

**AN ASSESSMENT OF THE EFFECTS OF SECONDARY SCHOOL
DROPOUTS ON CRIME INCREASE IN NYAMAGANA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULLFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation titled “ An assessment of the effects of secondary school dropouts on crime increase in Nyamagana District” in partial fulfillment of the requirements for the degree of Masters of Education in Administration, Planning and Policy Studies.

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.....
Date

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DECLARATION

I, **Buswelu, Onesmo Mpuya** declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other higher learning insitution for a similar or any other degree award.

Signature

Date

DEDICATION

This dissertation is dedicated to my beloved wife Paulina, my beloved mother Kwinoja and my beloved brother Martin. May the loving God bless you abundantly.

ACKNOWLEDGEMENTS

I unquestionably cannot claim that the end product of this dissertation was only the result of my own sweat. I am obliged to a list of resourceful personnel who played the remarkable roles towards the accomplishment of this work.

Firstly, I would like to thank my Almighty God for giving me a gracious opportunity to be admitted at the Open University of Tanzania and for His love and care that I have experienced throughout my study.

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ABSTRACT

Secondary school dropout and crime seem to be crucial issues in the education, economic and social context in Tanzania. Consequently, this study was to assess the effects of secondary school dropouts on crime increase in Nyamagana District. Specifically the study sought to assess the extent to which secondary school dropouts involve in crime, to examine factors that make secondary school dropouts engage in criminal behavior and to identify types of crime that secondary school dropouts are frequently involved. A mixed approach, although mainly quantitative was employed in connection with survey design. A sample comprised of fifty six (56) respondents. The data was collected using questionnaire, interview and documentary analysis. SPSS programmes was used for processing and analysis of data. The findings of the study revealed that secondary school dropouts are most likely to involve in criminal offenses such as robbery, rape, drug abuse, burglary, theft, murder, assault and alcoholism and factors that make them involve in criminal actions were found to be poverty, unemployment, envy, social isolation, peer pressure, alcoholism, corruption and ignorance. The findings suggest that an increase of the number of dropouts impinges the increase in criminal offenses. The study recommends that there should be improved teaching and learning environment in secondary schools to keep students in schools; the use of educative phrases like “students who learn more earn more” that will motivate students; improved performance of guidance and counseling school committee and improved provision of quality and equity education to students.

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LIST OF ABBREVIATIONS AND ACRONYMS

CEA	Correctional Education Association
DSEO	District Secondary Education Officer
MOEC	Ministry of Education and Culture
MTC	Management and training Corporation
SPSS	Statistical Packages for Social Sciences
URT	United Republic of Tanzania.
WEO	Ward Executive Officer

CHAPTER ONE

1.0 INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Background of the Study

The action of students not completing secondary school is universally acknowledged and has connections to juvenile crime, low paying jobs and unemployment (Lee and Burkham, 2001). Secondary school dropouts cost every one something in the given society. There are both personal and societal effects of dropping out. Personal effects of dropping out may include engagement in crime practices such as robbery, burglary, abortion, suicide, drug abuse, rape, sodomy and homicide.

It may also lead a person to earning only half as much as annual income as a high school graduate by the time prime working age is reached, while the likelihood of living in poverty is nearly three times higher for high school dropouts than for those who finished high school. Boys and girls who drop out are sought to face difficulty situation towards getting their daily needs especially when they lack support from their parents or guardians, with such challenging situation they can commit crime as a tentative solution to fight against that situation.

It is very clear that, to undertake any professional course in Tanzania an individual has to provide certificates that serve as testimonial documents for his or her education attainment the case which is impossible for any dropout hence it is difficulty to get admitted for such professional education. Dropouts find themselves committing crime and ending up into prison or jail where the average annual cost of maintaining a prisoner is likely to be higher than the annual cost used to educate a

school age child, thus dropouts who are in prisons or jail impose unnecessary cost to the society.

Half the population living in urban centres in Tanzania feel that crime and violence has increased over the past three years, compared to only 28% in rural areas. There is an increasing proliferation of drugs, alcohol and small arms in urban centres. Persistent unemployment, ethnic, racial and religious conflicts, domestic violence, violence against women and abuse and neglect of children continue to threaten certain communities and maintain a culture of violence (URT, 2008).

