structural model is indicated in Figure 2 and Table 3.

The findings of hypothesis (H1) testing revealed that entrepreneurial training, as an independent variable, has a significant positive relationship with product/service innovation (β = 0.641, T = 9.423, P = 0.000). These findings are similar to those of studies by Jeong et al. (2019), Kristina et al. (2019), and Tan &Nasurdin (2011), who found that entrepreneurial training is positively related to product/service innovation. These findings support the vitality of entrepreneurial training in business skills, technical skills, personal skills, entrepreneurial skills, interpersonal skills, and social skills, which enhance the ability of women food vendors to improve product/service innovation that includes food ordering, food delivery, new services, food quality, and food packaging. The role of entrepreneurial training is to enable women food vendors to obtain knowledge and skills that are important for cultivating their product/service innovation and, hence, their business performance.

Furthermore, the findings of this study corroborate with the study by Caloghirou et al. (2018) who found that training increases absorptive capacity and, consequently, is necessary for successful product and process innovation. It imperative to develop women's food vendors in numerous skills, such as business skills, technical skills, personal skills, entrepreneurial skills, interpersonal skills, and social skills, that would enhance their ability to improve product/service innovation for business success. The study confirmed that entrepreneurial training on skills such as technical skills, business skills, personal skills, interpersonal skills, social skills, and entrepreneurship skills was important for improving product/service innovation among women food vendors. Additionally, the results confirmed that entrepreneurial training develops the capability and knowledge of women food vendors who use it to improve product/service quality based on the market and customer needs.

Equally, the hypothesis (H2) showed that product/service innovation and business performance have a significant and positive relationship (β = 0.355, T = 3.293, P = 0.000). This finding is consistent with prior findings by Wasike (2014) who found that product innovation being relevant to the company as it contributed significantly to sales growth and helped to accelerate total company sales revenue. Thus, product innovation influenced the performance of Haco Tiger Brands positively. This finding has confirmed that product innovation is vital factor for business performance. It important for stakeholders and women food vendors to invest in product/service innovation in order to enhance their business performance.

The finding of this study is further concurring with Schumpeter theory (1934) that hold that any enterprise aiming to prosper and progress must be innovative in its approach. It is from this point the present study support the fact that for women food vendors to increase their business performance are required to be innovative in product/service such as food ordering,food delivery, new service, food quality and food packaging.

The findings of the study is also in the line with studies by Forkuoh et al. (2016), Kawira (2021), and Rosli and Sidek (2013), who found that product/service innovation has a positive and significant effect on the performance of micro, small, and medium enterprises. With regard to the study findings, the effect of product innovation on business performance may be higher because of improvements in product/service innovation such as food ordering, food delivery, new services, food quality, and food packaging.

Furthermore, the study discovered that product/service innovation mediates the relationship between entrepreneurial training and the business performance of women's food vendors (β = 0.228, T = 3.299, P = 0.000). This result is similar to the study by Alliyu et al. (2019) findings that innovation mediates the relationship between entrepreneurial training and business performance. This finding suggests stakeholders in food vending sector to encourage women to improve their entrepreneurial training on innovation, which in turn may increase their business performance.

The findings of the present study is also in the same vein with the study by Aliyu et al. (2018) who found that innovation mediates the relationship between market orientation, training, and business performance of women-owned MSMEs in Nigeria.Furthermore, Aboda and Elgharbawy (2022), confirmed that product innovation mediates entrepreneurial training and business performance in small businesses in the food industry. Similarly, Autio et al. (2014) confirmed that entrepreneurial training is mediated by innovation towards business performance, thereby improving product quality and hence a competitive advantage. The findings support the importance of entrepreneurial training in improving product/service innovation, which leads to the business performance of women's food vendors. The results thus provide evidence that even in a mature industry like restaurants, where product/service innovation is critical to success, individual entrepreneurs' training can significantly impact business performance. Institutionalising entrepreneurial training is critical to driving innovative initiatives' business performance. Food vendors should prioritise building this trait among employees to develop competitive business advantages. A strategy for promoting innovativeness, creativity, continuous

improvement, resilience building, and adaptability in a dynamic business environment through entrepreneurial training.
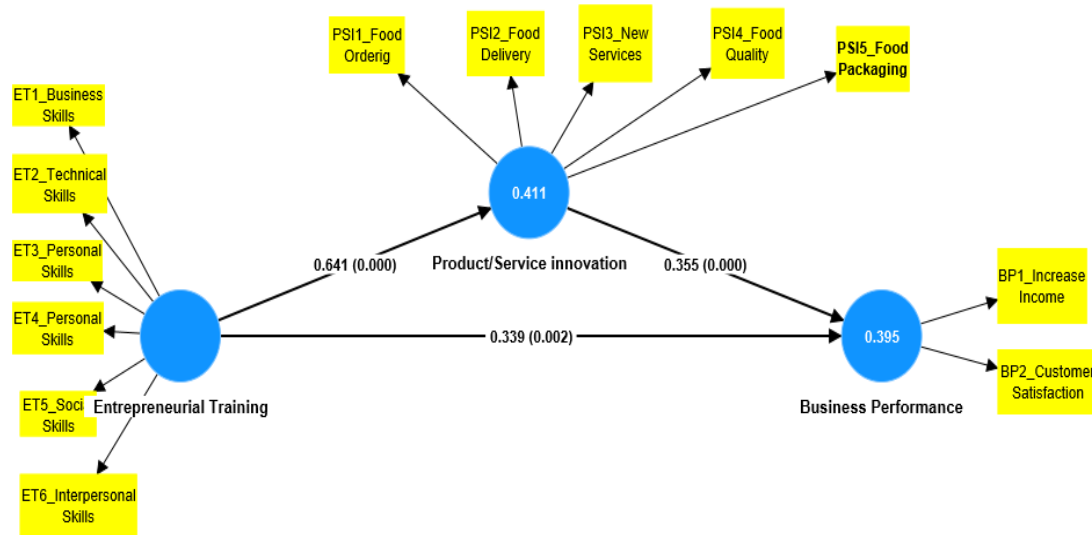

Figure 2 Structural model showing the Mediating role of product/service innovation on relationship between entrepreneurial training and business performance

Table 3: Direct and Indirect Effects Product**/Service Innovation on Relationship between Entrepreneurial Training and Business Performance**

hypothesis	Relation	Beta	STD Deviation	T-Value	Findings
H1	ET→PSI	0.641	0.068	9.423	Supported
H2	PSI→BF	0.355	0.108	3.293	Supported
H3	ET→PSI→BF	0.228	0.069	3.299	Supported

Conclusions and Recommendations

This study concludes that product/service innovation is an important factor in facilitating the relationship between entrepreneurial training and the business performance of women food vendors in Ilala Municipality, Tanzania. It is understood that a vast amount of opportunity exists to enhance the business performance of women food vendors in Ilala Municipality, including providing entrepreneurial training that could equip women food vendors with appropriate product/service innovation. The improved business performance contributes to national economic growth.

The study recommends that further and future researchers conduct similar studies in specific areas such as food processing, retail, and fruits in other regions of Tanzania to see whether the findings will deviate from the ones reported in this study. Furthermore, the study recommends women food vendors to advocate for the adoption of product/service innovation practices, with

much emphasis on the introduction of new services or products, food ordering, food delivery, food quality, and food packaging.

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The Effects of Teachers' Practice of Management roles on Pupils' Academic Progress in Iringa, Tanzania

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Abstract

The purpose of this study was to understand primary school teachers' knowledge of their management roles, practices and its effects on pupils' learning progress. The study involved 12 teachers and 48 pupils who were purposively selected from Iringa Municipality, Tanzania. The teachers were identified based on their official assignment of specific class teachers' management roles by school leaders while pupils were identified based on their class academic performance. When learning about teachers' roles, each participant teacher was treated as a case study. The teachers were interviewed while pupils participated through focus group discussion (FGDs). Documentary review guides was used to learn about pupils' learning progress and data analysis was conducted through thematic analysis procedures. The findings of this study revealed that, participant teachers had a limited knowledge of their management roles as each teacher attributed class management roles more to teaching in the classroom context than management roles. The teachers did not perform management task as expected by education circular and hence their roles did not advance pupils' learning academic progress. The teachers revealed that teachers' management roles that had effects on pupils' academic progress to be extra teaching, guidance and counseling. Since teachers had limited knowledge of their management roles, it is recommended that in service teachers' training that are geared towards updating their professional knowledge on management roles should be put into effects. Teachers' appointment of class teachers should highlight teachers' specific roles for management of pupils' academic progress.

Key words: Teachers, management roles, academic progress

Introduction

Traditionally teachers' roles have been maintaining an orderly learning environment in the classroom for pupils to achieve learning and teacher's planned goals (Marei & Mustafa, 2009). In Tanzania, teachers are assigned management roles with an assumption that they have skills and knowledge from their professional training before their recruitments. They are equally assumed being able to manage students' students' learning on behalf of the education stakeholders. At school level, pupils' learning diversity are explained in many ways including their learning progress and academic performance. Debates on teachers' management of students' learning progress are raised when the academic results are not as expected. In Tanzania for example, there has been a concern from stakeholders on whether or not teachers are performing their expected management duties when academic reports indicates that, there are pupils who complete primary school education level without mastery of reading, writing and other expected class competencies at a particular class level (Twaweza, 2015). Although, the variation in pupils' learning progress and performance may be related to a number of students' characteristics such as students' attitudes, motivation, learning background, readiness and learning environment, teachers understanding and practice of management roles as a variable was thought to be taken into account in explaining the variation in pupils' learning progress in schools. In a study by Drang (2011) on preschool teachers' knowledge and practices of management roles, language was found to be a tool that teachers employed to manifest classroom management roles. In the study by Drang (2011) likewise, the study by Al Kaabi (2015) revealed that, teachers practiced more authoritative role than coaching pupils for academic excellence. In Tanzania, teachers' in-service training and waiving of tuition fees to pupils in public schools has not improved pupils' learning progress and academic performance to the expected level at primary school leaving examination indicating that the pupils' academic performance is not improving. This is raising concerns on how accountable are teachers in schools in terms of their management roles. Since the school is the lowest level in the management of pupils learning, the purpose of this study was twofold; to assess teacher's knowledge of their assigned management roles, their practices the effects on students' learning progress in Tanzania.

Literature review

The study was guided by Kreitner (1986) and Havanal (2011) theories which have identified three levels of management to be the top, middle and lower level of management or supervision

as shown in Table 1. At a school as organization management roles are in a hierarchal order with relationship of management levels of superior-subordinates relationship. The head teacher in school performs five managerial functions; informal and formal planning and decision role), organizing, interpersonal such as staffing, directing or informational role and controlling (Havanal, 2011). The relative importance of these functions varies along the managerial levels and there may be as many levels in the organization as the number of superiors in a line of command.

Table 1: Levels of management

Level	Members
Top	Board of directors, chairman, chief executive
Middle	Department Heads, Divisional Heads, Section Heads
Lower (supervisory)	Senior supervisor, Frontline supervisors

Source: Havanal (2011) and Kreitner (1986)

The teachers' management roles in school in Tanzania fall at the middle and the lower levels of school management hierarchy (MANTEP, 1995) and includes monitoring of students' learning progress, disciplines, attendance, and pupils' self-awareness. Steen (2011) has categorized these teacher's management roles in a number of categories; classrooms advisors with roles of managing pupils' attendance, academic matters and other affairs. The other is, discipline masters or mistress management roles with duties of managing the entire school disciplines. Another category is formed by academic masters or mistresses with a duty of coordinating academic matters. At the top level in the chain of management of school tasks are head teachers and assistant head teachers who have a role of managing both academic and non-academic issues.

Kountz and Weihrich (2003) have described management roles to be more human resource based that include designing and, maintaining an environment in which individuals work efficiently to accomplish selected aims. In this study, the study defines teachers' management roles as more of designing and modifying a learner's learning environment in a way that learners feel best to learn and accomplish planned learning goals (Steen, 2011. Teachers practicing class advisors roles are expected to give help to learners in the areas of disciplines in academic and general learner's welfare (Dachi et al., 2010).

The available literature on teachers' knowledge and management roles shows inconsistent results with more evidence that teachers are more involved in management of pupils' disruptive

behaviors in schools (Randazzo, 2011). The study by Schiffler (2016) revealed that teachers' management roles added stress on teacher's career. In a study by Wilson (2012) teacher's classroom management skills associated with communication were more valuable than collaboration and instructional support to their classroom management roles. Gablnske (2014) explored the affective domain of teacher-student relationships that are acquired through training are love and close follow up of pupils' academic affairs to be potential to students' learning. The study by Little and Akin-Little (2008) in Sowell (2013) on teachers' implementation of their management roles revealed that, teachers' management roles fall in four major areas; classroom rules, enhancing conducive learning environment, reinforcement of teaching strategies, and reductive procedures of indiscipline behaviors. Verbal warning in response to classroom problems, verbal praise, revoking students' freedom and corporal punishment are used to deal with chronic offenders. Taila (2009) in Sowell (2013) study demonstrated a wide range of teacher utilization of rule and procedures in many classrooms indicating that rules and procedures had positive effects on classroom disciplines.

Material and methods

This study employed case study design to purposively select and collect data from primary school teachers with class management roles in schools. Each individual teacher was treated as a case study. The Iringa Municipality in Tanzania was purposively selected based on its big students' population, however with the smallest primary school pupil's teacher ratio (PMORALG, 2020). The Pupils Teachers Ratio (PTR) in the district is 1:41 and is smaller than the recommended PTR of 1:45. Selecting teachers in schools with acceptable teaching load was thought to be a criterion when assessing effects of teachers' management roles on pupils' learning progress a classroom context of manageable classroom of a teacher. Participant teachers and pupils were purposively chosen from 6 primary schools whereby 3 schools were in the category of high performing schools with the other three in low performing schools in the standard seven primary school living examination results in the previous 5 years. Structured interview and focus group discussion guides for teachers and pupils respectively were used as tools for data collection. Documentary review guides were used to collect data on pupils' learning progress for two years beginning when pupils were in class three to class four. Selection of data considered the need to answer research question to a point of saturation. In the process of collecting data, participant teachers were asked to keep rrecords of pupils' academic progress,

their management activities that were linked to academic progress of pupils in a portfolio. During data collection process, data was recorded both in a notebook and in digital form.

Three focus group discussions were conducted at each participating school with the first at the beginning of the year which marked the plans at beginning of the school year. The other one was at the middle of the year and another one at the end. At each school eight pupils formed one group discussion. During the discussion, the researchers were non-participant observer with a role of recording data as they imaged from the discussion. The researcher appointed a moderator who led each discussion and at the end the researchers shared with the moderator before data analysis process was conducted. Nieuwenhuis (2007) suggests that, sharing is a useful strategy for ensuring that description from the researcher is understood in the same way the participants interpret meaning

Each focus group discussion session was organized based on academic levels. Since the number of pupils in one category was more than eight at each school, the researcher prepared cards with a number 1 and 0 to aid making decision of participants in group discussion. A number 1 signified involvement while a 0 exclusion. The pupils' participation was based on meeting achievement level and nothing else. Before data analysis began, the researcher organized, classified and read repeatedly the e data from interviews and documents so as to understand the data and later on interpret it thematically. The analysis based on each case study and finally themes from each case study were reported as theme with respect to objectives of this study. All respondents were assured with confidentiality whereby English alphabet letters were used to preserve their identities and members had freedom to respond and refrain from participation.

Findings and Discussions

The findings with regard to teacher's knowledge of their management roles revealed that, when teachers assumed their management roles, they had knowledge that, they were responsible for holistic roles which included personal, social, and academic affairs' roles. This contention is revealed by the following responses from teachers;

> *My role is to monitor pupils' academic and discipline, to make sure that pupils attend schools regularly, to provide reports to parents and the school in general"* *(Interview, TB1). I have to know each pupils' ability, cleanliness, to understand sources of pupils' problems, to be aware of pupils' learning progress, to know*

their learning problems, to treat them with love (interview, TD1). I provide guidance and counseling education and daily needs, I ensure academic matters goes well, cleanliness and to maintain the relationship between teachers and the pupils (interview, TA2)

The participant teachers practiced their management roles by monitoring of pupils' attendance, hosting meeting with individual pupils or groups. On some occasions, teachers volunteered for extra time help beyond class hours. The following extracts from teachers' responses revealed;

I ask the pupils about their short life history and of their homes, I call upon pupils, when it is serious I call upon pupils' parents (interview, TE2). I use class and school meetings, where I involve pupils' to solve their academic problems (interview, TA2). I call students by their names and make follow up on their disciplines, academic ability and learning (interview, TF2)

Pupils' opinions revealed that, they are given freedom to express their views with their class teachers privately upon prior arrangements. The following views from teachers revealed;

I and others in the class arrange with our teacher, sometimes during weekends or after lesson hours and sometimes in the office (FGDs, S1A). The teacher's advices depend on how we listen to their advices, we discuss about our academic progress. During teaching in the class, the teacher provides advices and encouragement on studies. I ask the teachers if has a time to meet and discusses about my studies. Our teacher is cooperative. Not often the teacher, but we also ask the teacher when she has time (FGDs, S3E).

With regard to the effects of teachers' practices of their management roles, the findings revealed that it is not easy to prove their effectiveness directly as learners varied in their learning progress. Remedial teaching whereby teachers worked on voluntary basis was among evidences of their management supportive roles. The following statements revealed;

I believe, that pupils' academic performance in primary school leaving examination is a result of my leadership. It is almost two years now, I have got no say, and the head teacher knows and can speak about (interview, TC1). My leadership has helped students improve in the English language subject when compared to the time I was assigned a class teacher (interview, TD2). My follow up has identified that, some pupils do not have the skills in the three Rs" (Reading, writing, and arithmetic) due to scarcity of teaching material. However, I insist that pupils should be inquisitive to learn from their teachers by asking questions to their teachers (Interview, TC2). Absenteeism has decreased and

pupils' attitudes towards private studies have risen. When you insist about discipline and study behavior students' academic progress improves" (Interview, TB1).