In Nyamagana District statistics show that, in three consecutive years 2010, 2011 and 2012 secondary school dropouts were 286, 437 and 467 respectively. This secondary school dropout trend seems to have effects on crime increase in Nyamagana District. Therefore there is a need to conduct a research that will concentrate and reveal the effects of secondary school dropouts on crime increase.

1.2 Statement of the Problem

The rate of crime increase is considerably increasing in Nyamagana District because some students who do not complete their secondary education are found engaging in crime actions. There are number of theoretical reasons why education has effects on crime. Existing literature highlights channels through which schooling might affect criminal participation, these include income effects, patience or risk aversion, and time availability. For example, income effects operate through education reducing crime by increasing the returns to legitimate work and/or by raising the opportunity

costs of illegal behaviour (Lochner, 2004; Lochner and Moretti, 2004; Hjalmarsson, 2008).

Theoretically, it is expected that participation in education may contribute to crime reduction by increasing income and hence the opportunity cost to engage in criminal activities. Education may also improve parenting skills, which are important in the inter-generational transmission of advantage that may prevent young people from criminal involvement. Other mechanisms fostered by education are patience and risk aversion, which may also deter the likelihood of committing crimes.

Moreover, Oreopoulos (2007) argues that, young people who drop out of school tend to be myopic and are more focussed on immediate costs of schooling, rather than on future gains from an additional year of schooling. Indeed, secondary education has a far reaching implication on either increase or decrease of crime in Nyamagana District.

In criminology, it is important to examine why people commit crime in attempt to respond to the ongoing debate of who involve in criminal actions (Briggs, 2009). It is not yet clearly known whether crime increases with the increase of secondary school dropouts in Nyamagana District. Thereby, it is the intention of this study to assess whether secondary school dropouts have effects on crime increase in Nyamagana District.

1.3 Purpose of the Study

The main purpose of this study was to assess the effects of secondary school dropouts on crime increase in Nyamagana District.

1.4 Objectives of the Study

The specific objectives of the study were;

- (ii) To assess the extent to which secondary school dropouts involve in crime.
- (iii) To examine factors that make secondary school dropouts engage in criminal behavior.
- (iv) To identify types of crime that secondary school dropouts are frequently involved.

1.5 Research Questions

The study will be guided by the following research questions.

- (i) To what extent do secondary school dropouts involve in crime in Nyamagana District?
- (ii) What factors make secondary school dropouts engage in criminal behavior in Nyamagana District?
- (iii) What types of crime do secondary school dropouts get involved frequently in Nyamagana District?

1.6 Delimitation of the Study

The research was conducted in Mwanza Region specifically in five administrative wards found in Nyamagana District. The research concentrated on assessing the effects of secondary school dropouts on crime increase in Tanzania. Although the findings could not be generalized, they shed light on how a dropout from secondary school is a contributing factor to crime increase.

1.7 Limitation of the Study

In conducting research, limitations are unavoidable. According to (Keya et al, 1989) being aware of the limitations helps the researcher to avoid the setback, over prospect in the course of the study. In going through this study, the researcher was limited in terms of budget restriction and the time available for conducting the study. Therefore, the five wards chosen were enough to congregate the researchers' requisite in this study rather than selecting a larger number of wards.

1.8 Significance of the Study

It was highly expected by the researcher that, this study would help all those who would come across it. After the answers have been obtained they would enable students, parents, teachers, and all education stakeholders to realize the effects of secondary school dropout on crime increase in the society and therefore act against the problem of school dropout from every possible angle.

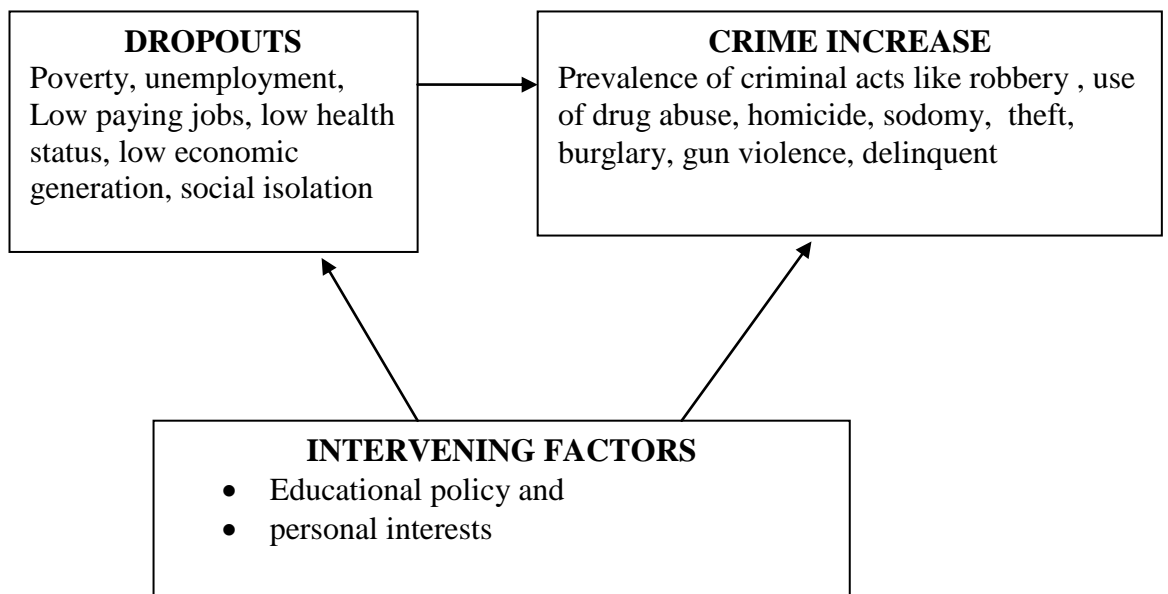


Figure 1.1: The Diagrammatical Exposition of the Conceptual Framework

Source: Field Data

1.9 Conceptual Framework

The study was conducted with the following concepts as variables;

- (i) Dropouts as independent variable
- (ii) Crime increase as dependent variable
- (iii) Educational policy and personal interests as intervening factors

1.10 Overview of the Study

Generally the chapter discussed the background, statement of the problem, objectives of the study. The study intends to assess the effects of secondary school dropouts on crime increase in Nyamagana.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This part of the study was concerned with the review of literature on an assessment of the effects of secondary school dropouts on crime increase. It discussed about concepts and definitions; Involvement of people in crime ; factors that make school dropouts engage in crime; types of crime; the effects of education on crime; and measures for reducing or fighting off school dropout. More over it covers the empirical evidences and it ends with the research gap that exists.

2.2 Concepts and Definitions

2.2.1 Dropouts

Dropouts means students who leave school without graduating (Livingston, 2008). The consequences for dropping out of school are dire. It is critical to address the effects of dropouts on crime so as to prevent students from leaving school.

According to Woods (2007) cited different ways that dropouts can be defined: (a) *pushouts*, undesirable individuals the schools actively try to force out of school; (b) *disaffiliated*, students who neither bond to school nor to people and who do not want to continue to be in contact with the school; (c) *educational mortalities*, those who are incapable of completing the program before they age out of it, usually struggling students or those in special education; (d) *capable dropouts*, individuals who possess the skills for graduation but who are not socialized to school demands or to the value of a diploma; and (e) *stopouts*, individuals who leave and typically return within the year sometimes are called truants.

2.2.2 Crime

Crimes is something that is against the law. Crime is an act or omission that violates the law and is punishable upon conviction. Criminal code offences against a person or property, drug offences, motor vehicle offences and other provincial or federal statute offences (Chunn *et al.*, 2004). Crime typically occurs when three things happen at the same time and in the same space. These are (i) a motivated offender like a secondary school dropout is present, (ii) a suitable target is available and (iii) there is either something or someone present which encourages the crime, or nothing or no one to discourage it. A slightly different way to look at this is to say that crime is about people, places and situations.

Any person, social system, or social relationship that denied or abrogated basic rights are criminal.” Basic rights are distinguished by the right to racial, sexual, and economic equality.” They are “basic” because “there is so much at stake in their fulfillment.” Further, “individuals who deny these rights to others are criminal,” and “likewise, social relationships and social systems which regularly cause the abrogation of these rights are also criminal” (Henry and Lanier, 2001).

Juvenile means young or youthful. The Beijing Rules define a juvenile as being ‘a child or young person who, under the respective legal systems, may be dealt with for an offence in a manner which is different from an adult’. Zambian law refers to a juvenile as a person under 16, whilst a ‘young person’ is defined in various laws both as being between 16 and 18, and being under 15. In Tanzania the age of criminal liability is 12, while ‘young person’ is defined as between 12 and 16

(Robins, 2009). Juvenile delinquent refers to a young person who habitually breaks the law, especially somebody repeatedly charged with vandalism or other antisocial behaviour.