Although teacher described that, they had knowledge of class management roles, their management performance as indicated by documentation indicated that they performed more class tasks than the task related to management of academic progress of the pupils. Randazzo (2011) study on teachers' management roles has also indicated that, such teachers needed professional support. Since teachers at school level needed support there was evidence of teachers' lack of professional support in the area of management of pupils' learning. In the study by (Schffler, 2016), lack of knowledge on management support teachers hindered teachers effectiveness in management responsibilities, hence it was difficult to gauge their effect when practicing management roles. Therefore, the findings in this study have uncovered teachers' low understanding of their management roles to be among the reasons for students who face challenges to mastery of skills at a particular level of study.

As stated by Downey (2008), teachers in this study had knowledge that, classroom management roles are similar to their management roles and had enable them to reduce pupils' absenteeism. With this knowledge, teachers sought that encouraging each pupil to perform individual or private study at home had always positive effects on each pupils' progress at school level and in the classroom. Based on that contention, teachers insisted that each pupil's attentive to each teacher's exercise and activities had a positive influence on pupils that teachers performed to influence pupils' learning progress at school level. This implied that participant teachers were more sensitive to orderly learning environment than management in a holistic way.

Conclusion and Recommendation

In the view of teachers' knowledge in management roles, it is concluded that, teachers' limited knowledge on management roles, led to teachers limited levels of helping pupils to advance in their academic affairs. The teachers' limited knowledge of their management roles led to their ineffective in their practices of management roles and hence did not have expected effects on students learning progress. Teachers were knowledgeable of few aspects related to their management roles such as pupils' behaviors and attendance which lead to their ineffective way to practice their management roles. In the context of the kinds of teachers' management roles and practices, this study concludes that teachers' close assessment of pupils' academic affairs

such as school work, tests results, curbing absenteeism, love, and encouraging pupils to love academic work are keys to pupils' learning progress. Since teacher's knowledge and skills in management roles are of significance to pupils' academic progress, the study recommends that management organs at different levels of education in Tanzania should provide management guidelines on board to help teachers when performing class management roles. There is a need for a cross-sectional study to assess teachers' knowledge and practices of their management roles and its effects on pupils' learning progress.

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Understanding the Factors Contributing to the Growth of the Telecommunication Industry in Tanzania

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Abstract

This study aimed at establishing factors contributing to the growth of telecommunication industry in Tanzania. Through cross-sectional study design, both secondary and primary data were collected. The secondary data were collected through document search while the primary data were collected through questionnaires and in-depth interviews. The primary data were collected from 120 respondents. Descriptive statistics and content analysis were employed to analyze the quantitative and qualitative data respectively. The findings revealed that liberalization, new technologies, political stability, regulations, demand for mobile money and the population of the country determined the growth of telecommunications industry in Tanzania. The internal factors like policy reforms, regulations and political stability are key to the telecommunications industry growth. Therefore, the study recommends for the need of strengthening policies and regulations to be more friendly to investors. On top of that, it is important for the government to sustain good governance and the rule of law that would lead to political stability.

Keywords: Liberalization, political stability, technology, telecommunications, mobile
money

Introduction

The process that leads to standardization in the mobile telecommunications industry has changed considerably over time. Where it was first a national process, it has gradually changed into a more global process, and the role of the government in the standardization process has changed from very influential to less influential. The role of the government now mainly consists of creating boundary conditions such as competition rules and granting licenses to operate (van de Kaa, Greenven, 2017). Venkatram and Zhu (2012) mentioned the number of subscribers, technology innovation and government regulations and policies to be the drivers for the growth of the telecommunications industry in China and India. Strategic Investment Research Unit

(2022) found that the telecommunications industry in India has increased due to favourable regulatory conditions, low prices, increased accessibility and the introduction of mobile number portability, expanding the third-generation wireless communication (3G) and fourth-generation wireless communication (4G) coverage and changing subscriber consumption patterns.

In Yemen, the telecommunication industry has been facilitated by embracing mobile connectivity, Internet of Things (IoT), cloud services and smartphones (Unwin-Hall, 2023). Research and Markets (2022) stated that the introduction of 4G coverage accelerated new investments and competition among Malaysian major mobile operators in turn expanding the market share of the telecommunication services. Li, Qiang and Xu (2000) pointed out that the growth of new technologies and services such as the Internet, cable TV, new broadcasting services and new switching and transmission technologies, has enabled new participants such as private and foreign investments to enter the telecommunication sector. Remarkably, regulations and policy reforms instituted by different governments to transform incumbent telecommunication companies have led to positive changes in improving infrastructure and capital in the telecommunication sector.

In Ghana, the telecommunication industry growth was facilitated by market liberalization (1997-2007) where Westel was introduced into the fixed line market, and Spacefon, Celtell and Mobitel were all introduced into the cellular telephony market (Osei-Owusu, 2015). The liberalization of the telecommunication markets in Sri Lanka moved from conservative to liberal over the years (Samarajeewa and Okeniya, 2004; Knight-John, 2011). In Kenya, Huawei telecommunication products were perceived as of high quality and affordable in turn making the company the leading one in the market penetration by beating its competitors in the telecommunication industry (Mutema, 2017). Li, Qiang and Xu (2000) remarked that privatization of the incumbent telecommunication leads to increased levels of efficiency and productivity in the telecommunication sector without giving up state ownership or control. Seemingly, market liberalization and privatization of state-owned incumbent telecommunication companies in many countries, Tanzania inclusive has led to attracting more Foreign Direct Investments (FDIs) which are used to transform the sector in satisfying the demand of subscribers and improve the quality of services.

Moreover, Shinyekwa (2013) found that in Uganda the introduction of major reforms facilitated a more open and competitive telecommunications market. New technologies have influenced mobile phone services considerably (Uganda Communications Commission-UCC, 2004). Li, Qiang and Xu (2000) stressed that while the increase in regulators is certainly encouraging, new technologies and services are giving rise to the convergence of the telecommunication industry. Increasingly, new technologies have also enabled the private sector to invest in the telecom sector. Furthermore, regulations and effective competition among mobile operators significantly contributed to mobile network expansion (UCC, 2009). According to Li, Qiang and Xu (2000), political structure played an important role in introducing telecommunication reforms like formulating reliable legislature and enhancing competition.

The impressive growth in mobile telephone subscriptions in South African Development Community (SADC) countries has been necessitated by investments which have been done by players in this sector over the recent years (Makochekanwa, 2020). Interestingly, liberalization, which was followed by government policy reforms and regulations attracted investors largely from outside Africa to invest in the telecom sector. According to Friederiszick et al. (2008), the major reason for regulating the telecommunication markets is to ensure optimal competition, which is widely thought to improve efficiency, ultimately resulting in improved social welfare. Government regulations created fair competition among mobile operators, in turn, this contributed to the quality of services and products as well as market penetration increased in many SADC countries. For instance, lucrative contracts from the public sector typically involve both political and economic logic. In these cases, it means that as the role of politics increases in economic activities in these countries, investment in mobile infrastructure will be negatively affected (Makochekanwa, 2020). The political stability of any country shapes the governance, in turn, investors get a good environment to make investments, telecom infrastructure investments in particular, and this is what has happened in the SADC region; save the Democratic Republic of Congo which experienced the most daunting infrastructure challenge on the African continent. Likewise, complex taxation and regulation on mobile operators increase the costs of doing business (World Bank, 2010; Strusani, 2015).

In the Tanzanian context, as of December 2021, Vodacom remains the leading mobile provider in Tanzania with a 29.4 per cent market share of mobile subscriptions. Airtel and Tigo ranked second and third respectively, firmly dividing the market between the three major companies. In

total, Vodacom had 15.91 million subscriptions by December 2021, whereas Tigo and Airtel had 13.37 and 14.7 million respectively. Increasingly, Halotel had 13.3%, followed by TTCL with 3.4%, and Zantel with 2% (Stastica, 2022). The main drivers of this mobile market penetration include competition in both the voice and data markets is pushing prices down and encouraging further investment in network expansion by operators (International Business Machine-IBM, 2016). Also, the adaptation of new and advanced technological systems has boosted offerings in the market, and government adjustments in legislation led to telecom network expansion (Natai, 2021). Mwalongo and Hussein (2010) found and documented that liberalization enhanced free and open competition benefiting consumers and the national economy by lowering calling tariffs, introducing of new and better products, increasing consumer choice, growth in demand for telecommunication services, increasing investments, and increasing coverage. Indeed, policy reforms, regulation and liberalization have played a significant role in hastening the telecom industry as the private sector engages in the telecom sector in a very good business environment, and assists in boosting the national economy.

Furthermore, Qiang and Xu (2000), found that in Africa, the most popular mode of privatization is the sale of shares to strategic partners. This approach usually entails performance requirements that obligate private companies to make some investments to improve infrastructure and performance. For instance, Tanzania through Vodacom, was one of the first adopters of 3G networks, only 36 per cent of the population lived under 3G signals, and it is expected that the 4G & 5G networks will tend to significantly differ from the preceding second generation, especially in their core network facilities such as data packet switches; as well as installation of high-capacity bandwidth and new base station (Moshi & Mitamo, 2014). Despite literature showing several factors leading to the telecom industry growth; the specific parameters contributing to the telecom industry growth in Tanzania are little unknown. Therefore, this study was conducted to establish factors contributing to the growth of the telecommunications industry in Tanzania. Research question used to collect data was 'what are the contributing factors for telecommunications growth in Tanzania?'

Materials and Methods

The study was conducted in Dar es Salaam region. The study area was selected because Dar es Salaam is a large city with a high population, which attributes to provision of a variety of services to include the telecommunications services in order to meet needs of the population. The

study adopted a cross-sectional study design which led to a collection of quantitative and qualitative data. Accordingly, the study used a sample of 120 respondents, whereby 100 respondents were obtained through simple random sampling, and 20 respondents were selected through purposive sampling techniques respectively. In addition, data were collected through closed and open-ended questionnaires administered to mobile subscribers, and semi-structured interviews with key informants from TCRA, the police and the selected mobile operators to include Airtel, Tigo and Vodacom. Descriptive statistics were applied for analyzing quantitative data while content analysis was applied for qualitative data.

Research Findings

This section presents the findings on the factors contributing to the telecommunications industry growth in Tanzania.

Liberalization policy

The study sought to better understand the contributing factors to the telecommunications industry growth in Tanzania. The study respondents were asked to indicate their level of agreement or disagreement on the factors contributed to the telecommunications industry growth on a 5 Likert scale. Findings indicated that 10% out of 100 respondents strongly disagreed, 5% disagreed, and 7% remained neutral on the contribution of liberalization policy to the telecommunications industry growth in Tanzania. Furthermore, 48% out of 100 respondents agreed and 30% strongly agreed on the contribution of liberalization policy to the telecommunications industry growth in Tanzania. Summary of the findings is provided in Figure 1.

Figure 1: Liberalization policy
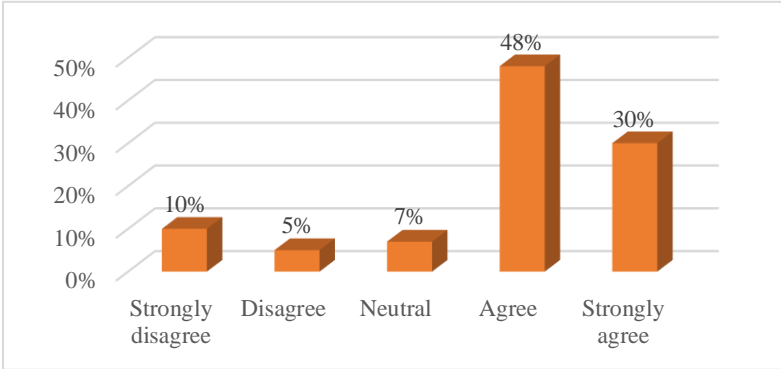
Source: Field Data, 2022

Moreover, through in-depth interviews with key informants, it was found that liberalization policy was key to the telecommunications industry growth. This implies that liberalization led to attraction of new investors in the telecommunications industry unlike the era of state-owned telecommunications companies when telecommunications services were analog and limited to few numbers of people, mainly institutions. Furthermore, it was reported that "liberalization policy brought innovations in the telecommunications sector as telecommunications companies invest heavily in new technology like 4G and 5G technologies to meet the demand of digital applications and services" and "attract direct foreign capital for improving the telecommunications sector (one key informant from mobile phone operators, 2023). Indeed, since the introduction of the liberalization, changes are noticed in the telecommunications sector, to include introduction of mobile money, service which was previously limited by traditional financial system-banking services.

In regard to the telecommunications industry growth, the finding shows that liberalization policy is key to the development of the telecommunications sector in Tanzania. This finding signifies that without boundary policies on investments and business operations, it is not easy for the government to attract huge investments already noticed in the telecommunications sector. This finding is supported by a report of the Ministry of Tourism, Trade and Industry-MTTI (2010) which found that policy reforms attracted foreign direct investments in the telecommunications sector in Tanzania. Georgpoulos and Karamasnis (2012) instituted that liberalization policy increased competition and induced price cuts. Venkatram and Zhu (2012) stressed that liberalization policy backed the growth of the telecommunications industry. Interestingly, more innovations are witnessed in the telecommunications industry to provide access to financial services with 60% of Tanzanians reporting using mobile services and 13% reporting using commercial banks (Finscope, 2017). Inception of liberalization has contributed to higher investments in the telecommunications networks through foreign direct investment flows into the recipient country; and foreign direct investment is associated with privatization in the African market for mobile telephony (Lydon & Williams, 2005). In contrast, Pepper (2008) found that liberalization has brought some challenges like market confusion and competition destroying value. For example, some rural areas have very highly limited access to ICTs, which is associated with high cost of Internet access, connectivity problems, lack of technical skills to

support maintenance, and low number of computers in public institutions like schools, libraries and other public places (Jobodwana, 2009). Telecommunications liberalization in Africa.

Although, pioneers of liberalization looked at the availability of telephone services Canning (1998) found that telecommunications firms paid more attention to income distribution, population density and degree of urbanization rather than improving access and availability of telephone services to rural populations. As such, studies on liberalization focus on competition but the major limitation is the exclusion of the cost of telephone calls and underestimate of the cost of telephone service, for instance, interconnection capacity between operators provides opportunities for the dominant operator to overcharge others, in turn, costs are passed on to the customers in high prices for telephone services (Ospina, 2002). Jobodwan (2009) asserted that business players and stakeholders in the telecommunications industry are generally well-resourced multinational companies which are notorious for using their dominant influence to undermine the natural development of the infant industry. These studies suggest that the existence of liberalization has not created fairgrounds for enjoyable mobile phone services among customers, as the telecommunications market is confusing in terms of the costs of telephone calls and data, which raise complaints while the mobile phone operators enjoy the current telecommunications market environment.

Next-generation of Technologies

The study intended to establish the impact of the next-generation technologies on the telecommunications industry growth in Tanzania. In this regard, the study respondents were asked to state to what extent they viewed next-generation technologies as a contributory factor to telecommunications industry growth in Tanzania using a 5 Likert scale. Findings showed that 17% out of 100 respondents strongly disagreed, 10% disagreed and 7% were neutral on the contribution of next-generation technologies to the telecommunications industry growth in Tanzania. On the other hand, 39% out of 100 respondents agreed and 27% strongly agreed that new technologies contributed to the telecommunication industry (Figure 2).

Figure 2: Next generation of Technology
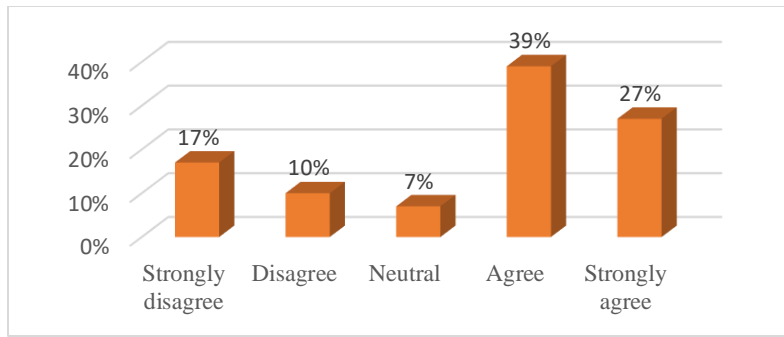
Source: Filed Data, 2022

Moreover, results from in-depth interviews with key informants from Vodacom, Airtel, Tigo TCRA and the police force revealed that new technologies contributed to the telecommunications industry growth in Tanzania. Specifically, it was pointed out that "next technologies upgraded the mobile networks and increased bandwidth capacity as well as access to Internet user penetration" (One key informant from Vodacom, 2023). This implies that next technologies like 3G, 4G and currently the 5G have transformed the telecommunications services to include WhatsApp video call and Facebook video call, which are supported by availability of smart phones and social platforms. Accordingly, it was commented that "next-generation technologies have prompted telecommunications companies to improve innovations like broadband networks and connectivity, especially development and deployment of new infrastructures that provide customers with more value-added services or platform-based products and services at a lower cost (one key informant from TCRA, 2023). Of these innovations, instant communications among individuals have been simplified through social platforms like WhatsApp, X and Facebook.

Findings on the next-generation technology above can be interpreted that the telecommunications industry growth in Tanzania is supported by new technologies to include 4G and 5 G technologies unlike the previous analog technology which dominated the industry for a long period of time. Accordingly, Black, Baird & Heese (1997) stated technological changes were largely liable for the introduction of optical fibers, digitized exchanges, mobile and cellular telephones, personal wireless hand phones, and electronic mail applicable in the telecommunications sector. ITU (2011) mentioned the emergence of the 3G and 4G technologies and discovered new applications in wireless voice communications, mobile Internet access and Internet of Things (IoT) brought innovations in the telecommunications sector. Lancaster (2022) stated that next-generation technologies fostered the telecommunications

industry growth in Tanzania. UNCTAD (2007) asserted changes brought by next-generation technologies had effectively broken-down entry barriers and encouraged governments to liberalize and privatize the telecommunications industry. For instance, the technology and infrastructure prerequisites saw the majority of countries in Africa deploy GSM-based networks and GPRS and EDGE technologies had also been deployed in some developed mobile markets. Seemingly, under the monopoly regime, Tanzania's telecommunications sector lacked adequate capital, good management and incentives, modern technologies have tremendously transformed the telecommunications sector by improving quality services and reaching the rural populace.