2.3 Involvement of People in Crime

2.3.1 Engagement Secondary School Dropouts in Crime

Crime tends to increase with dropout. For example 75% of America's state prison inmates are high school dropouts, 59% of America's federal prison inmates did not complete high school (Harlow, 2003). It is true that students who complete their education are at advantages of securing employment at a variety of employment opportunities than dropouts who may be exposed to agricultural and self employments that in turns need knowledge and skills obtained from schooling.

High school dropouts are three and a half times more likely than high school graduates to be arrested and eight times as likely to be in jail or prison due to committing criminal offenses (Livingston, 2008). Studies show that, in the contemporary world where the employment opportunity competition is higher dropout who previously had a job are now unemployed having either been fired or left due to unfit to meet the requirement of the work standards and thus they are likely to engage in crime acts such as robbery, prostitution, theft and the alike in order to earn a living (Dekkers and Claassen, 2001). In connection with the strain criminology theory, most people have similar aspirations, but they do not all have the same opportunities or abilities. When some people fail to achieve society's expectations through approved means such as hard work, schooling, delayed

gratification, they may attempt to achieve success through crime. Further more, social control theory highlights that, most of people would commit crime if not for the controls that the society places on individuals through institutions such as schools, work places, churches and families the case which might be possible for dropouts who miss such school control (Briggs, 2009).

The annual rate of committing crime for active offenders ranges from 2 to 4 per year for serious assaults and 5 to 10 per year combined for robbery and property crimes. Larceny and motor vehicle theft are committed at roughly twice the rate of robbery and burglary (Mark, 1998).

2.3.2 Problems of Juveniles

Juvenile are challenged with desire of having pleasure that brings happiness to them, they want to possess wealth materials, they want to be decent and live loyal life. One of the most cited reasons to engage in criminal activities is to gain money (Feinstein and Sabates, 2005). A very different question is the extent to which “crime pays” for the youths who engage in it. In terms of the overall amount of income generated by criminal activity, the values generally appear to be modest.

Economic stagnation leaves many juveniles unable to cover their basic needs. All these tremendously affect children. In their efforts to adjust to these new situations, in many cases by themselves, it is natural to expect children to exhibit deviance, which may lead to conflicts with the law (Maganga, 2005).

Males under the age of eighteen (18) years old are five times more likely to be arrested for violent crime than females do. For property crime, the ratio is less than three to one. An alternative measure of criminal involvement is self-reported data. Given that many crimes are not reported to the police and that most reported crimes do not lead to an arrest, criminal participation is likely to be much more prevalent than naively implied by arrest data. Self-reported crime activity, including such crimes as theft, fighting, causing injury to someone, use of force to acquire something, and drug dealing. Roughly 40% of fifteen (15) to nineteen (19) years old males and 20% of fifteen (15) to nineteen (19) years old females report committing at least two different categories of criminal offense in the preceding year (Machin *et al.*, 2012).

Juveniles often commit crime in groups, and the spoils of the crime need to be divided among the participants, criminals normally sell stolen goods on the black market at significantly discounted prices and property is often destroyed during a theft. For example a few parts are stripped from a stolen automobile, and the remainder of the car is burned to make identification more difficult (Feinstein and Sabates, 2005). In Tanzania the age of criminal liability is 12 years, while 'young person' is defined as between 12 and 16 years old almost a secondary school student (Robins, 2009).

2.4 Factors that Make School Dropouts Engage in Crime

Environment factors contribute to antisocial behaviour leading school dropouts to engage in criminal actions (Morley, *et al.*, 2003). The influence of environment

factor is very strong to make school dropouts engage in criminal activities if they are exposed to the necessary environment factors like parenting style and peer group.

Poor conditions that street children face force them to commit crime. Street children are considered to be hooligans, vagabonds and prone to commit crime as a result of this, they have been a target of harassment, in some cases they are being beaten by police, detained and repatriated to their rural homes. They are invariably seen as people who commit crime, thereby inflaming desires to see them eliminated from the urban environment (Lugalla and Mbwapbo, 1999).

The influence of gangs has been noted as a serious factor that make secondary school dropouts commit crime because gang members participate in delinquent and criminal activities such as graffiti, property crime, gun violence and drug trafficking. Individuals often model or imitate the behaviour of others, especially if it is someone that individual looks up to or admires (Anderson and Taylor, 2009).

Social isolation that secondary school dropouts face in their respective families and societies at large seems to pay a part in inducing youth into serious criminal behaviour. Youth who leave school without graduating and get isolated from the family lack protection, affirmation and a stable family structure are inclined to join gangs and thus engage in criminal activities. In terms of parenting, education could have effects on parenting skills, which have implications for the criminality of their children (Blanchflower, 2000). For example, parenting skills such as erratic or harsh discipline, low supervision or maternal rejection have been shown to be associated with subsequent criminal involvement.

The relationship between family structure and juvenile involvement in crime may be more attributable to other factors such as poor parental supervision, weak attachment, conflict or neglect which may be more prevalent amongst sole-parent and large families (Baker, 1998). In Tanzania some especially those extended families are large in such a way that it is difficult for the head of family to maintain proper family management the situation which subjects juveniles to dropout of school and engage in criminal behaviour.

Moreover, according to the control theory of crime and delinquency which could predict a relationship between crime and school dropout is the social control theory, which focuses on significant relationships with conventional others and institutions. It posits that delinquency is more likely when the adolescent is not attached to the parent, school or other institutions (Ikomi, 2010).

Poverty resulted from low paying jobs influences people to engage in criminal activities like theft of vehicles, robbery and the like hoping that they might uplift their income as to fight poverty (Lee and Burkham, 2001). Some parents are unable to pay school fee, provide uniforms, books and meet other school costs due to poverty and lack of employment. They sometimes practice nomadic life and hence pull children out of school before finishing as the results these dropouts are exposed to such environment which in one way or another force them to commit crime (UNICEF, 2005). Low educated people have a higher probability to fulfill low skilled jobs or have among other risks, a higher risk of becoming long-term unemployed. Low skilled workers are more prone to pile-up serious life hampering

problems such as intergenerational poverty, poor health and exclusion from society. Once entered, it is difficult to escape the downward moving spiral often passed on the next generation (Brink, 2007) as cited in (Cabus, 2011).

An alternative manner in which poverty factor may affect crime is via income inequality. “Strain theory” argues that increased inequality generates frustration among lower-class youths, leading to increased crime (Gruber, 2001). Crimes can be the result of frustration that arises from the poor economic conditions, that the unemployed people find themselves impairing their ability to maintain their desired standard of living (Mapunda, 2010). Basing on this assertion it can be argued that, the creation of environment which is conducive for employment opportunities can lead to favour some group of people especially the young into employment.

There is a sizeable effect of unemployment on crime (Lochner, 2004 and Gould, *et al.*, 2000). Lack of reliable employment caused by lack of school achievement has been identified as one of the factors that make secondary school dropouts engage in criminal activities. More over, alcoholism, drug abuse and related problems push out boys out of school and join into the world of the informal economy, crime and gangs (Vimala, 2010). More over, Cecilia and Aki (2000) argue that, the rapid growth of unemployment and the breakdown of the family structure and kinship ties may increase the number of youth engaged in delinquent crimes such as petty theft in Dar es Salaam. Kinabo (2003), argues that, increased crime rates are due to unemployment and lack of alternative income-generating activities in both the rural and urban areas. Because of increased cost of living and changing lifestyle those

without employment resort to burglary as a means of raising income. Perhaps what happens in Dar es salaam as cited in the literature above may also happens in other urban area like Mwanza where nyamagana District is found.

Moreover, urban youth unemployment and juvenile delinquency contribute significantly to rising crime rates in urban areas. Out of school youth who are often too young to be gainfully employed, or lack necessary skills, capital or opportunities for self-employment become idle and easily gravitate into drug abuse, violent and anti-social behavior and crime (URT, 2008).

Education is a potentially large influence on individual propensities to offend and possibly an important source of area-level variation in crime rates. Crime statistics for England indicate that crime rates are lower in areas with higher levels of education, which are also areas of higher per capita income and contain a higher proportion of families belonging to the highest socio-economic status (Lochner, 2004). Whether the association between education and crime is causal, or whether it masks a number of possible effects that may not be due to education, is less clear.