Emerge of new technologies enabled multinational companies to take advantage of technological and marketing capabilities for transforming the telecommunications industry (Lydon & Williams, 2005), and FDI is associated with the transfer of new technologies and skills to nationals of the recipient country (Lydon & Williams, 2005). For instance, Tanzania experienced large entrants like Vodacom and Airtel in the telecommunications sector which made huge investments backed by technology and skills transfer to transform the telecommunications industry. Despite the telecommunications industry growth, two-fifths of the country's population remain offline and excluded from the socio-economic benefits of the Internet (TCRA, 2022). Jobodwana (2009) asserted as the telecommunications sector is certainly capitalized in massive proportions, it becomes complex to regulate. Information is the lifeblood that connects people, organizations and nations around the globe (Park, 2013). Transnational terrorism with perpetrators and supporters continues to expand links through telecommunications networks to launch terrorist acts (Bellows & Miguel, 2009). Although telecommunications have brought blessings in applications like mobile money transactions and mobile banking, cyberterrorists acquire new skills and techniques like data mining with the intent to compromise a particular computer-related system from functioning by gaining access through the Internet (Weimann, 2004). The Telecommunications industry is essential to national security, in this case, concrete legislation and regulations are to be laid down to control the sector's operations.

Political stability

The study sought to find out the contribution of political stability of a country to the telecommunications industry growth in Tanzania. Respondents were asked to state to what extent they viewed the role of political stability on the telecommunications industry growth in

Tanzania. Questionnaire responses were rated using a 5 Likert scale. The study found that 4% out of 100 respondents strongly disagreed, 7% disagreed, and 2% were neutral on the factor that political stability contributed to telecommunications industry growth in Tanzania. On the other hand, 58% out of 100 respondents agreed and 29% strongly agreed on the contribution of political stability to telecommunications industry growth in Tanzania (Figure 3).

**Figure 3: Political Stability**
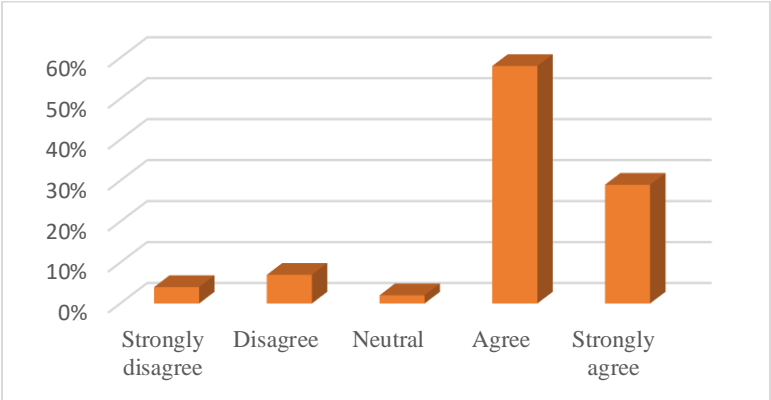
Source: Filed Data, 2022

Findings from in-depth interviews with key informants from Vodacom, Airtel, Tigo, TCRA and the police force showed that political stability is significant to the telecommunications industry growth. This affirmation means that investors are likely to inject their funds in projects which can have adequate return on investments, and this can easily be achieved in countries with governance and rule of law, which are drivers of political stability. Based on this situation, countries experiencing political stability fail to attract investors or existing ones look for investment opportunities in other stable countries, and this is case of Tanzania to have many mobile phone companies. In light of the political stability, it was mentioned that "the country's political stability determines the evolution of investment in the telecommunications markets" (one key informant from police, 2023). Indeed, countries with instability can lead to civil wars which make citizens displaced or deaths as well as destruction of infrastructure to include telecommunications infrastructure and facilities. Also, it was found that "political stability is a driving factor for the attraction of foreign investments for further expansion of broadband infrastructure and services" (one key informant from Tigo, 2023). Further investments cannot be made if there is expectation of instability, a situation which lead to service cutting and decline in revenues among mobile phone companies.

From the findings, it can be said that a country's stability can attract investors unlike in counties with instability as investors tend to be cautious on making huge investments. The findings were in line with Makochekanwa (2020) who remarked that in countries where political regimes can be easily manipulated, investment activities depend more on political activities. Venkatram and Zhu (2012) stated political environment in the country plays a vital role in the growth of the telecommunications industry. Drazen (2000) observed good governance offers a suitable political environment which guarantees the independence of regulatory authorities and promotes private investments. Berg & Hamilton (2002) found the remarkable performance in the telecommunications sector is a result of a combination of factors such as regulatory governance and incentives, competition, ownership, and political stability. Mustapha (1997) affirmed political constraints limit a government's desire to make policy commitments that would promote the telecommunications sector development. Essentially, any business operations will flourish in a favorable environment backed by good governance and the rule of law. Of course, Tanzania marked the tremendous performance of the mobile phone operators because of the good environment which allows fair competition and reduction in obstacles like bribery and corruption which previously hindered the establishment of business. Berg & Hamilton (2002) found political conflicts throughout the 1980s and 1990s created instability and were at least partially responsible for the relatively slow development in telecommunications infrastructure in Africa. Svensson (1998) examined how political instability disrupted investments and retarded the growth of the telecom sector. Based on the empirical studies, it is certain, that investors are likely to invest in the telecommunications sector in countries with political stability abide by to rule of law contrary to countries faced with political instability.

Population of a country

Respondents were asked to determine to what extent the population of a country can contribute to the growth of the telecommunications industry in Tanzania. Responses to questionnaires were rated using a 5 Likert scale. Research findings found that 11% out of 100 respondents strongly disagreed, 13% disagreed and 2% remained neutral on the contribution of the population of the country to the telecommunications industry growth in Tanzania. Nonetheless, 35% out of 100 respondents agreed and 39% strongly agreed on the contribution of the population of a country to the telecommunications industry growth in Tanzania (Figure 4).

Figure 4: Population of a Country
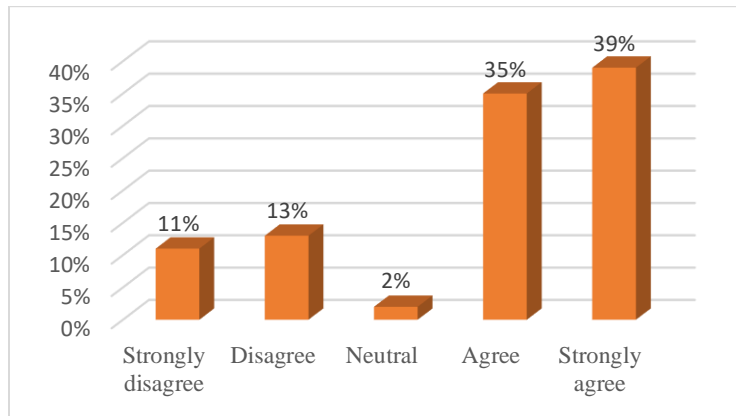
Source: Field Data, 2022

Findings from in-depth interviews with TCRA and the police purported that the population of the country increases the number of subscribers for mobile networks. This means that the number of subscribers is key to attraction of new investors or expansion of the telecommunications services with a focus to meet the demand as it is the case of mobile money which started from normal mobile transactions to saving and loan facilitation such as 'songesha' and 'nivushe' for Vodacom and Tigo mobile phone companies respectively. In respect to population of the country, it was stated that "telecommunications companies make huge investments in the sector because of continuing growth in population which forms the current and future potential mobile phone subscriptions, especially in large cities and towns which have high market penetration" (one key informant from TCRA, 2023). Accordingly, the telecommunications companies have taken into consideration needs of the subscribers by improving quality of services and innovations like 'niwezeshe' service to Tigo mobile phone subscribers who can borrow airtime when they run out of airtime,

Regarding the findings, it can be argued that it is not easy for investors in the telecommunications sector to spend money in the sector if the number of subscribers does not guarantee profitability or return on investment. In support to this finding, ITU (2009) found the SADC region, Tanzania inclusive was a growing market for mobile telephone usage and Internet use. Shinyekwa (2020) proved that the population was a potential market for high subscriptions that influenced investment in the telecommunications industry in Tanzania. Besides, a report by TCRA for the fourth quarter of 2022 showed that the overall telecommunications voice penetration stood at 98% as of December 2022 (Lamtey, 2023). Furthermore, Lamtey points out

that Dar es Salaam has the highest penetration equivalent to 16.9% of the total country's coverage. It is followed by Mwanza with 6.2% and Arusha with 5.9% respectively. In contrast, studies by (Manimohan, 2013; GSMA, 2016; Mamabolo, 2016) found liberalization of the telecommunications sector has drastically reduced the coverage gaps in densely populated urban areas, but a significant number of people in rural areas are either unserved and/or underserved. Jobodwana (2009) stated that rural areas have very limited access to Internet connectivity and ICTs-related equipment like computers.

Demand for mobile money

The study sought to establish the contribution of demand for mobile money on the telecommunications industry growth in Tanzania. The study respondents were asked to state their level of agreement or disagreement on the contribution of demand for mobile money on the telecommunications industry growth using a 5 Likert scale. Research findings found that 11% out of 100 respondents strongly disagreed, 5% disagreed, and 3% were neutral on the contribution of demand for mobile money to the telecommunications industry growth in Tanzania. Moreover, 25% out of 100 respondents agreed and 53% strongly agreed on the influence of demand for mobile money on the telecommunications industry growth in Tanzania (Figure 5).

Figure 5: Demand for Mobile Money
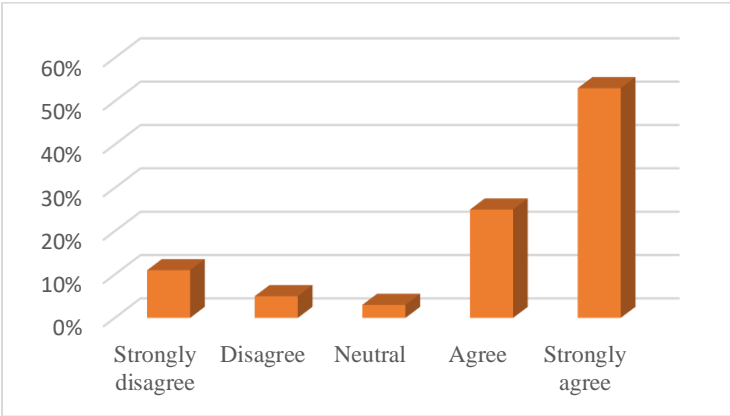
Source: Field Data, 2022

Furthermore, findings obtained through in-depth interviews with key informants from TCRA and the police indicated that high demand for mobile moony triggered renovations in the telecommunications sector. One respondent said that "mobile money transactions rose significantly due to both urban and rural subscribers opting for mobile money against the traditional financial system" (one key informant from TCRA, 2023). In addition, "demand for mobile money prompted telecommunications companies to make huge investments in the sector by removing difficulties faced by customers to obtain financial services from the traditional banking system. Increasingly, the remote and rural mobile phone subscribers continue to enjoy the mobile money services as they transfer money in the absence of banks and ATMs" (one key informant from TCRA, 2023).

In line with the above findings, currently, the world depends on digital transactions which have lifted the previously barriers caused by traditional financial system over digital system, and people as well as institutions to include government agencies significantly rely on internet of things. Demand for mobile money is affirmed by the World Bank (2017) which revealed around 62% of Tanzanians had access to basic financial services through either conventional banking systems or mobile money providers. Kombe et al (2020) found mobile phone transactions have progressively gained pace over the two decades and is now the most used method of payment after cash. Taylor (2022) stressed mobile money is undergoing rapid growth in Africa, Tanzania inclusive; being driven by new technology. Alampay (2010) documented providing mobile money as a value-added service offered through telecommunications companies. Banking and telecommunications regulations have significantly reshaped traditional financial services by allowing customers easy access to the financial system, the role which is played by the telecommunications industry. Furthermore, mobile financial services are expanding beyond basic e-wallet (electronic card used for transactions made online) to encompass ecosystem payments and microfinance, and the market size will reach the United States Dollar 60 billion by 2025 (GSMA, 2022). Also, the high demand for mobile money prompted telecommunications companies to adopt new technologies and improve innovation to simplify access to mobile money transactions in comparison to traditional financial systems.

Regulations

Regarding regulations, the researcher asked respondents to provide their views on what extent regulations play a significant role in the telecommunications industry's growth in Tanzania.

Questionnaire responses were rated using a 5 Likert scale. Findings revealed that 17% out of 100 respondents strongly disagreed, 12% disagreed, and 5% were neutral on the contribution of regulations toward the telecommunications industry growth in Tanzania. On the other hand, 46% out of 100 respondents agreed and 20% strongly agreed on the input of regulations toward the telecommunications industry growth in Tanzania (Figure 6).

Figure 6: Regulations
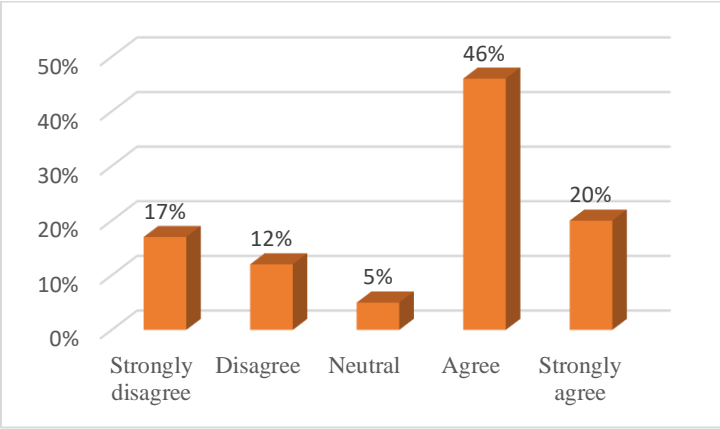
Source: Field Data, 2022

Nevertheless, results collected through in-depth interviews with TCRA and the police found that government regulations play a key role in transforming the telecommunications industry's growth. Thus, the regulations attributed to attracting new investors in the telecommunications sector, which brings new innovations unlike the previous period during which incumbent telecommunications firms dominated the telecommunications sector. In this virtue, it was claimed that "regulations in the telecommunications industry remove barriers to market entry by new operators and ensure competition" (one key informant from TCRA, 2023). This implies that competition can lead to fair business operations, and more transformation in the telecommunications industry to include efficient call routing and quality of services.

Another key informant stressed that "regulations ensure better use of communication platforms among mobile phone users to include consumer rights such as privacy rights" (one key informant from the police, 2023). In light of consumer rights and privacy, it has been easy for the regulatory authorities like TCRA and the police to regularly monitor any misconduct such as cybercrime, imitation SMS with intent to threaten people or steal money by mobile phone users.

Referring to above findings, any business operations need to be conducted under regulatory authorities in order to create fair business grounds among investors. In this regard, the

regulations in the telecommunications sectors have led to high competition and innovations in the telecommunications sector. The findings are in line with Mwalongo & Hussein (2007) who revealed that regulations create a level playing to enable fair competition among licensed operators and service providers. Oldale and Padilla (2004) found the ultimate aim of regulations is to achieve the goal of ensuring effective competition in whole telecommunications markets. Before the introduction of the regulations, however, at the moment, there are at least 8 licensed telecommunications companies namely TTCL, Halotel, Tigo, Smart Telecom, Vodacom, Airtel, Smile and Zantel, with more than 56 million subscribers across all operators (TCRA, 2022). Armstrong & Sappington (2006) stated that incentive regulations was formulated with a focus on allowing investors in the telecommunications mobile service infrastructure to retain profit as additional revenues in the specified transition period. The Eastern and Southern Africa Anti-Money Laundering Group (2021) remarked that mobile money greatly increases the visibility of the government on money circulation and the monitoring of transactions against money laundering and terrorist financing.

Also, the introduction of mobile money levy has enabled the government to better understand the volume of mobile money transactions and increase revenues as well as monitor parties involved in the business. Indeed, the development of the telecommunication industry is driven by the promotion of innovation which is backed by investment in network infrastructure technologies (Dkhil, 2015). Cambini and Jiang (2009) found the relationship between regulation and investment. Esselaar and Adam (2013) stated the introduction of some new entrants to the telecommunication market led to increased price competition and much lower tariffs for consumers. Indeed, regulatory policies promote investment and fair competition among telecommunications companies in Tanzania. As telecommunications companies envisage to dominate the market, innovations are put in place in turn quality services are offered to the public and tariffs are reduced as a strategy to capture and sustain mobile phone subscribers.

1.0. Conclusions and Recommendations

It is evident from the findings and literature that the telecommunications industry growth in the Tanzanian context has been developed by many factors like the introduction of the liberalization policy, next generation technologies, political; stability, population of the country, demand for mobile money, and regulations. Of these factors, the liberalization policy and political stability

play a significant role to attract new investors in the telecommunications sector, and this is well noticed by an increase in the number of telecommunications companies unlike the previous era of state-owned telecommunications company (TTCL). Also, regulations have put in place fairgrounds for business operations among the telecommunications companies, which attribute to quality services and innovations like mobile money transactions and internet of things covering all sorts of customers such as government agencies, businesses and individuals who are the main subscribers of the telecommunications networks, and being supported by the next generation technologies like 3G, 4G and 5G adopted in the telecommunications sector. It is recommended that the government has to leverage the current liberalization policy and regulations in order to create more friendly business environment for the investors in the telecommunications sector, and improve rule of law and governance in order to strengthen the country's political stability.