Powdthavee (2010) contents that, low health status caused by a low education attainment has further been considered as a key factor for secondary school dropouts to commit crime. People who are employed basing on their professional gain access to health insurance through their employer quite different from the unemployed people particularly the dropouts.

Alcohol consumption has become common and drinking places are established anywhere even in residential areas. Alcohol consumption is depleting the meagre

resources of the household. Women and children become the victims of malnutrition, their general health declines and schooling for children suffers resultin to dropouts. This has forced many children into petty crime, petty business, and dropout from school, prostitution and involvement in substance abuse (Kinabo, 2003).

2.5 Types of Crime

Violent or personal crimes are crimes which the offender uses or threatens to use violent force upon the victim. They result in physical or mental harm to another person (LaMance, 2012). It includes homicide, murder, assault, rape and sodomy (Briggs, 2009 and Jan van, *et al.*, 2005). Although robbery involves taking property, it is classified as violent crime. According to MOEC (1997) a student is subjected to dropout by expulsion if she/he commits one of the following crimes prostitution, theft, and use of drug abuse, alcoholism, lesbianism, getting married, and abortion.

A property crime is a category of crime that includes, among other crimes such as burglary, larceny, vandalism, shoplifting, theft, arson and vehicle theft. It involves the taking of money or property but does not involve force or threat of force against a victim (Marcella, 2008).

Household crimes are those which can be seen as affecting the household at large such as car theft (including joyriding), theft from or out a car, motorcycle theft, bicycle theft, burglary and attempted burglary and using colloquial language (Jan van, *et al.*, 2005). Further more, Kinabo (2003) contents that, Crime rates have increased significantly over the past twenty years. The most prevalent crime is burglary with about 43% of the households reporting being burgled over the last five

years period. Simple theft is the second most frequent crime. Theft of livestock and crops is common in the rural areas of the city. Hijacking and vehicle theft rates are very low, but theft of external motor vehicle fittings is common.

Non-conventional crimes such as petty corruption (bribe seeking by public officials) and consumer frauds have been observed being committed by people in the society (Jan van, *et al.*, 2005). When the legal system is not be trusted due to either feeling of social inequalities or corruption, it is not astonishing to find that angry persons resort to mob justice when frustrated. This might be argued that, law enforcers in Tanzania have either failed to deliver their services accordingly and people have to live with the fear that they are not well protected. Due to this situation it can be regarded that, corruption has affected the police department, the courts and other government agencies (Mapunda, 2010).

2.6 The Effect of Education on Crime

Participation in education may have long-term implications on the reduction of crime in any given society. According to Lochner (2004), an educational policy aimed at increasing schooling is likely to reduce crime more in the long-term than in the short-term by increasing skill levels. The accumulation of skills over time increases the opportunity cost of engaging in criminal activities, so the expected effects of schooling are likely to be significant as individuals age or get older.

There are a number of reasons to believe that education will affect subsequent crime. First, schooling increases the returns to legitimate work, raising the opportunity costs

of illicit behavior. Additionally, punishment for crime typically entails incarceration. By raising wage rates, schooling makes this ‘lost time’ more costly. Second, education may directly affect the financial or psychic rewards from crime itself. Finally, schooling may alter preferences in indirect ways, which may affect decisions to engage in crime. For example, education may increase one’s patience or risk aversion. On net, we expect that most of these channels will lead to a negative relationship between education and typical violent and property crimes in the given society (Lochner and Moretti, 2003).

Crime statistics for England indicate that, crime rates are lower in areas with higher levels of education, which are also areas of higher per capita income and contain a higher proportion of families belonging to the highest socio-economic status. In the UK, a number of policies have been introduced to improve participation in further education such as transport cost subsidies, childcare assistance for teenage parents and weekly payments to help with the cost of learning. If indeed education does have any effect on crime, then one would expect that participating in education would reduce the likelihood of being involved in criminal activities. Hence, one may expect a significant reduction in crime in areas where targeted educational policies for vulnerable groups have been introduced as compared to areas where such policies have not been introduced (Sabates and Feinstein, 2005).

Time spent in education can also have an effect on crime. A ‘self-incapacitation’ effect that was documented for the US and henceforth for England and Wales exploit changes in compulsory school leaving age laws to identify the causal effect of an

extra year of schooling on criminal participation found out that time spent at school during a year to be negatively correlated with the probability of arrest that year (Lochner and Moretti, 2004) and (Machin, *et al.*, 2011). More over, an increase in an individual's schooling attainment causes decrease in his subsequent probability of engaging in crime because schooling may alter individual rates of time preference or risk aversion. That is, schooling may increase the patience exhibited by individuals or their risk aversion, the case which might not be for the dropouts (Lochner and Moretti, 2004).

Education enables juveniles in schools to get socialized because school is one of the socializing agents. Students who stay at school for learning are more likely to have good academic achievement and therefore are less likely to engage in criminal behaviour. In contrast truancy, like poor school achievement, may be seen as having a causal influence on juvenile offending in that it lessens the opportunities to form strong bonds with the school. Truancy could also exert a causal influence through creating opportunities for juvenile offending, as juveniles are largely unsupervised and perhaps more likely to associate with other delinquents when they are truanting. Alternatively, rather than having a causal influence, truancy may be just another manifestation of other factors, such as poor school performance and lack of supervision, which lead juveniles to become involved in crime (Baker, 1998).

According to Sabates and Feinstein (2005), schooling is also widely thought to have a causal influence on juvenile involvement in crime. Schools, like families, are important socialising agents. Juveniles with poor school achievement develop fewer

bonds with the school and other conventional community institutions and do not develop the appropriate controls to refrain from criminal activity. Juveniles who are frustrated because of not achieving at school seek compensatory achievement through illegitimate opportunities.

Ordinarily, juveniles seek to gain status through academic or sporting performance, or through the status of their family, but for juveniles who perform poorly at school and are from disadvantaged families status may be difficult to achieve. Juveniles who do not accept their position of low status tend to associate together and turn to illegitimate opportunities to increase their status. They commit crimes not to acquire money but to gain status amongst their delinquent peers. In this regard, schooling is thus another developmental factor that has consistently been shown to be a strong predictor of delinquency. Poor academic performance has been shown to be related to both the onset and frequency of offending. School conduct problems, including truancy, are also important predictors of offending. On the other hand, good academic achievement serves as a preventive mechanism for a student not to commit crime (Machin, *et al.*, 2011).

Educational programmes in the US have proved to have external benefits. For example, the Quantum Opportunity Program (QOP) was designed to increase the likelihood that youths would complete high school and enter a further education and training programme. The programme was also intended to improve the youth's grades and achievement test scores and to reduce risky behaviours such as substance abuse, crime and teenage childbearing (Taggart, 1995). The programme enrolled

youths from disadvantaged backgrounds, especially those with a high probability of dropping out from high school. The implementation of the programme provided the students with a tutor and supplementary school activities with educational and community based projects. Financial incentives were also designed to encourage high school students complete their studies. Two years after the programme's completion, randomly assigned participants were 34 percent more likely to achieve high school diploma and criminal activity, in the form of number of times arrested, was 28 percent lower than non-participants (Penn, 2000).

Criminal activity is negatively associated with higher levels of education, improving education can yield significant social benefits and can be a key policy tool in the drive to reduce crime. For the case of income effects, education increases the returns to legitimate work, raising the opportunity costs of illegal behaviour (Machin, *et al.*, 2010).

Moreover, the effect of education has been shown in estimating the effects of education on crime using non-experimental data, Lochner and Moretti (2004) use instrumental variable techniques to estimate the effect of high school graduation on participation in criminal activities in the US. They use the exogenous variation induced by changes in state post-compulsory school attendance as an instrument to high school graduation. They find that completing high school reduces the probability of incarceration by about 0.76 percentage points for whites and 3.4 percentage points for blacks. They find that the most significant consequence of increased graduation is a reduction in some crimes such as violent crime, assaults and motor vehicle thefts. In this regard there is a viable significant reduction in crime

in areas where targeted educational policies for vulnerable groups have been introduced as compared to areas where such policies have not been introduced. The EMA programme is estimated to have had a significant impact on participation in education in urban areas and to have had a larger effect for young men. If indeed the EMA is having an effect on crime, it will be through shifting 16 to 18 years old youths away from criminal activities or potential criminal activities into education. This experience shows that schooling has a significant implication on the reduction of crime in any given society.