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Exploring the Role of Social Workers in the Prevention of Child Sexual Violence in Tanga City Council-Tanzania

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Abstract

This study was conducted to explore the role of social workers in the prevention of child sexual violence in Tanga City Council-Tanzania. The qualitative research approach was used in this study to allow the participants to express roles in child sexual violence prevention. The sample size for the study was eighteen social workers consisting of ten female and eight male social workers employed in government social work units. Twelve were SWOs from the Social Welfare Unit, four were SWOs from the hospital, and two were SWOs from the police gender desk. The interview was the tool for data collection. The finding of the study revealed that social workers fulfil their roles in preventing child sexual violence. These involve roles such as establishing and developing programs to prevent child sexual violence, such as the SMAUJATA campaign program, establishing a child committee at school, participating in research and innovation, referring victims to medical assistance and legal support, assisting the victims through the court process, conducting social investigation and providing online safety education. The study recommends that policies, programs, and services about child protection must continue to be promoted and advocated to increase awareness among families and communities with the hope that it will help better prevent the incidences of child sexual violence.

Key Words: Child Rights, Social workers, Child sexual violence

Introduction

The World Health Organization defines child sexual violence as the involvement of a child in sexual activity that they do not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society (World Health Organization, 2020). Children can be abused sexually by both adults and their peers who are of the same age or older than them (WHO, 2020). Further, Child sexual violence (CSV) is a global problem affecting children of all ages, genders, and backgrounds. Its prevalence varies from region to region, and it often remains hidden due to factors such as stigma, fear, and lack of awareness (Legal and Human Rights Centre (LHRC, 2021). It is a distressing and deeply concerning form of child abuse that involves exploitation inflicted upon

children. It encompasses a wide range of behaviours, from sexual harassment, molestation, and incest to child pornography and trafficking (LHRC, 2021). Child sexual violence can have severe and long-lasting physical, psychological, and emotional consequences for the victims, making it a critical issue to address.

According to WHO (2020), annually, at least 55 million children experience some form of violence, such as physical, sexual, emotional and psychological violence in the European Region. Mbomia (2021) asserts that CSV can lead to a wide range of immediate and long-term consequences for victims, including psychological trauma like post-traumatic stress disorder, physical injuries, difficulties forming healthy relationships, sexually transmitted infections (STIs), and school absenteeism resulting from trauma experience. CSV prevention is paramount for several reasons, such as human rights, public health, societal and economic costs, interpersonal relationships, legal and moral responsibility, awareness and education (Rosyadi, 2019).

Efforts to prevent Child Sexual violence have been made in Tanzania, including the United Nations Convention on the Rights of the Child (UNCRC), the Law of Child Act (CAP.13 R.E.2019), National Plan of Action to End Violence against Women and Children (NPA VAWC 2017/2018-2021/2022), the Child Protection Committees (CPCs), Child violence preventing campaigns known as "Shujaa wa Maendeleo na Ustawi wa Jamii Tanzania" (SMAUJATA), National Management Plan for Children's cases. Despite these efforts, the incidences of CSV are still existing. Therefore, exploring the role of social workers in the prevention of CSV is essential, and their involvement can have a significant and positive impact on preventing CSV.

The findings of this study revealed that social workers fulfil their roles in the prevention of child sexual violence, such as establishing and developing programs to prevent child sexual violence. Examples of these campaign programs include the SMAUJATA program and the school child committee. However, social workers were engaged in research and innovation, referring victims to medical assistance and legal support, assisting the victim through the court process, conducting social investigation, and providing online safety education.

Literature review

In the study conducted in England by Brady, Brown, Crowe & Matouskova (2018) on Social workers' knowledge and confidence when working with cases of child sexual violence, the study found that Social workers who had broader experience in child sexual violence cases were more confident in working to promote the welfare of the child. They struggle to make and justify the time to spend building relationships with children, work through interpreters who have no knowledge of child sexual violence, contend with excessive workloads and provide consistent support to families in a profession where the pay and conditions for agency workers. In the Philippines, a past study shows that the effects of CSV are terrifying to the victims' development. According to Gupta (2020), in some cases, the physical effects are temporary, but the pain and mental trauma a child suffers leaves a long-term impact. Gupta (2020) identified the following effects of CSV as including fear, self-harm, sexual health, emotional and mental harm, guilt and shame, post-traumatic stress disorder (PTSD), impaired brain development, physical health, difficulties during adolescence, abusive behaviour, interpersonal relationships, and intimate relationships. Also, Harracksingh & Johnson (2022) identified post-traumatic stress disorder (PTSD), decreased academic performance, isolation, depression, and emotional scarring as effects of child sexual abuse on victims. Based on the research, Victims of child sexual abuse are primarily admitted to non-government or government residential centres for protective custody, case management, and proper intervention. Along with caregivers and other residential staff, social workers lead the case management of the admitted victims as the case manager. (Harracksingh et al., 2022).

In India, violence against children incidences have been showing an upward trend, with a significant increase of more than 500% over the past decade from 2006 to 2016; before that, a national-level study on violence against children in India found that two out of every three children and one out of every two children experienced physical and psychological violence. In comparison, one in two children has experienced incidents of sexual abuse in China; an estimated prevalence of child maltreatment between 1988–2013 puts physical abuse at 39.6%, emotional abuse at 38.6%, sexual abuse at 8.7% and neglect at 41.2%. In a report that involved data from 96 countries, Hills (2020) they were conservatively estimated that in the span of the year 2015, up to 1 billion children aged 2–17 years experienced sexual. The study conducted by Sonio & Fabella (2023) on the lived experiences of social workers handling child sexual abuse cases in the Philippines. The study revealed that social workers are the helping professionals who

ensure the safety and protection of the child after the rescue from a child sexual abuse incident. Part of the social worker's responsibilities was to provide interventions appropriate to the needs of the child victim.

In Kenya, CSV has been tied to several antagonistic effects, which include hyposexuality, hypersexuality, drug abuse, suicidal tendencies, poor academic performance, anomie and depression (Ochien, 2021). Social workers are mandated reporters, meaning they are legally required to report suspected child abuse. Their involvement ensures that child sexual violence cases are adequately investigated and prosecuted, holding perpetrators accountable. Amadi & Karani (2021) on their study about the role of a social worker in the mitigation of child sexual violence in Kisii County. Their study employed a sample of 100 pupils, 100 parents, 10 Key Informants and 10 practising social workers. The results of the study found that social workers, together with other stakeholders such as parents/guardians, local administrators and the government, play a vital role in the mitigation of child sexual violence through offender management. The social worker's role in offender management includes registering sex offenders, appraising the society on their presence, getting the background history before employment of offenders, limiting and monitoring places where both offenders and victims live and lengthening the prison sentences for the offenders.

A particular concern in Uganda: the past study shows that there are high rates of child sexual violence. Police records from 2013 to 2020, the most recent year on file, include 9,588 registered cases of CSV, and these are only the reported cases (Nyanzi, 2021). The Police officers are mandated to investigate complaints of CSV and other forms of child violence and to arrest the perpetrators. Still, cultural taboos, fear of retaliation and even limited knowledge about the illegality of CSV are barriers to reporting. Due to high levels of stigma and discrimination, actual incidences of CSV and child abuse are estimated at twice the reported rates. In some instances, parents don't report cases of CSV to the Police officers as they opt to settle out of court. In other cases, even if they report, most of them withdraw the cases (Nyanzi, 2021). In that cases, the study conducted by Andrews (2021) on the role of social workers in creating community-led approaches to preventing and responding to child sexual violence in Uganda shows that the responsibilities undertaken by social workers (SWs) in Kasese District in Western Uganda are paramount essential to identify and address instances of child violence in their communities,

track cases of abuse and encourage reporting by victims, and support a para-social workforce in the communities to act as a deterrent and reduce the incidence of abuse.

In Tanzania, the National Violence Against Children (VAC) survey found nearly 3 in 10 women aged 13 to 24 in Tanzania reported at least one incident of sexual violence before they turned 18. Among men of the same age, 13.4% reported being affected by at least one incident of sexual violence before the age of 18 (United Nations International Children's Emergency Fund (UNICEF, 2021)). However, WHO (2020) pointed out that 120 million children have suffered some form of forced sexual contact. The literature also provides that incidents of child rape increased in the first six months, from 759 incidents in January 2021 to 2365 in June 2021, due to poor upbringing, lack of parenthood and child care, knowledge among parents, poverty of the household and abandoning them children, especially girls, are at risk of being affected by men and conflicts between parents (Mohamed, 2021). Social workers, whether through work on micro, mezzo, or macro levels of intervention, intervene in the CSV; however, social workers advocate for dignity and worth that some individuals and communities do not even know they have; perhaps that's the most significant manifestation of where roles of social workers begin.

Similarly, LHRC (2020) found sexual violence against children as the biggest threat to children's rights. Trends in the past five years indicate that incidents of rape and sodomy have been on the rise. From 2018 to 2022, a total of 26,940 rape incidents, including children, recorded by the Police officers were equal to 7388 per annum. On the same note, Twampe (2021) found that globalisation was one of the factors that contributed to sexual violence. Similarly, the report by Tanzania Demographic and Health Survey 2022 provided that 44% of children initiate sex before age 15, and 61% of children do so before age 18. However, the report found that 17% of children have experienced online sexual violence in the year 2021, and the experience of sexual violence increases with age, from 11% of women aged 15-19.

Furthermore, according to the report provided by Disrupting Harm in 2022 regarding the state of online sexual violence against children, about 4% of girls and boys who use the internet in Tanzania are subjected to online sexual harassment. This means children are forced to engage in online sexual activity. These activities are where another person provides or posts sexual images online without their permission or where they are forced to have sex with promises of money or gifts. This represents an average of 200,000 children aged 12 to 17 as the use of mobile technology advances. The study recommends that social workers are the main stakeholders in

preventing the incidence of child sexual violence and are responsible for providing education on child safety education as well as counselling to most victims of the violence.

The study in Rombo Kilimanjaro found that alcohol/illicit drugs, effects of pornographic film, culture and community-poor knowledge contributed to the incidences of rape and other forms of child sexual violence (Mohamed, Reuben & Mtasa, 2021). The study conducted by Mohamed et al. (2021) on the Strategies for Preventing and Responding to Sexual Violence against Children in Rombo District, Tanzania. The study revealed that social workers were involved in preventing child sexual violence committees, and their typical roles included awareness raising toward SVAC, Provision of Advice toward Combating SVAC, Communication toward SVAC, identification of victims of sexual violence, provision of Referral to Handle Sexual Violence against Children and Monitoring Child Rights to Overcome SVAC.

Despite reviewed studies of research on CSA, there is a significant research gap about the role of social workers in the prevention of child sexual violence that the researcher sought to fill. There is inadequate evidence of study to show that social workers can prevent the reported child sexual abuse victimisation. For example, Mohamed et al. (2021) identified strategies social workers use in the Rombo district council; however, there is limited literature on this area. The existing literature has been conducted in other countries. Still, Sonio & Fabella (2023) conducted a study in the United Kingdom; Brady et al. (2018) conducted a study in the Philippines; Amadi & Karani (2021) conducted a study in Kenya; Andrews (2021) conducted a study in Uganda. Further, their results cannot be utilised in the Tanzania Context. Therefore, this study intended to investigate the role of social workers in the prevention of child sexual violence as it also sought to consult with social work experts in the field and consider emerging issues related to child sexual violence prevention and social work practice in Tanzania.

Theoretical review

In the context of child sexual violence, Ecological Systems Theory (EST) guides this study; the theory was developed by Urie Bronfenbrenner in 1979. EST examines how individuals are influenced by various systems within their environment. It posits that a child's well-being is impacted by multiple interrelated systems (Bronfenbrenner, 1998).

This theory facilitates an in-depth exploration of the roles performed by social workers across various settings. From assessing family dynamics and relationships in the immediate

environment to fostering collaboration between schools, healthcare providers, and child protection agencies, social workers play a crucial role in preventing child sexual violence. Additionally, the study recognises the importance of addressing external influences, including workplace conditions, community resources, and legal services, which indirectly impact the risk of such violence. Furthermore, the Ecological Systems Theory highlights the significance of considering cultural and societal factors in shaping norms, values, and policies related to child violence. Overall, this research underscores the comprehensive nature of social workers' roles in creating a safer environment for children and contributing to the prevention of child sexual violence.

Method and materials

The purpose of this study was to explore the role of social workers in the prevention of child sexual violence. The study employed a qualitative research approach, which examined the roles of social workers, which led the researcher to gain a complete and deep understanding of their roles regarding child sexual violence prevention in Tanga City Council. To answer questions regarding the roles of social workers, the qualitative approach involved methods such as in-depth interviews. Through in-depth interviews, researchers engage with social workers directly, allowing them to share their perspectives, experiences, and insights into their roles in preventing child sexual violence. Moreover, the data obtained from the interviews underwent transcription and coding to identify recurring themes. The data presentation was organised around these themes through a narrative approach, complemented by relevant quotations. Furthermore, researchers obtained informed consent from all participants, including social workers. Participation in the study would have been voluntary, with participants having the right to withdraw at any stage.

Results presentation

This section presents the results regarding social workers' role in preventing child violence in Tanga City Council-Tanzania. The study results are presented in thematic order while referring to the research topic.

Demographic Information of Participants

The study employed eighteen practising social workers, consisting of ten female and eight male social workers, who were employed in government social work units. The participants' age range

was from twenty-seven to forty-five years old. This was useful for fresh ideas and more experience in dealing with such issues of child sexual violence from the social workers of such ages. Regarding education qualification, twelve were Bachelor of Arts Social Work graduates, and six were Master of Social Work graduates. The level of education was helpful to get the depth of their understanding, skills, and approaches towards child sexual violence prevention. The length of their social work service in government was from one year to fourteen years. This range of social work services provides insights into the experience levels of the participants who have encountered a wider variety of cases and developed strategies to prevent child sexual violence.

Social Workers' Role in Child Violence Prevention

The results regarding social workers' role in preventing child violence are presented in thematic order below;

Establishment and development of programs to safeguard children from sexual violence

Social workers play a pivotal role in proactively preventing child sexual abuse by initiating and cultivating comprehensive programs. The study findings underscore the nature of these prevention initiatives, which contribute significantly to safeguarding victims' rights and fostering a secure and supportive community environment. These programs encompass various strategies such as community capacity building and educational outreach to communities, families, and individuals to increase awareness about the signs and impact of child sexual violence, emphasising the importance of prevention. Additionally, social workers are actively training local leaders and seamlessly integrating prevention efforts into existing community structures. The insights from interviews further emphasise that social workers at Tanga City Council are not only engaged but also entrusted with the Establishment and implementation of preventive

programs against child sexual violence. During a face-to-face interview about the preventive programs established in the city, the interviewee quoted said,

"As a Social Welfare Officer (SWO), our involvement in the SMAUJATA campaign program extends across every street in Tanga City. We ensure the presence of a minimum of three ambassadors per street dedicated to preventing sexual violence. Additionally,   we have initiated a school outreach program where we engage with students to listen to and address the challenges they face related to sexual violence. Moreover, within the school setting, we have established children's committees specifically tasked with tackling issues of child sexual violence. These committees focus on educating students   about personal boundaries, safe touches, and the importance of reporting incidents" (Interview with SWO at Tanga city council, November 2023)

Furthermore. This finding concurs with the study conducted by Andrews (2021) that revealed that the responsibilities undertaken by social workers (SWs) in Uganda are paramount and essential to identify and address instances of child violence in their communities, track cases of abuse and encourage reporting by victims, and support a para-social workforce in the communities to act as a deterrent and reduce the incidence of abuse.

Moreover, another interviewee highlighted the active engagement in programs focused on raising awareness about child sexual violence,

"We collaborate closely with local government leaders, including village executive officers, to provide educational initiatives. Furthermore, we participate in public gatherings such as village community meetings to disseminate crucial messages   regarding   child sexual violence" (Interview with SWO at Tanga city council, November   2023)

This finding underscores the significant role of social workers in not only establishing children's committees but also spearheading campaigns against child sexual violence aimed at reducing and

preventing such incidents. Anti-violence committees and ambassadors are strategically placed in households, streets, and schools, where children are educated on personal boundaries, safe touches, and the importance of reporting inappropriate behavior.

Moreover, these findings are relevant to the Ecological Systems Theory (EST), which argues that individuals are influenced by various systems within their environment. This means that multiple interrelated systems impact the well-being of a child. The results of this study show that social workers engage in research and education to assess family dynamics, relationships, and parenting styles to identify potential risk factors for child sexual abuse. In addition, the results revealed that social workers work with other stakeholders, such as the Institute of Social Work, to conduct research. They also participated with medical and legal professionals for medical assistance and legal support to ensure support for victims and their families. This is also relevant to ecological system theory, which emphasises the interconnectedness of various systems and the importance of considering these systems when working to protect children (Ryan, 2017).

Research and Innovation

The study findings underscore the role of Social Welfare Officers (SWOs) in promoting and supporting research aimed at gaining a deeper understanding of the complexities surrounding child sexual violence. SWOs are crucial in identifying innovative prevention strategies through their active involvement in research initiatives. An interviewee further affirmed this role, emphasising the importance of research in informing and shaping practical approaches to prevent child sexual violence.

"*We actively engage with diverse stakeholders involved in researching child sexual violence. For instance, in October of this year, we participated in a research dissemination workshop hosted at Bombo Referral Hospital. The workshop, facilitated by the Institute of Social*

Work in collaboration with Tanga City social workers, provided a platform to explore and discuss various prevention strategies for sexual violence that align with the cultural nuances of the Tanga region. One notable approach identified during the workshop is the importance of imparting sexual violence and sexuality education to female children at home and in madrasas. Additionally, the recommendation emerged for parents to accompany their children, especially when navigating potentially risky environments like the escorting to school." (Interview, November 2023).

Furthermore, another social worker shared an alternative perspective on their engagement in research and innovation, highlighting their commitment to ensuring the prevention of child sexual violence. The Social Welfare Officer (SWO) articulated this by stating;

"We have conducted research focused on identifying perpetrators of child sexual violence (CSV). Our research, while not long-term, has yielded significant findings. The results indicate that the majority of CSV perpetrators are individuals close to children, including relatives, friends, and young individuals who exploit tactics such as offering soft drinks to deceive children. We have formulated preventive measures against CSV perpetrators in response to these findings, including establishing reporting points."

The findings suggest that Social Welfare Officers (SWOs) actively participate in research and innovation. This indicates that social workers are not only contributing valuable insights but are also actively developing interventions to prevent child sexual violence. Their engagement in research and innovation underscores their commitment to protecting children and supporting survivors and their families through informed and effective strategies.

Referring to medical assistance and legal support

The study's findings revealed that SWOs are also concerned with referring CSV survivors to legal support and medical assistance to ensure comprehensive support for victims and their families. It was supported by one social welfare officer who works at the Police gender desk quoted said that;

When presented with a case involving a child who has experienced sexual violence, my initial step is to refer the child directly to the hospital for a thorough medical examination and treatment. Subsequently, I undertake a social investigation to identify both the perpetrator of the violence and the victim's family. Once this process is completed, I refer the case to the court for

legal proceedings to ensure accountability for the accused and secure the victim's fundamental rights. In addition to these responsibilities, I provide counselling for both the victim and her family as part of the support measures."

The findings emphasise that social welfare officers (SWOs), in their professional capacities, play a dual role. They not only facilitate referrals of victims to legal support and medical assistance but also actively engage in supporting the victims of sexual violence. This includes conducting essential social investigations to identify perpetrators and the victim's family. Moreover, SWOs are responsible for providing crucial counselling services, extending their support to the victim and the entire family affected by the incident.

Assisting the victim through the court process

The finding revealed that social workers are responsible for orienting the child sexual violence survivor on what to expect inside the juvenile court and who they are meeting inside the court. This was revealed through the interview by one of the social workers responsible for child care proceedings in juvenile court quoted said;

"The Law of Child Act has given us the mandate to manage child proceedings, including child sexual violence cases; as a social worker by the power provided under this law of Child Act is responsible for orienting a child about who will be inside the court, also I arrange a meeting between the child and the public prosecutor before the scheduled hearing so that the child can have time to know who is representing her case and be comfortable". (Interview, November 2023).

Again, another social worker had this to say;

"As a social worker, I am responsible for preventing child sexual violence by protecting the survivors from further harm. However, I ensure the victim's rights are observed and adhered to. However, if the perpetrator is an individual close to the child or parents as a social worker, I have a legal power to remove a child from the environment where the incidence took place" (Interview, November 2023)

The findings above show that SWOs are involved in defending the victims from further violence and empowering them to understand that what happened to them is a violation of their rights. The social worker must ensure the child's safety by providing a safe family environment. Removing the child away from the alleged perpetrator and the place where the incident of abuse happened is a priority to avoid further violence.

Conducting Social Investigation

The finding revealed that the social worker was responsible for conducting a social investigation and providing a report to the court for the sentences. It was found during the interview with a social worker who said that;

"*During child sexual violence cases, responsible for preparing social investigation reports to give evidence of the incident happen to a child. The report helps a court provide the sentence against the offender*" (Interview November 2023).

However, another social worker had this to add to their roles regarding social investigation;

"*By conducting a social investigation, we understand the relay environment where a child lives; if we find the environment is a risk to the child, we can recommend to the court to find an alternative home to an accused child; however, we recognise that home is the primary place where a child might live comfortable*". (Interview, November   2023)

The above finding implies that the social worker has a role in providing evidence to the court by conducting a social investigation and bringing the report before the court for evidence and further sentences.

Online Safety Education

The finding of the study revealed that given the increased risk of online exploitation, social workers engage in promoting online safety education for children and parents. This includes educating parents and children about internet safety and monitoring online activities. This was supported by a social worker who was quoted saying that;

"*Children are already in the online world; among many who are using internet devices like smartphones are sent threatening messages asked to have sex with promise of payment. Many*

children are also watching naked pictures and photographs. Therefore, as social workers, we have always taught children about using internet devices like Smartphones properly. Also, we have been involving parents to ask them to guide their children on the proper use of these internet devices. When providing this education, we have been using the "Education Guide for Parents, Guardians and Teachers about Child Safety Online" (Interview, November 2023).

Again, another social worker had this to say;

*"We are teaching children at school about internet safety and improving their digital literacy so that they can understand the necessary preventive measures they can take to stay safe online. We also taught them how they can report inappropriate content.   We ensure that children and young people know the risks of exchanging personal information, images and videos". (*Interview, November,   2023)

The finding implies that despite the increasing use of internet devices like smartphones among children, social workers are not silent; instead, they are active in educating children and parents about the proper use of online internet devices. Moreover, they use government guidelines like Education Guide for Parents, Guardians, and Teachers about Child Safety Online to facilitate preventive education. Furthermore, this study concurs with the Law of Child Act (CAP.13 R.E.2019) that Social workers, guided by these rules, are responsible for orienting the children about court proceedings, introducing them to key court personnel, and serving as their guardians during hearings, often instead of biological parents or relatives. Coordination with court social workers and public prosecutors is integral to their responsibilities. In cases of child sexual abuse, social workers are obligated to submit pertinent documents, such as social investigation reports, progress reports, a child's birth certificate, medical certificates, and psychological evaluation reports, to aid in the investigation process.

The study revealed that social workers are responsible for conducting social investigations and providing counselling to victims of child sexual violence and their entire families. This finding concurs with the study conducted by Franken & Joane (2019), which revealed that it is the priority of social workers to assess the safety of the child, determine the incident of abuse and identify appropriate intervention for the child. Social workers ensure that the child victim is safe and then prepare all the necessary documents to file a report to the proper authorities. Moreover, the findings revealed that SWOs were responsible for orienting children and supportive families in eventual court proceedings. In connection with this, the social workers are also responsible for providing immediate counselling directly or through a professional counsellor. Similarly, Amadi

& Karani (2021) found out that the social worker's role in child sexual violence cases is in offender management, including registering sex offenders, appraising the society on their presence, getting the background history before employment of offenders, limiting and monitoring places where both offenders and victims live and lengthening the prison sentences for the offenders.

The study conducted by Disrupting Harm in 2022 regarding the state of online sexual violence against children revealed that about 4% of girls and boys who use the internet in Tanzania are subjected to online sexual harassment. The study found that social workers are responsible for educating children and parents about child safety online. The current study has found that during interviews, social workers explained that they provide education regarding child safety online to parents and children by using the government guideline titled "Education Guide for Parents, Guardians and Teachers about Child Safety Online".

Conclusion

This research study concludes that social workers' roles include the Establishment and development of programs like the SMAUJATA campaign, the formation of child committees at schools, engagement in research and innovation, facilitation of medical and legal support for victims, assistance throughout the court process, conduct of social investigations, and provision of online safety education. In the execution of these roles, social workers diligently adhere to government laws, rules, and guidelines, ensuring compliance with instruments such as the Law of Child Act (CAP.13 R.E.2019), juvenile court rules, and the Education Guide for Parents, Guardians, and Teachers about Child Safety Online. This comprehensive approach reinforces the commitment of social workers to prevent child sexual violence through a multifaceted strategy encompassing awareness campaigns, institutional collaborations, legal advocacy, and educational initiatives.

Recommendation

This study focused on one area: the government agencies, the Tanga City Social Welfare Unit, the police gender desk, and the Hospital. It might be helpful to include areas in non-government organizations handling child sexual violence cases in future related research to examine more on the roles of social workers in preventing child sexual abuse cases. Policies, programs, and

services about child protection must continue to be promoted and advocated to increase awareness among families and communities with the hope that it will help prevent the incidences of child sexual violence.

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Examination of Challenges Confronting Social Workers in Prevention of Teenage Pregnancies: A Case of Tabora Municipal – Tanzania

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Abstract

Tanzania is confronted with an increasing number of school dropouts among secondary school girls; despite various government efforts to curb the problem, there is a steady increase in the phenomena in Tabora municipal. The study aims to examine the challenges which have stubbornly continued to prevent social workers from effectively preventing teenage pregnancies. The study had ten participants (five social workers and five education officers employed at Tabora municipal) were selected to participate and inform the study. The two focus group discussions of five members each and five key informants' interviews were used to generate information while observing the principle of saturation. This study was guided by system theory, as it considers the interdependence and interrelatedness among the sub-systems in the efforts to prevent teenage pregnancies among secondary school girls. The findings revealed that social workers are challenged with poor working environments, little recognition of their competencies, a lack of awareness of their roles and a limited budget set for their various activities. The study recommends an intensive campaign to create awareness of the role and competencies of social workers to prevent teenage pregnancies in secondary schools in Tanzania.

Key Words: Child Protection, Teenage pregnancies, School dropout, Social Workers, Secondary School girls

Introduction

One of the challenges facing Tanzania in achieving goal four of Nation Development Vision 2025 of "A well-educated and learning society" (URT, 2015) is the increasing incidences of early pregnancies among adolescents in Tabora Municipal Council. Teenage pregnancies pose significant socio-economic and health challenges while hastening the poverty circle at individual and household levels (URT, 2023). Despite these challenges, the government has increased access to fundamental education levels (primary and secondary school) by removing school fees and all the related contributions (Tanzania Education Policy, 2015). It is worth noting that the government's good intentions have not positively contributed to reducing teenage pregnancies. Instead, the number of girls completing primary and secondary school has stubbornly decreased

due to teenage pregnancies. For instance, the URT (2020) reported 7212 students dropped out of secondary schools; in 2021, a total of 9,192 dropped, which accounted for an increase of 1980 students (URT, 2021); in 2022, a total of 8, 153 students dropped out of secondary schools in Tabora region, which accounted for the decrease of 1,039 students (URT, 2022). Cementing these assertions, The United Nations Population Fund (UNFPA, 2020) pointed out that Tanzania is among the countries with a high prevalence of teenage pregnancies, with a rate of 27% among girls. The prevalence, therefore, means that the number of girls becoming mothers before turning eighteen has steadily increased. For instance, URT (2020) recorded 3,729 girls; URT (2021) recorded 4563; and URT (2022) recorded 4159 girls who dropped out of secondary schools in the Tabora region.

Generally, teaching and learning in Tanzania, mainly Tabora municipal, is left to teachers and learners. Other stakeholders, such as parents, community members, and social workers, who are the focus of this paper, are not allowed to fulfil their obligations. For these reasons, Rwegoshora (2015) noted that children in fundamental schools should not be left with teachers alone; social workers have a significant role to play and must be seen or treated as colleagues in the exertions to protect and prevent any malpractice likely to occur in a school setup. The outcome of pregnancy to a teenage mother, such as not carrying on with studies, which hinders education attainment, the psychological and emotional stress of pregnancy, and the socio-cultural view on the family of the teenage and the child after birth are some of the constraints which perpetuate the cycle of poverty. On the other hand, Huxtable (2022) noted that developed countries have succeeded in reducing teen pregnancies in secondary school after hiring social workers. Their presence helps undertake counselling services, assess the teens' academic progress, support teens with reproductive health information, and deal with risky behaviour and aggressiveness (Ream, 2020). As indicated by Csók & Pusztai (2022), wherever social workers were recruited in an education setting, their presence reduced school dropout due to pregnancies among teens. It is from this standpoint that it can be argued that the absence of social workers in an education setting sheds light on the increase of teen pregnancies in Tabora municipal. From this viewpoint, this paper intends to examine the role of social workers in preventing teenage pregnancies in Tabora Municipality, Tanzania.

Empirical Literature Review

Globally, teenagers are challenged with risky behaviour, which to a large extent contributes to early pregnancies among teenagers; as observed by Washington-Woods (2020), the problem represents a substantial public health apprehension. It is worth noting that teenage pregnancies are linked with high risks of maternal child morbidity and mortality; economic and socio-cultural were other identified challenges. It is devastating to note that teenage pregnancies are declining in many parts of developed countries. Due to inadequate knowledge of reproductive health, middle- and low-income countries, including Tanzania, have recorded, according to UNFPA (2022), 121 million pregnancies, which resulted from unplanned pregnancies among teens. On the same note, teens are challenged by the fact that 14% were expected to give birth before they were eighteen years old. These girls are not yet mature enough physically, emotionally and psychologically. Becoming mothers jeopardises their rights to emotional support as they have to do that to the newborn babies.

Pointing to more challenges confronting teens, WHO (2023) noted higher health risks of eclampsia, puerperal endometritis and systemic infections while their babies are confronted with low birth weight, preterm birth and severe neonatal conditions. The identified challenges are encountered by teens between the ages of fifteen and eighteen, which accounts for 16 million of them (equal to 14%) who give birth. Proposing the possible solution to the highlighted challenges, Zuleima and Victoria (2020) noted that the teen has to be supported by social workers to deal with the demands of infants, school dropouts, and other factors related to socio-economic.

Drawing attention from the experience of the United States of America, the Centers for Disease Control and Prevention (2022) reported that, despite the remarkable improvement in reproductive health education, which has contributed to the decline in teenage pregnancy rates over the past twenty years; teens are still challenged with a sex education program in schools, and access to reproductive health services. Despite the recorded achievement, there are still disparities among diverse ethnic and socio-economic groups. Pointing to the decline, the Centers for Disease Control and Prevention (2021) noted that in 2020, 165 148 births were recorded among adolescents aged between 15 and 19. It translated to the birth rate of 15.3 per cent per 1,000 women in the indicated age group. Commenting on the role of social workers in dealing with the highlighted challenges, Sawhill and Guyot (2019) pointed out that school, family and medical social workers contributed significantly to the decrease. Social workers in the USA

usually conduct a massive campaign on behavioral transformation and participate in the creation of teenager/youth-friendly reproductive centres. Through these facilities and services, teenagers and youth access quality services conveniently.

Similarly, UNICEF (2020) noted that in regions or countries where the government invest less in reproductive health programs, teens are likely to be confronted with sex education, inaccessibility to contraceptives and the poor establishment of a robust health system which prioritizes youth reproductive-centered services, the rate of teen pregnancies is generally high. Contrary to the proposition, Odrowąż-Coates and Kostrzewska (2021) noted that the rate of fertility was recorded at 10.9, which is the lowest than the global average of 40.8%. Commenting on the role of social workers in the reduction and prevention of teenage pregnancies, Odrowąż-Coates and Kostrzewska (2021) noted that their work usually intends to empower teenagers to challenge peers, families and community on the stereotyping related to the phenomenal of teenage pregnancies.

Pointing to the stubbornness challenge of teenage pregnancies in Sub-Saharan Africa, Mekonnen et al. (2021) revealed that the rates are alarming in the regions. The prevalence of teenage pregnancies is recorded at 91 per cent among women. The increase is closely related to limited access to reproductive health education, inaccessible youth-friendly health services, early marriage and socio-cultural factors, to list but a few. Various regional governments have strived harder, while supported by numerous Non-Governmental Organizations (NGOs), to end the problem; however, no changes have been registered yet. Additionally, the World Health Organization (WHO, 2023) noted that, in 2022, the birth rate for girls between the age of 10 -14 was estimated at 1.5 per cent per 1000 women, with higher rates of 4.6 per cent in sub-Saharan Africa. Regarding the role of social workers in reducing teenage pregnancies, Afolabi (2021) opined that during the recruitment of other civil servants, social workers have to be prioritized as they have the necessary skills and competencies to deal with all factors related to teenage pregnancies.

According to NBS (2022), Tanzania, like many other countries in Sub-Saharan and East Africa, has a youth population of 30, 257,196 between the age of 0-17, estimated with a proposition of 49%. From this view, Iddy (2021) revealed that, due to teenage pregnancies, many girls who are lucky to complete primary school fail to complete secondary school, making teenage pregnancy a critical national challenge with the revealed critical concern around the education and future of

girls in Tanzania. While considering the social worker's core function, Rwegoshora (2015) noted that they must be involved in educational activities in Tanzania. The case management skills and competencies among social workers would help identify challenges related to sex education and reproductive health confronting teenagers (Skobi & Makofane, 2017).

Revealing the rates of childbearing among teenagers, UNICEF (2020) noted the varying rates across regions, where 5 per cent was recorded in Mjini Magharibi – Zanzibar and 6 per cent in Kilimanjaro region as the lowest to 45 per cent in Katavi and 43 per cent in Tabora regions respectively. Moreover, NBS (2022) noted that the proposition of the youth population is higher in the Simiyu region at 57.8 per cent, while the Tabora region stands at 55.4%, with only a difference of 2.4 per cent. Varying challenges among teenagers compound the propositional of the youth population in the Tabora region. It is for this reason Care (2013) pointed out the challenges encountered, namely, child sexual abuse, early marriage, and rape, among others, as some of the challenges which were on the increase and affecting teenagers. When employed, social workers have to deal with such issues affecting girls.

The effort of the Tanzania government to address and stand for the child's best interest was noted when the Law of the Child Act (CAP. 13 R.E. 2019) was promulgated. The Law assigns the duty and obligations of ensuring a child's best interest, Care and protection to community members, parents, guardians or relatives. These stakeholders, in the interest of a child, are authorised to report any infringement related to child denial and neglect, which can lead to the end of education for the child. Further, the Written Laws (Miscellaneous Amendment) (No.2) ACT, 2016, section 60A prohibited marrying or impregnating a primary or a secondary student. Section 60A "commits an offence and shall, on conviction, be liable to imprisonment for thirty years (URT, 2016). However, Tanzania and Tabora regions continue to witness an increasing number of school-going girls dropping out of secondary school, and social workers are only involved at the edge of the intervention.

The government of Tanzania also employs social workers in the Local Government Authorities and the Tanzania Police Force, specifically at the Police Gender Desk. The social worker implements numerous strategies, programs, and policies aiming at preventing and reducing teenage pregnancy rates. Some of these measures include the Law Child Act of 2019, Parenting, guidance and Child Protecting of 2020, the Education and Training Policy (2014) and The Five-year National Plan of Action to End Violence against Women and Children (NPA-VAWC

2017/18 – 2021/22). In recognition of the vital roles of social workers, the LCA (2019) assigns the duties of summoning the person against whom the report was made to discuss the matter concerned with children. That officer shall decide on the child's best interest. Other duties are safeguarding and promoting the child's welfare within its jurisdiction, such as access to education. In addition, social workers are primarily expected to provide case management in all matters related to the child's best interest.

Despite the government's recognition of the roles and responsibilities of social workers, it is worth noting that social workers are not generally employed in educational settings. The child needing the social worker's services can only access them through the police gender desk or when the matter has been taken to court for hearing (URT, 2023). There are numerous challenges related to teen pregnancies which social workers need to address. For instance, poor performance, absenteeism, truancy, violence in school and at home, school phobia, poor health, and teenage pregnancies are some of the challenges facing teens in Tanzania. The school setting demands the presence of a social worker; however, this reality is ignored (Huxtable, 2013).

Referring to the function of social workers in addressing any social problem affecting teens, Rwegoshara (2015) noted investing in the prevention of the problem; when it fails, the correct measures for responding to it should be taken. In the case of the current study, the roles of social workers around the increased trend of school dropout among secondary school girls have to be dealt with using social work perspectives. It may include the creation of awareness among girls and their families on the importance of education, conducting community outreach campaigns, and assisting family members, such as females and young people, to form groups to access available government loans from the local government. Further, social workers are expected to participate in forming school-based clubs where reproductive health issues can be addressed well.

School dropouts in the context of Tanzania are still steadily increasing; in 2017, 2,338,457 girls were enrolled in secondary school; later on, 4.2 per cent, equal to 98,949, dropped out. Of the stated number, 48 440 were boys, and 50 509 were girls; at primary school, the dropout rate was 1.6 per cent (PO-RALG, 2020). From this view, the current study focuses on secondary school dropouts. In the Tabora region, secondary school dropout is a social problem that invites specific attention; in 2019, 8.9 percent of secondary school students dropped out. Of the total number, 3,483 were boys and 3,729 were girls (URT, 2020.

Pointing to the government retention mechanism of teens, in 2018, of the 23,425 enrolled students in Form One, it is only 15,655 students completed Form Four in 2021. From the presented records, it can be argued that between 2018 and 2021, 9,192 (4629 boys and 4563 girls), equal to 39%, dropped out of secondary schools in the Tabora region (URT, 2021). Moreover, social workers are generally employed in educational settings to provide support, and students may demand it. In the first position, the government has remained silent about possibly employing secondary school social workers. Despite the invisibility and title recognition of the social worker's skills and competencies in the educational setup, they are still implementing numerous strategies, programs, and policies which address the school dropout among secondary schools (URT, 2023).

Theoretical Framework

The systems theory is efficient in this work as it recognises different interdependent and interconnected sub-systems related to child protection (Hutchinson and Oltedal, 2014). These sub-systems in the context of teenage pregnancies are families (parents and family members), school teachers, peers, social workers, and the community at large. Although social workers are not employed in schools, they are only visible when the child is ready to get pregnant. In this context, social workers are not given access to execute their first and paramount function of prevention (Rwegoshora, 2015). Hence, for the system to work well, it demands the sub-system to undertake their obligations; for instance, parents have to protect their children, teachers as much as they are employed for teaching, have to provide guidance and reproductive health education, the community members, have to enforce the available laws which protect the rights and welfare of children. The child has to constantly interact with all the sub-systems while communicating well with each sub-system.

The theory recognises each sub-system's significance and its helpful role in complementing each other. No sub-system can fully function independently; they need each other to achieve the intended goal. However, the sub-systems must constantly interact to achieve the intended goal (Lai & Lin, 2017). Further, the theory focuses on the relations among its components or sub-system parts. Each component has to be connected and related well with others. The organisation, interaction, and relationship are key factors determining the system's effectiveness and efficiency (Chikere and Nwoka, 2015). The theory does not look at the individual in isolation from the surrounding environment but at their constant interaction and how they influence each other (Robbins, 2012).

The System Theory helps inform this work to understand social workers' role in preventing teenage pregnancies. For instance, the URT (2023) noted that social workers have to constantly interact with school children so that they can understand their challenges related to reproductive health. However, they are not employed in school; they have to wait at the office for the case to be reported to them. Further, social workers are expected to create awareness at individual and community levels on the prevention of teen pregnancies. It can be argued that the lack of social workers employed in school setup is a setback towards all efforts in place which are implemented to prevent teen pregnancies.

Methods and Material

Tabora region is among the other five regions in Tanzania with a high rate of teenage pregnancies. The current study has chosen the location to examine the position and involvement of social workers in the prevention of teen pregnancies. Further, the study adopted a cross-sectional descriptive design (Cresswell, 2004) to explore the involvement or the role of social workers in the efforts to prevent pregnancies among teens. The design allows the application of focus group discussion and key informant interviews, where five social workers and five municipal secondary education officers were selected out of twelve social workers and ten education officers, respectively, at the municipality level. The design allows the researcher to collect data until the saturation point of data is achieved (Rubin & Babbie, 2011). The researcher had to go on with interviews until the participants generated no new information during the discussion.

The study employed a qualitative research approach. The approach was adopted as the study sought insight and understanding (Burrow, 2020) on social workers' role in preventing teen pregnancies in Tabora municipality. There are numerous issues related to teen pregnancies; however, as Tashakkori & Teddlie (2003) pointed out, the qualitative research method allows the study to deal with particular issues in more detail. It is from this point of view that the study focused on the position of social workers to prevent teen pregnancies. Additionally, Krueger & Casey (2009) noted that in a qualitative study, participants can be selected purposefully to meet the study's goal. However, the criteria for selection of participants should be set to guide the selection process.

For this reason, this study selected ten (10) participants with the following features. The criteria used were: the social workers and secondary school officials were supposed to have worked in their position for at least five years; have close ties with the police gender desk; have handled at least five to ten cases of teen pregnancies in the last ten months; and have attended the seminar/workshop of the ways to reduce teen pregnancies among secondary school girls. Further, data for this study were collected for two months, from March to May 2023; the study was completed in six (6) months, from January to June 2023.

Additionally, Creswell (2003) and Rubin & Babbies (2011) stated that data can be generated from participants using focus group discussions and documentary reviews. From this point of view, since the study intended to yield the experience of social workers on the roles in the prevention of teen pregnancies in the study area, the reason to employ the two methods of data generation is that Four (4) FGDs were conducted, each comprising five participants. With the same number, five were further selected for interviews. Moreover, the data analysis technique utilised content analysis due to the rich information generated from the study participants. Its advantage is that it allows the familiarisation and correct interpretation of the information collected from the participants (Krueger & Casey, 2009; Rubin & Babbies, 2011). The generated information was correctly interpreted as per the content analysis requirement.

Results

Social workers' working environment

The focus group discussion held with education officers at the municipality level noted that in the school setup, there are teachers who are competent to deal with issues of psychosocial support in school; unfortunately, they have a lot of duties on their shoulders to the extent that they fail to provide adequate time to children with specific challenges, teen reproductive education mentioned to be one of them. The position of secondary education officers was further supported by an officer who narrated that,

> *There is still a limited number of teachers in secondary schools, and*
> *employing social workers to provide counselling and psychosocial support*
> *is a waste of resources which could be used to improve the working*
> *environment of teachers in secondary school.*

The presented observation revealed, in one position, the reasons for the social workers not being employed in education settings; on the other side, it holds the strong position of educational officers on seeing social workers in secondary schools. The two positions presented outline a

social worker's problematic working environment when employed in an education system in Tanzania.

Limited allocation of budget for social workers' activities

During the focus group discussion, it was noted that social workers in Tanzania still do not have their own department; they are housed under the health department. The allocation budget is always given to health-related issues; social welfare-related matters are not a priority in the context of limited resources. Further, since they are not employed in secondary schools, even in the event of limited budget allocation, it could be impossible to conduct school visitation and community outreach to create awareness of teen pregnancy prevention. Key informant with one of the social workers, she narrated,

> *As social workers, we would like to be very effective in the prevention of teen pregnancies; however, no budget is allocated for it. The issues of teen challenges remain a school-based problem until the girls fall pregnant, thus where a social worker is involved. Social welfare officers and teachers in secondary schools work like islands.*

Social workers in Tanzania, Tabora in particular, are confronted with multiple issues; some are structural, which impedes their visibility and recognition. No budget is allocated for their activities, as priority is given to health-related issues. Hence, the social welfare of children is compromised by a lack of awareness of the roles of social workers in the prevention of teen pregnancies.

Lack of awareness of social workers' role in prevention of teen pregnancies

The focus group discussion with both social workers and education officers agreed that the role of social workers in the prevention of teen pregnancies is not known. It is assumed that teachers are competent enough to handle all issues affecting secondary school students while in the school environment. The skills and competencies of social workers to address the welfare of students are not only compromised by structural and budget limitations but also by a lack of awareness of the significant role that social workers can play in preventing or reducing teen pregnancies. The observation asserted here was further narrated to the social worker and education officer as follows,

> *Social workers have not done enough to create awareness among the planners and policymakers of their significant role in preventing teen pregnancy; I am very sure no government would like to see teen pregnancy carry on while denying the right to education among girls. Further, the education officers have to work together with social workers*

> *to create the needed awareness of the government decision-makers to*
> *recognise the role of social workers in the prevention of teen pregnancies.*

The role of creating awareness has to be championed by all the education stakeholders; seeing the increasing number of girls dropping out of school every year, it calls for all of us to stand up and do whatever it takes to employ social workers in secondary schools. Provided, the right to education among girls can be realized.

Little recognition of social workers' competencies in the prevention of teen pregnancies

The focus group discussion revealed that due to little recognition of social workers' competencies, secondary school teachers and officers, judicial organs, and police gender desk decide on social worker issues. Numerous laws recognise social workers, for instance, the Child Law of 2009 RE 2019, the Local Government Authority Act of 2019, and the JCR of 2016. All these laws allow social workers to interact with judges, magistrates, police officers, teachers, secondary school officers and many other stakeholders related to child protection. However, due to little recognition of social workers' competencies, they are not allowed to exercise their competencies when it comes to the prevention of teen pregnancies. One of the social workers further narrated,

> *Social workers typically work with various government officers and social*
> *welfare stakeholders such as judiciary organs, police gender desk, one-*
> *stop centres, and education sections, to list a few. These interactions are*
> *done daily; it is to my surprise that when it comes to teen pregnancies, we*
> *are excluded. It hurts seeing the increasing number of teen pregnancies*
> *and social workers with required competencies being left aside.*

The presented arguments lead to a puzzle in the sense that if a social worker works with the identified stakeholders, one would ask what makes them not be allowed to use the acquired competencies to prevent teen pregnancies.

Discussion of findings on the challenges confronting social workers in the prevention of teen pregnancies

The discussion of the findings is guided by five critical aspects of the challenges encountered by social workers when preventing teen pregnancies;

Social workers' working environment

It is worth noting that, despite the poor working environment among social workers in Tanzania, in developed countries such as Australia and New Zealand, social workers are recognised as working in a well-established and supportive environment. They are employed in the education setup and are instrumental in addressing the challenges threatening students' learning (Lloyd & Gray, 2022). It is unfortunate for social workers in Tanzania that the recruitment of secondary school staff does not

consider them among other professionals. The social workers are left to work with educational stakeholders such as parents, teachers, and school administrators, where a specific problem confronting a student demands a social worker's attention. It is ubiquitous when the education stakeholders are confronted with challenges, such as poor student attendance, student dropout, bullying, and aggressive behaviour, which is when social workers are consulted (URT, 2018). Further, social workers are members of various committees related to child protection and development; however, the Education Act of 1978 excludes social workers in the secondary school board committee and district and regional levels (URT, 1978).

Moreover, the working environment for social workers in Tabora municipality is not different from other parts of Tanzania; they are confronted with a poor working environment, with minimal resources allocated for daily activities to provide social welfare services as required. Even though they work with diverse educational stakeholders to implement numerous programs, strategies, guidelines, rules, and policies to reduce dropout among students, they are only employed at local and regional social welfare offices, vocational training, and children and elders' homes (URT, 2022). From the argument presented, it can be deduced that social workers in Tanzania work in a very frustrating environment where the officers are not conducive and supportive to providing counselling and psychosocial support services. Their working environment has little furniture, and other facilities are required in a regular office setup.

Limited allocation of budget for social workers' activities
In Sub-Saharan Africa, social workers' activities are not the priority; their working conditions are deplorable, encapsulated by a lack of materials and financial resources to support and carry out various activities. Due to limited or no budget for social welfare, they often lack basic office supplies such as telephones, stationery, computers, and transport to undertake field visits. Further, due to little recognition, visibility and awareness of their roles towards the prevention of teen pregnancies, they are less paid though working longer hours and having heavy caseloads to deal with every day (Rushwaya, 2022).
The situation of social workers in Tanzania is not different from that of sub-Saharan Africa; they are frustrated with a limited budget and working in an environment lacking necessary official supplies. It is a regular practice for more than four social workers to share an office where other colleagues have to walk out during one-to-one sessions. Further, their offices have no chairs for themselves and clients, computers, stationery, or own offices (URT, 2012). In the current study context, social

workers in Tabora municipal are challenged with the same situation related to budget constraints (URT 2023). They are noted for other sub-Saharan countries and Tanzania generally. Drawing attention from the planning and budgeting of the 2022 – 2023 financial year, Tabora Municipal had allocated TZS 23,000,000 from its source collection, and only 7,500,000 were released to implement social welfare-related activities. The planned and budgeted activities included a campaign on early marriage, school dropout, field visitation, supportive supervision, transport, construction of safe homes, stationaries and other office supplies (URT, 2023).

Lack of awareness of social workers' role in prevention of teen pregnancies

It is generally recognized in developed countries that social workers are employed in a school set up to handle all the constraints affecting children's learning. They work to deal with any limitations that could prevent children from completing their education at the respective level. Some of the limitations dealt with by social workers in schools may include absenteeism, physical and mental health problems, drug use, adolescent pregnancy, and learning problems (Huxtable, 2022). Despite the remarkable achievement noted in developed countries to reduce the rates of teen pregnancies which is carried out by social workers, in developing countries, Tanzania in particular, social workers are still underutilized and marginalized as none of the decision makers of planners are interested in the social welfare activities, welfare and wellbeing of students in particular (Sherman, 2016). In the context of resource limitation, the social welfare services are considered as ruining other departments which are contributing to the income of the council or municipal while themselves (social welfare) do not generate any income.

In Tanzania, Tabora, in particular, social workers are employed at the regional secretariat, local government authorities, vocational training, and children's and elders' homes. However, they are not employed in primary and secondary schools, where numerous challenges affect school completion among learners (URT, 2022). Social workers have to work closely with other stakeholders and interested parties in child protection to create awareness of their competencies in prevention and rehabilitation services, which are needed in schools in Tanzania. It can be concluded that delaying employment in school due to any factor contributes negatively to the achievement of Tanzania Vision 2025 on the goal of an educated and learning nation and Sustainable Development Goal of 2030 on strengthening accessibility and retention of children in school.

Little recognition of social workers' competencies in the prevention of teen pregnancies

In America (USA and Canada), Europe (Germany and Great Britain), Asia (Hong Kong and Japan), and Africa (South Africa), social workers are extensively involved in family welfare, where specific attention is given to children. All issues affecting children's learning are dealt with early to avoid immeasurable harm to the child (Huxtable, 2022; Reyneke, 2018; Rosicky & Northcott, 2010). Despite the title recognition and visibility in Europe after the Second World War, the situation has changed, as they are instrumental in monitoring and transforming students' behaviour. They have also created awareness on reproductive health, reducing teen pregnancies in Europe (Rosicky & Northcott, 2010) and South Africa, where they have introduced a campaign in secondary schools to reduce school dropouts (Reyneke, 2018). In these countries where teen pregnancies have been reduced significantly, there is a good working relationship between teachers and social workers; their professional relationship is significant in planning successful campaigns to reduce school dropout and providing psychosocial support to students, family members and teachers.

In the context of Tanzania, Tabora, in particular, social workers work very closely with education officers, judicial officers, police gender desk and community development officers to ensure the best interest of every child. Despite the stated reality, social workers are still not involved in secondary school setup; they are only visible and recognised when a teen is at risk of dropping out. For instance, in 2022, the social worker cooperated with teachers, police gender desk, religious leaders and other stakeholders to rescue 23 girls who were about to be married while still secondary school students (URT, 2023).

The arguments presented do not surface on the little recognition of social workers' competencies; they are involved in various student welfare activities. The challenge identified is that there is little awareness of the prevention campaign and where it should be done. Waiting until the child is exposed to a risk of dropping out of school is dealing with response. The government and other stakeholders should be aware that employing social workers in schools is investing in prevention, which is cost-effective.

Conclusion

The government of Tanzania has to invest in prevention measures, which entails the employment of social workers in schools if the alarming rates of school dropouts are reduced. Further, the prevention of teenage pregnancies involves several stakeholders, and each of them has to be allowed to play their role while creating a facilitative working environment.

Recommendation

Seeing the increasing number of girls dropping out of secondary schools, it is high time for the government to reconsider employing social workers in secondary schools. Waiting to involve them during the responding phase instead of the prevention is more costly as it cannot restore wasted time and resources.

The identified challenges facing social workers have to be adequately addressed by the government if Tanzania wishes to end teenage pregnancies in secondary schools. The government also has to prioritise budgeting social welfare activities at council levels. Further, more comprehensive research should be conducted in other locations with high school dropout rates to assess social workers' challenges; it can then be used to generalise the findings and better inform government planners and policymakers.

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Matumizi ya Tanakali Sauti katika Nyimbo/Misemo/Masimulizi ya Matambiko ya Jamii ya Wabena Nchini Tanzania

Na

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Ikisiri

Makala hii inahusu uchunguzi wa matumizi ya tanakali sauti kwenye matambiko ya jamii ya Wabena mkoani Njombe nchini Tanzania. Data za msingi zilizotumika katika makala hii zilipatikana kwa mbinu ya mahojiano na usaili katika wilaya ya Njombe Mjini na Njombe Vijijini, mkoani Njombe. Kijiji cha Luponde na Lusitu (Kata ya Luponde) Ihalula na Lugenge (Kata ya Utalingoro) ndivyo vilivyolengwa katika wilaya ya Njombe Vijijinii. Kwa upande wa Njombe Mjini, vijiji vilivyolengwa ni Mjimwema na Joshoni (Kata ya Mjimwema) Idundilanga na Ramadhani (Kata ya Njombe mjini.). Uchambuzi wa data uliongozwa na nadharia ya Uhalisiajabu. Makala hii imebaini kuwa matambiko ya jamii ya Wabena yamesheheni matumizi ya tanakali sauti ambazo zinatumika kwa malengo mbalimbali yakiwemo yanayohusu kuweka msisitizo na kusawiri uhalisi wa jambo fulani katika jamii ya Wabena. Pia, yamebaini kwamba matambiko yana namna tofauti tofauti za matumizi ya vipengele vya lugha lengo maalumu kwa kurejelea muktadha mahususi wa tambiko teule. Makala hii inapendekeza utafiti zaidi juu ya matumizi ya lugha katika matambiko mbalimbali ndani na hata nje ya nchi.

Maneno Msingi: Matambiko, Jamii ya Wabena, Tanakali Sauti na Nadharia ya Uhalisiajabu.

Utangulizi

Wataalamu wengi wamejaribu kutoa ufafanuzi juu ya istilahi ya matambiko. (Kapinga, 2007) anaelezea kwamba matambiko ni miongoni mwa ibada za jadi zilizoanza kale katika jamii za kiafrika kabla ya ujio wa wageni ambao ni wakoloni. Kapinga anaendelea kusema matambiko ni shughuli zinazofananywa ilikutatua matatizo ya kimazingira katika jamii zao ambayo ni ukame, radi, vifo, mafuriko na magonjwa, walifanya haya kwa lengo la kuomba msaada kwa miungu ilikupata nafuu ya shida zao. Wabena ni jamii mojawapo inayotumia matambiko katika mambo mengi ya kimaisha. Katika utekelezaji Wabena wamekuwa wakitumia sana Tanakali sauti.

Masebo (2007) anasema tambiko ni sadaka inayotolewa kwa mwenyezi Mungu, miungu, mahoka, mizimu na pepo kwao binafsi au kupitia kwa mwenyezi Mungu wakati wa kusalia miungu. Ukiichunguza kwa umakini dhana hii ya kifasihi inagusa kwa kiasi kikubwa dhana ya wahusika wa kidhania wenye nguvu za kisihiri kama mahoka na mizimu, kwa kiasi kikubwa

lugha ambayo huwa inatumiaka hujawa na vipengele vyenye kuonesha uhalisia wa kitu halisi. Assumpta (2011)

Kitula na Guthrine (2010) wanafafanua kuwa matambiko yanatokana na dhana kuwa wanapokasirika watoto hupata matatizo ya wagonjwa, vifo na mabalaa mengine ili kupoteza hasira zao huko walikolala hupikwa pombo na vyakula vinavyokwenda kumwangwa makaburini au kuliwa na na waganga ambapo vitendo hivyo ndio matambiko.

Kamusi ya Karne (2011) inasema kwamba tambiko ni sadaka au ada inayotolewa kwa mwenyezi Mungu au miungu, pepo au mizimu moja kwa moja au kwa Mungu kupitia kwa miungu. Matambiko haya hutolewa na wazee au watu maarufu waliopewa dhamana hiyo. Matatizo mengi yaliyoshindikana kwa matabibu hupelekwa kwa miungu ili iwasaidie kupata ufumbuzi. Katika kufasili tambiko inaonesha wazi kwamba kuna utendaji katika kukamilika kazi ya tambiko ambapo msingi wake ni kutoa sadaka na sadaka hiyo huambana na mfumo maalumu wa lugha za maombi ili kuweza kupokelewa ambapo utafiti umejikita kwenye matumizi ya tanakali sauti.

Matambiko hutumika katika kuombatoba, kufanya utakaso, shughuliza mazishi, kuomba baraka, mvua, mazao na hata kubaini chanzo cha matatizo yanayotokea katika jamii fulani(Kapinga,2007). Mwanadamu amekuwa akifanya matambiko kutokana na ukweli kwamba amekuwa akiamini kwamba kuna uhusiano kati ya wafu na watu wazima na kuna nguvu ya ziada ambayo itasababisha kutenda jambo Fulani. Mgogo (2017). Hata hivyo, mwanadamu amekuwa akishangazwa na mambo ya asili kama vile asili ya binadamu na maumbile yake. Hivyo, katika kukabiliana na mambo ya maisha ya kila siku, binadamu alitafuta msaada ya nguvu ya ziada ili kuimarisha uelewa wake na kukabiliana na matatizo ya maisha ya ulimwenguni hapa.

. Tanakali sauti ni mbinu ya kutumia maneno yanayoiga sauti ya jambo fulani, tendo, tukio au hali fulani au namna kitendo kilivyofanyika (Tumia vyanzo vya kitaaluma kuthibitisha jambo). Mara nyingi tanakali sauti huendana na milio ya sauti fulani kulingana na tukio fulani. . Tanakali sauti huwa na sifa zifuatazo: Zina kauli fupi, zina miigo ya sauti zinazotokea au kusawiri kwa tendo fulani. Hujumuishwa katika fani nyingine na mara nyingi hutumia takriri. Tanakali sauti hutumika kuigiza sauti au mlio wa kitu katika mazungumzo au maandishi na hivyo kufanya masimulizi au maandishi yawe hai. Hivyo, tanakali sauti huimarisha sentensi na kuipa hadhi ya kisanaa.

Wabena ni jamii mojawapo inayofanya matambiko kama jamii nyingine zinavyofanya. Matambiko ya Wabena yana uhusiano mkubwa na masuala ya dini na imani zaidi kwani katika

matendo yanayofanyika katika matambiko yanahusiana sana na masuala ya imani na kuonesha uhalisia na uhusiano wa watu wanaoishi na waliokwisha tangulia mbele ya haki. Pia, huonesha kwamba kuna nguvu nyingine zaidi ya nguvu za kawaida za mwanadamu katika ulimwengu huu. Mara nyingine utendaji katika matambiko ya Wabena huanza na ishara ya msalaba Dhana hii ya msalaba huenda ikawa ni mabadiriko ya namna ya kutambika baada ya ujio wa makanisa ya kikristo yanayotumia ishara ya msalaba katika kutekeleza ibada zao. Ishara kama hizo hutumika katika maombi fulani ambayo hutumika kumuomba Mungu wakati wa kufanya matambiko. Utendaji huo una matumizi makubwa ya tanakali sauti.

Matambiko katika jamii nyingi ikiwemo Wabena yamekuwa yakitumika kuomba mizimu, Mungu, miungu, waliotangulia na kuomba Mungu kwaajili ya jambo fulani iwe kushukuru, kuomba na hata kutoa sadaka au kuelezea jambo fulani kwa mhusika (Vontress, Clemente,2005 na Karade, 1994). Mtafiti mmoja alifanya utafiti huko Nigeria juu ya matambiko yanavyotumika kuomba mvua na amani huku wakiwaomba mahoka na mizimu wasaidie kutatua shida zao kwa Mungu wao (Okuford, 1998).

Utekelezaji wa matambiko katika jamii nyingi ikiwemo Wabena unatofautiana kwa vipengele kadhaa wa kadhaa. Katika jamii ya Wabena matambiko yamekuwepo na yapo yanaendelea ambayo yanatumia vipengele vingi ikiwemo tanakali sauti katika utekelezaji wake. Watafiti wengi wametafiti sana juu ya matambiko ya Wabena wamebaini kuwa matambiko haya yana faida kubwa kwa jamii ya Wabena. Kwa kipengele cha utendekaji wamebaini matumizi ya makubwa ya fani na maudhui. Makala hii imejihusisha katika kuchunguza matumizi ya tanakali sauti katika matambiko ya jamii ya Wabena ikiwa ni kipengele muhimu sana katika fani yake ili kufikisha maudhuli yaliyokusudiwa kwa jamii husika. Matambiko katika jamii ya Wabena yamekuwa yakihusisha matumizi ya tanakali sauti kama kipengele muhimu sana chenye tija katika utekelezaji wa matambiko hayo. Tanakali sauti imebainika kwamba ni nyenzo muhimu sana katika kuwasilisha ujumbe uliokusudiwa katika matambiko ya jamii ya Wabena mkoani Njombe.

Utafiti huu ulikuwa na lengo la kuchunguza kwa nini wabena hutumia tanakali sauti wakati wa kutambika.

Nadharia ya Utafiti

Nadharia ni mwongozo unaosaidia kuthibitisha na kupata ukweli wa jambo kwa lengo maalumu huku ukifungamana na muktadha wa jamii inayohusika (Cresswell, 2009). Uchambuzi wa data katika utafiti huu uliongozwana nadharia ya Uhalisiajabu. Nadharia hii iliasisiwa na Walibora

(2010). Walibora akimnukuu Abrahams (1999) anasema nadharia ya uhalisia zamani ilitumika na wachoraji katika miaka ya 1920 huko Argentina ili kufasili kazi za bunulizi za kinatharia katika uhalisia fulani. Katika Makala hii nadharia hii imetumika kwa sababu imejikita kueleza mambo ambayo sio ya kawaida. Matambiko, kwa kawaida, si jambo la kawaida kwa jamii nyingi kwa sababu utokeaji na utendakaji wake huambatana na mambo ya ajabu na sehemu inapofanyika huwa sio sehemu ya kawaida. Sambamba na hayo mazingira ya kufanyia matambiko haya huwa ni ya ajabu ajabu huwa ni msituni, makaburini au sehemu ambayo watu hawawezi kufika kirahisi. Nadharia hii imesaidia sana katika kuchunguza tanakali sauti zinazotumika na sababu ya kutumika katika matambiko ya wabena. Hii ni kutokana na ukweli kwamba kwa kuwa matambiko hufanyika kiajabu ajabu hivyo hata mtambikaji hutafuta maneno au tanakali sauti zinazoendana na uhalisia wa matambiko hayo. Hata hivyo, Matambiko ya Wabena huambatana na matukio au viashiria vya kifo kama sehemu ya adhabu katika uhalisia ajabu kwa matambiko ya jamii ya Wabena. Mwandishi Faustine (2017) katika kazi yake ameeleza vizuri juu ya dhana ya uhalisajabu katika kazi yake.

Mbinu za utafiti

Makala hii inahusu uchunguzi wa matumizi ya tanakali sauti kwenye matambiko ya jamii ya Wabena mkoani Njombe nchini Tanzania. Data za msingi zilizotumika katika makala hii zilipatikana kwa mbinu ya mahojiano na usaili katika wilaya ya Njombe Mjini na Njombe Vijijini, mkoani Njombe. Kijiji cha Luponde na Lusitu (Kata ya Luponde) Ihalula na Lugenge (Kata ya Utalingoro) ndivyo vilivyolengwa katika wilaya ya Njombe Vijijini. Kwa upande wa Njombe mjini, vijiji vilivyolengwa ni Mjimwema na Joshoni (Kata ya Mjimwema) Idundilanga na Ramadhani (Kata ya Njombe mjini). Watoa taarifa 28 walitumika, waliteuliwa kimakusudi, walitaarifiwa kulingana na uzoefu wao katika matambiko ya jamii yao. Watoa taarifa walikuwa makundi matatu 6 walikuwa ni waganga wa jadi na 6 wengine walikuwa ni wataalamu wa kutambika katika koo mbalimbali 16 walikuwa ni watambikaji ambapo kwa kila kijiji walitoka wanawake 2 na wanaume 2 kwa vijiji 8 jumla yao wakawa 16. Watoa taarifa waliteuliwa kwa kuangalia jinsia zao kwa upate wa wataalamu wa kutambika wa kike walikuwa watatu na wakiume walikuwa watatu. Kwa waganga wa jadi wanawake walipatikana wawili na wakiume walikuwa wane Watambikaji wanawake walikuwa 8 na wakiume walikuwa 8.

Matumizi ya Tanakali Sauti kwenye Matambiko ya Jamii za Wabena

Sehemu hii ya inabainisha na kufafanua tija za matumizi ya tanakali sauti,nyimbo, misemo na masimulizi kwenye matambiko ya jamii ya Wabena. Imebainika kwamba matambiko ya jamii ya Wabena pamoja na kuwa na vipengele vingi vya lugha na mawasiliano katika fasihi, lakini kuna matumizi makubwa ya kipengele cha tanakali sauti katika kutimiza tendo la kutambika. Kipengele cha tanakali sauti kinajitokeza sana kwenye matambiko ya jamii ya Wabena na utokeaji au matumizi ya kipengele hiki kinaakisi kwa namna mbalimbali uhalisia wa matambiko ya jamii ya Wabena mkoani Njombe. Mtafiti alitaka kupata sababu kwa nini kuna matumizi makubwa ya tanakali sauti katika matambiko. Katika utafiti huu yafuatayo ndio yaliyopatikana juu ya matumizi ya tanakali sauti katika matambiko ya jamii ya Wabena.

Kuonesha Uhalisia

Katika utafiti huu imebainika kwamba kuna matumizi makubwa sana ya tanakali sauti kwenye matambiko ya Wabena.Utafiti umebaini kuwa matumizi ya tanakali sauti katika kutambika hutumika ili kuonesha uhalisia kwa jamii ya wahusika. Matumizi ya tanakali sauti yamekuwa yakiwekewa mkazo kutokana na ukweli kwamba matukio mengi yanayotambikwa yanahitaji uhalisia katika jamii hivyo mtambikaji lazima atumie kitu ambacho kitakuwa kinaonesha uhalisia wa kitendo. Ifuatayo ni orodha ya matukio ya matambiko na tanakali sauti zinazotumika.

Na	Aina ya Tambiko	Tanakali sauti inayotumika
1	Tambiko la kuomba mvua	*Twinyiliha vimutwaindonyeyitinyemwaaa,mwaa, mwaa* maneno haya yameungana au ndio maumbo yenyewe ya lugha ya Kibena, veMutwa (tunakuomba Mungu mvua inyeshe mwaa mwaa mwaaa)
2	Tambiko la kuombea uponyaji kwa magonjwa ya binadamu	*Vimevina Ponye,ponye ponyeee, Mgoyo Ponyeee.* (Mungu tuponye tuponye Mkubwa tuponye)
3	Tambio la kuomba uzazi salama	*Thwnyilhaumwanaavembeng'anga'anga'amvina* (Tunaommba mtoto alie Ngaa ngaa ngaa)
4	Tambiko la kuomba mavuno mengi	*Twinyilikatuvambulefwaa,* fwaa, fwa,,(Tunaomba tuvune mavuno mengi)
5	Tambiko la kuomba msamaha kufuatia kuikosea jamii.	*TwiyilihaMutwaa, Mutwaavyafyondi, twivemba, nyamentamenyameesiwo.*(Tunakuomba Mungu,

		Mungu wa wote, Tunalia tunaomba, tumekosea sana)

Msingi mkubwa wa matumizi ya tanakali sauti hizi ni kuonesha uhalisia wa tukio husika katika matambiko hayo. Pia imebainika kwamba katika tukio la utambikaji kwa jamii ya Wabena kuna utendaji mwingi katika kitendo cha kutambika ambapo matumizi ya tanakali sauti hutokea kwa wingi zaidi. Matendo hayo mengine yanaogofya, kustaajabisha na hata kushangaza. Mfano kwenye tambiko la kuomba mvua ambapo mtambikaji kuiga sauti ya mvua kubwa na yenye dalili za mawe. Mfano:

Veya mutwa muyangufu, twihongeza uveve mtwa, gwaa twevana vaho, Twisuka indonya, Indonya nyitonye, Mizdabazdaba.

Ewe Mungu tunashukuru wewe Mungu sisi ni watoto wako tunaomba mvua, Mvua inyeshe nyingi Mizdabazdaba ni sauti ya mvua kubwa (Tafsiri yangu)[Mtambikaji wa 1: Idundilanga, Feburuary 2023]

Kwa mfano huu tunabaini tanakali sauti mbili Gwaa na Mizdabazdaba, Gwaa inaonesha unyonge wa waombaji kwamba ni watoto na mizdabazdaba inaonesha uhalisia wa mvua kubwa ambayo wanaiomba.

Katika utendekaji wa matambiko ya jamii ya Wabena imebainika kuwepo kwa matumizi ya tanakali sauti ili kuonesha uhalisia wa tukio la kutambika, hata hivyo kwenye matambiko yao imebainika kwamba hata wahusika wa matambika huvaa uhalisia fulani ili kuonesha uhalisia wa tukio. Data zilizopatikana kutoka kwa wazee wa kutambika zimebaini kuwa wahusika wa matambika ni pamoja na mahoka, mizimu na wafu hawa hutumika na pia hutumia tanakali sauti ili kuweza kufikisha ujumbe wao. Mzee mmoja alitaka mahoka, mizimu, nyoka wakubwa na orodha ya wafu na miungu ilitajwa kuwa inatumika kuonesha uhalisia wa suala linalotambikiwa. Mzee mwingine alisema" Nyoka mkubwa hutajwa kwenye matambiko ili kuonesha uwezo mkubwa wa kumwadhibu mtu kama nyoka anavyoweza kumeza tu" [Mtambikaji wa 4 lusitu, Februari 2023]

.

 Hivyo, watambikaji hutumia wahusika halisi ili kuwatisha wahusika ili kuonesha uhalisia wa tambiko na lengo lake. Hapa tunaona wazi malengo ya matumizi ya Tanakali sauti katika matambiko ya Wabena. Ukichunguza utafiti huu unaendana na utafiti wa Kapinga (1977) juu ya matambiko na uhalisia wake katika jamii.

Katika utafiti huu imebainika kwamba Matambiko mengi yamefungamana na hali halisi na matatizo ya jamii kama njaa, Magonjwa vifo nakadhalika. Kwa kupitia hayo watambikaji hutumia tanakali sauti ili kuweza kuweka wazi suala la uhalisia katika matambiko. Mganga mmoja alisema:

> Watu huenda kutambika wakiwa na shida au tatizo fulani hawaendi hivi hivi.
> [Mganga wa 1: Mjimwema, Januari 2023].

Ni dhahiri na wazi kwamba kila wanachokitambika kina uhalisia na kimewahi kutokea katika maisha ya kila siku ya mwanadamu katika ulimwengu huu. Matumizi ya tanakali sauti hutumika ili kuonesha uhalisia wa kile kinachotambikwa na hali halisi ya maisha ya kila siku ya mwanadamu.

Katika utafiti huu imebainika kwamba Wabena hutumia tanakali sauti katika matambiko ili kuonesha usawiri wa kile wanachoomba kitokee na uhalisia katika hali ya kawaida. Data iliyopatikana kutoka kwenye mahojiano ni kwamba kuna uhalisia wa jambo fulani na ndoto ambazo watambikaji wanazo sasa ili kuleta na kuonesha usawiri wa hivyo vitu viwili hutumia tanakali sauti. Katika mahojiano mtambikaji mmoja alisema:

> (katika matambiko kumekuwepo na makutano baina ya uhalisia wa jambo
> na ndoto inayotegemewa na kutimizwa kwenye matambiko.[Mtambikaji wa
> 2: Mjimwema, Januari 2023

Katika mahojiano Mganga mmoja alisema kuna watu hushangaa kwa nini mganga anajua mambo yake hata hajamuelezea hii ni kutokana na ukweli kwamba waganga na watambikaji wana taswira ya nini kipo katika jamii na mategemea ya wanadamu katika hayo hivyo waganga hutumia namna hiyo huonesha usawiri wa hali halisi na mategemeo yako baada ya kutambika na kutoa dawa kama ishara ya kusawiri hayo yaliyotegemewa.Katika hili mtafiti aliwaza kwamba huenda waganga wana utaalamu wa kujua hata msimu fulani kwamba kuna magonjwa fulani hivyo mtu akipelekwa kwaajili ya kutambikiwa juu ya ugonjwa fulani mtambikaji anajua kabisa kwamba huyu anaumwa kitu fulani na suluhisho ni kitu fulani (Mawazo ya Mtafiti). Katika mahojiano na watambikaji ilionekana kwamba matambiko ya kuomba kutokuwa na njaa yanafanyika mwezi wa kwanza mpaka wa tatu, na hii ndio miezi ambayo huwa kunakuwa hakuna mavuno hivyo huwa na upungufu wa chakula ndipo Wabena huwa wengi huwa na matambiko yanayohusu masuala ya chakula na njaa. Mzee mmoja alisema

(*Uhuvangila umedzi gwa hwanza mbaha ugwhuviluha khaa huna njala veya,* Huania mwezi wa kwanza mpaka wa tatu kuna njaa.) Kwa kuwa lugha ya makala yako ni Kiswahili, nukuu zote zinapaswa kuwa wima. Weka italiki nukuu zote zitakazoandikwa kwa lugha ya Kibena).[Mtambikaji wa3: Idundilanga, februari 2023]

Kutokana na hilo Wabena wengi huwa na matambiko ya kuomba njaa iishe ambapo mwezi wa tatu huwa inaisha na mavuno ya vitu mbalimbali huanza kuvunwa kutoka mashambani kwao.Matokeo ya utafiti huu yanawiana na utafiti ulifanywa na Meyer, (1993) Mbeya juu ya mila na desturiza Wanakyusa ambapo matambiko yameonekana kuwa ni sehemu ya utamaduni wa watu wa Mbeya na yana uhalisia wa maisha yao. Utafiti wa Danon (1995) unaelezea uhalisia wa kile kitu ambacho watu wanakiamini katika maisha yao kwamba ni vitu halisi vinayotokea katika maisha ya kawaida ya mwanadamu.

Kuweka msisitizo

Utafiti huu umebaini kuwemo kwa matumizi ya tanakali sauti kwa lengo la kuweka msisitizo katika matambiko. Kupitia mahojiano ya wagonga na viongozi wa matambiko juu ya kwa nini wanatumia tanakali sauti, Waganga na wazee wa matambiko walieleza kwamba wanatumia tanakali sauti ili kutoa msisitizo kwa wahusika na kuonesha umuhimu wa tukio hilo. Mfano katika matambiko ya kuombea amani, tambiko la kutawazwa machifu, tambikola kuombea neema katika familia, Tambiko la kukabidhi uganga na matambiko mengine hutumia tanakali sauti ili kuonesha msisitizo wa tambiko hilo. Mganga mmoja alisema:

(*Pe twitambika twiviha amaneno ambago lazima galete umsisitizo twikasa gami,* Tunapotambika tunaweka msisitzo wa kile tuanachosema kwa nguvu zote.) Mganga wa 2: Mjimwema, januari 2023]

Katika mahojiano na Mganga mmoja wa kike ambae yeye ni mwendesha matambiko. Alisema kwamba yeye hutambika zaidi juu ya kuombea uzazi salama na kuomba kuondoa ugumba. Katika maelezo yake juu ya matumizi ya tanakali sauti alikiri kwamba tnakali sauti kuongeza msisitizo juu ya jambo linalotambikwa anasema watu huwa kimya wakiomba wakuu ambao wanahitaji utulivu zaidi ili waweze kusikiliza maombi yetu. Hivyo tanakali sauti hutumika ili kutoa msisitizo wa jambo linalotambikiwa. Mganga huyo alisema

(*E lasima tuvihe msisitiso hwa ngufu sana mbaha zaelewe veya,* Lazima tutoe msisistizo kwa nguvu mpaka watuelewe)[Mganga wa 4 Idundilanga, februari 2023]

Matokeo haya yanarandana na matokeon ya utafiti uliofanywa nan a Green (2009) juu ya matambiko kuweka msisitizo katika jamii.

Katika mahojiano na mganga mwingine alitoa maelezo kwamba yeye hutumia nyimbo ambazo zina tanakali sauti kwa wingi ni kuonesha msisitizo na aliendelea kusema kwamba Jambo lolote ambalo halina msisitizo linapoteza maana yake. Hivyo wakati wa kutambika mtu huimba kwa kurudia rudia maneno ili kuonesha msisitizo

(Siwo nyame siwo Nguluvi tenava vao twinyiliha-Neno siwo siwo likiwa na maana

ya chonde linajirudia ili kutoa msisistizo [Mtambikaji wa 5: Mjimwema,

Januari,2023]

Kiongozi wa matambiko kutoka kata ya Idundilanga alipohojiwa juu ya kwa nini anatumia tanakali sauti kwenye matambiko alikuwa na haya ya kusema. Tunapenda kuyarudiarudia maneno Fulani Fulani wakati wa kutambika ili kuonesha msisitizo wa kile tunachokitabika kwani ukisisitiza sana ndipo watu kuelewa na kuonesha imihimu wa jambo Fulani.

Tizdova sana ili avanu vaelewe nu hukumbuka veya. Tunaonesha msisitizo ili watu

waelewe na kukumbuka kile ilichozungumzwa. [Mtambiakji wa 5 Idindilanga,

Febuari, 2023]

Utafiti huu umebaini pia kwamba masuala ya utambikaji wa jamii ya Wabena yanarandana na jinsia kwani masuala mengi yanayohusu wanaume hutambikwa na wanaume na yale yanayohusu wanawake yanatambikwa na wanawake katika mahojiano ili hujua hili Zaidi Mtambikaji mmoja kutoka Lusitu ambae alikuwa mwanamke alisema kwamba ili kuonesha msisitizo wa jambo na kulieleza kwa ufasaha ni lazima masuala ya kike yatambikwe na mtu wa kike ambae kwa kawaida huwa ni mtu ambae umri wake umeenda ili kuonesha msisitizo katika masuala fulani na kuonesha uzoefu wa kila kinachotambikwa. Alisema

EE mwanavangu lasima tuvedze nu munu umsima yeana usoefu mukomi sana

uyu ndio ikasa kabisa- Ndio mwanangu lazima tuwe na mtu mzima mwenye

uzoefu wa kuonesha msisitizo kulingana na uzoefu wake. [Mtambikaji wa 4,

Lusiti, Januari 2023]

Kuonesha Upekee

Utafiti umebaini kwamba Tanakali sauti katika matambiko ya Wabena kusaidia kuonesha upekee wa matambiko ili kujenga taswira ya uhalisia. Hii inasababisha kuona kwamba matambiko yapo tofauti na shughuli nyingine zozote katika dunia hii. Katika mahojiano na watambikaji wa

matambiko ya Wabena imeonesha kwamba kuna upekee wa tukio fulani katika kutambika, sambamba na matumizi ya tanakali sauti mazingira yanayotumika kutambikia yanaupekee wa namna fulani, zaidi sana kwa kupitia matumizi ya tanakali sauti, kila tambiko lina upekee wake hii ni kutokana na ukweli kwamba tambiko la kuomba mvua linakuwa tofauti na lile la kuomba mavuno mema hivyo tanakali sauti kutumika kuonesha upekee wa tambiko fulani, hivyo tanakali sauti hurahisisha kuonesha aina ya tambiko kwa maana halisi ni kwamba tanakali sauti hutofautisha tambiko moja na lingine ijapokuwa yote ni matambiko. Mganga mmoja alisema

(pe twitambiha lasima tuwonese uhutingila ihinu iki sha pekee veya twisaha uwutulifu, Tunapotambika lazima tuoneshe utulivu na kuonesha kwamba kitu hiki ni muhimu na cha pekee tunahitaji utulivu) [Mganga wa 6: Mjimwema, Februari 2023]

Mtambikaji mmoja kutoka Joshoni alielezea kwamba yeye huwa anatambika kila mwezi na sio mara moja na kila tambiko huwa tofauti na linguine na hutumia lugha tofauti na kiwemo tanakali sauti tofauti alieleza kwamba hii ni kutokana na ukweli kwamba kila tambiko lina upekee wake na utofauti wake. Alisema

Kwaa be hila petitambika tivedza na hinu shahwe sivilingana kaa. Kila tunapotambika tunakuwa na malengo tofauti hayafanani kabisa. [Mtambikaji wa 3: Joshoni, Februari 2023]

Hali kadhalika imebainika kuwa matumizi ya tanakali sauti hutofautiana kulingana na tambiko hilo ni la nini hii huweza kuongeza matumizi ya tanakali sauti au la kwani upekee na umuhimu wa tambiko Fulani huweza kufanya matumizi makubwa ya tanakali sauti au la. Ijapokuwa lengo kubwa la matumizi ya tanakali sauti huwa ni kuweka msisitizo na kuonesha halihalisi ya jambo Fulani lakini katika kufanya hivyo kuonesha upekee wa tambiko husiko. Mtambika wa 5 kutoka Joshoni alisema

Veya ya witambiha pale wizdwova fyolofu lakini lasima uhodze witambiha hihi- Unapokuwa unatambika utaongea vingi lakini lazima ufikirie unatambika kwaajili ya nini [Mtambikaji wa 5: Joshoni, Februari 2023]

Katika mahojiano na Waganga wa jadi ili kujua Zaidi juu ya matumizi ya tanakali sauti katika matambiko ya Wabena. Mganga mmoja kutoka Lugenge alieleza kwamba kabla ya kuanza kutambika lazima kuwa na mazungumzo ya awali na mtu anaetaka kutambika, akaendelea akisema yapo matambiko ya misimu Fulani ya mwaka na yapo matambiko ya mtu mmoja mmoja kulingana na shida au tatizo lake. Tofauti hizi za matambiko na malengo ya matambiko haya

kuleta tofauti ya utambikaji na misamiati inayotumika huwa tofauti kabisa. Hivyo hata matumizi ya lugha ya kutambikaji huwa tofauti.

> *EE veya yitegemeana hila munu ni lukani lya mwene*= Inategemeana na dhida
> au tatizo la mtu [Mganga wa 5: Lugenge, Januari 2023]

Katika muktadha wa utekelezaji wa matambiko ya Wabena utafiti huu umebaini kwamba kila tambiko lina upekee wake ambao huonekana wazi katika vipengele vingi ikiwemo cha matumizi ya tanakali sauti Fulani mfano kama kinachotambikwa ni cha kutisha basi tanakali sauti zitakazo tumika ni za kutisha na hivyo huu ndio utakao kuwa upekee wa tambiko hilo na utakuwa tofauti na tambiko lingine liwalo. Matumizi ya lugha yatakuwa na upekee kulingana na tambiko linataka nini haya yalisemwa na Mganga wa jadi mmoja kutoka Lusitu naye alisema hivi;

> *petitambiha lasima tuvedzage na maneno angiendana ni lizdo lyahe.*
> Tunapotambika lazima tuendana na matakwa ya tambiko [Mganga wa 3: Lusitu,
> Januari 2023]

Kuonesha Hali ya Kuabudu

Katika muktadha wa utekelezaji wa matambiko kwa jamii ya Wabena utafiti umebaini kwamba matumizi ya tanakali sauti huonesha hali ya kuabudu katika jamii ya Wabena. Katika kutambika maneno yanayoonesha kuabudu na kuheshimu huwa na tanakali sauti nahurudiwa rudiwa mara kadhaa ikiwa na lengo la kuonesha msisitizo na kuonesha hali ya kuabudu. Mzee mmoja anayehusika na utambikaji alieleza kwamba Matambiko yalikuwepo kwa muda mrefu sana na alikiri kwamba kwamba yeye mwenyewe ana miaka 70 kwa sasa lakini aliona watu wanatambika. Matokeo haya wanasawiri ufafanuzi wa Masebo (2007) na Omari, (1980) juu ya dhana nzima ya Matambiko mila na desturi zake. Mzee mmoja alisema:

> *(Unene ndawene avanu vitambika na vitingila Unguluvi atutange*- Mimi niliona
> watu wanatambika tangu zamani na huwa wanasema wanamwomba Mungu
> awasaidie) [Mtambikaji wa 7: Mjimwema, Januari 2023]

Mzee huyo aliendelea kwa kusema Tangu hizi dini za kisasa zije matambiko yamekuwa yanafanyika kwa siri kwa kiasi fulani halafu mtambiko hayo yamebadilika sana anasema zamani walipokuwa wanatambika walikuwa wanatumia lugha ya kibena tu bila kuchanganya maneno lakini kwa sasa wanatambika kwa kutumia mchanganyiko wa kibena na kiswahili.

> *(Unefwe twatumila ilugha yesu sitatumilamga ikiswahili khaa khaaa*- sie wakati
> wa kutambika tulikuwa tunatumia lugha yetu kabisa sio kswahili kama ilivyo
> sasa.) [Mganga wa 5 :Mjimwema Februari 2023]

Pia anasema matambiko ya sasa yamekuwa yakitaja majina ya kama Mungu ututange (tusaidie) wakati zamani ilikuwa wanasema Nguruvi ututange (Mungu utusaidie). Hivyo katika matumizi ya tanakali sauti maneno mengi yaliyotumika yalikuwa na uhusiano na Mungu na hivyo kuonesha hali ya kuabudu ndani yake. Mtaalamu mmoja wa kutambika alisema

> *Ee petitingila Ingulvi yitutange twiyiliha hwa Nguluvi yumwi*- Tunaposema
> Mungu atusaidie tunaomba kwa Mungu mmoja [Mtaalamu wa 1: Lugenge,
> Januari 2023]

Mganga mmoja alisema wanatumia tanakali sauti katika kutambika ili kuonesha hali ya kuabudu kwa sababu kuna sauti ambazo zina mwelekeo wa kuabudi ukisikia tu utaelewa mazingira hayo ni ya kuabudu na heshima zake, matambiko ni sala hivyo hutumia tanakali sauti kuonesha hali ya kuabudu.

> *(Veya Nguluvvi nguluvi vya wongo utatange ulukani ulu,* Mungu, Mungu, Mungu
> wa wote utusaidie shida hii.) [Mganga wa 6: Mjimwema, januari 2023]

Kwa maelezo hayo ni Dhahiri na wazi kwamba matumizi ya tanakali sauti yanakuwa na malengo yake mahususi kwenye matambiko ya Wabena.

Sambamba na matumizi ya tanakali sauti Matambiko ya sasa yamebadirika ukilinganisha na ya zamani katika uhalisia wa kuamudu, ishara kama msalaba na maneno kama Mungu nakadhalika inaonesha kuwa watambikaji wanafahamu kutosha kwamba kuna Mungu na hivyo katika kutambika hutaja majina hayo kuonesha uhalisia wa kuabudu katika jamii ya wabena.

Mganga mmoja alisema;

> *Unefye yatitambika twilole umutwa atautange*-Sisi tunaotambika
> tunamwomba Mungu atusaidie [Mganga wa 4: Idundilanga January 2023]

Matokeo haya ya utafiti yanaendana na matokeo yaliyofanywa na Mazibuko (2007) Nchini Malawi ambapo inaonekana matambiko yanaambatana na kuamudu ndani yake. Pia Mtokeo haya yanaendana na matokeo ya Clark (2005) juu ya matambiko kuwa na mawanda ya kuabudu ndani yake.

5.0 Hitimisho

Utafiti huu unahitimisha kwamba matambiko ya jamii ya Wabena hutumia kiasi kikubwa cha tanakali sauti kwa malengo tofautitofauti. Kwa kiasi kikubwa utafiti umebaini kuwa tanakali sauti zinatija za kuonesha uhalisia, kuonesha hali ya kuabudu, kuonesha upekee na kuonesha hali ya kuabudu kwa kupitia hali halisi ya kile kinachopotambikwa na maisha ya kila siku ya jamii husika. Hata hivyo utendaji na uamilifu wa matambiko ya jamii ya Wabena yanadhihirisha

kwenye vipengele vingi, vitendo na matukio mbalimbali utafiti huu ilijikita kwenye kipengle kimoja tu cha matumizi ya tanakali sauti. Watafiti wengine wanaweza kufanya utafiti Zaidi juu ya vipengele vingine na matukio mengine kwa jamii nyingie au ya Wabena,

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