Education equip people with abilities in reading, writing and mathematics such that if these skills are increased, then offenders have a better chance of avoiding criminal behaviour. The Washington State Institute for Public Policy found that, Adult Basic Education (ABE) of felony offenders appears to be a promising, but still unproven, crime reduction strategy. The premise behind ABE is that many inmates lack basic abilities in reading, writing, and mathematics and if these skills are increased, the offenders have a better chance of avoiding criminal behaviour when released from prison (Steurer and Smith, 2003).

The youth and children for instance, need assistance from the community around them in terms of proper housing, recreation, education, vocational training, employment and any other assistance that can make their lives better so that they can avoid committing crimes and become law abiding citizens. The cornerstone here is to educate and sensitize them to improve their morals and values hence the creation of self-discipline and awareness among youth and juvenile delinquents (Machin, *et al.*, 2010).

Education reduces juvenile crime when dropout is kept minimum. For example The California Dropout Research Project at the University of California, Santa Barbara determined that 30,000 juvenile crimes in the state would be prevented and \$550 million would be saved every year if the dropout rate were cut in half (Meyer, 2010).

Youths' idleness is manifest in existence of criminally potential "Vijiwe" and "Youth Camps," some of which activities are not well known. To ensure that youth will be engaged in schools positively, expansion of secondary and vocational education facilities to nurture the youth beyond the primary school age and to equip them with adequate knowledge and skills for gainful employment (URT, 2008).

Adam Smith and Theodore Schutz are among the scholars who have argued that "human beings invest in themselves by means of education" (Woodhall, 1997). Such investment in human capital through training and professional development can increase all types of capital such as social, physical and financial (Ellis, 2000). Now days, some people have come to realise that education is key to the future success of an individual or of a nation and many nations have made their choices to allocate more resources to finance education as part of human resource development. For that case education can be regarded as a human capital that students should not dare to miss it.

2.7 Measures for Reducing or Fighting off School Dropout

Secondary school students need to be provided with grants in order to reduce the proportional of school dropouts (Dearden, 2005). The policy of providing either full

or half payment as grants to students in community secondary schools might have a great impact on children from the poorest socio-economic background.

There is a need to accentuate on the sensitization of economic activities to the society members so as to participate fully in production for boosting their income (Siyantemi, 2008). Parents who work hard have an opportunity of earning a good income that could support school children and hence prevent them to engage in criminal activities.

2.8 Summary of Knowledge Gap

The reviews above generally indicate that, the factors for secondary school dropouts have been clearly revealed but the effects of secondary school dropouts on crime increase in Tanzania are still unrevealed. In addition to that, some studies were conducted in the foreign countries like that of (Lochner and Moretti, 2004) on “The Effect of Education on Crime”, (Gould, *et al.*, 2000) on Crime Rates and Local Labour Market Opportunities in the United States and (Blanchflower, 2000) on “Youth Employment and Joblessness in Advanced Countries”. USA. (Powdthavee, 2010) on “Does Education reduce the risk of hypertension?” in England. Very few studies like such as Kinabo (2003) and Cecilia and Aki (2000) have been conducted in Tanzania especially in Dar es salaam. These geographical locations are not necessary the same as Nyamagana District where the study was conducted and hence there was a geographical knowledge gap.

Furthermore, most of them did not point out directly the effects of secondary school dropouts on crime matters and crime is not directly observed but the information on

arrests and incarceration may be used to assess the effects of secondary school dropouts on crime. For example Livingston (2008) and Harlow (2003) in their studies pointed out about the arrests, incarceration and imprisonment of many secondary school dropouts in America. This study will focus mainly on assesing the effects of secondary school dropouts on crime increase. For that matter, this study is therefore intended to fill that existing gap.

CHAPTER THREE

3.0 RESEARCH METHODOLOGIES

3.1 Introduction

This chapter presents the methods and techniques that were used in the study. It involves the methods of data collection, sampling technique, data presentation and analysis.

Research methodology refers to methods and procedures developed to aid acquisition of data (Best and Kahn, 1989). It is the science of studying how research is carried out scientifically in consideration to the steps adopted by the researcher in carrying out the study and investigating the logical behind that steps (Kothari, 1990).

3.2 Research Approach

The researcher used mixed approach, although quantitative approach was mainly employed. Quantitative approach is a numerical method of describing observations of materials or characteristics. (Best and Kahn, 1989). Quantitative approach enabled the researcher to analyze data using descriptive and inferential statistics where as qualitative approach enabled the researcher to assess the feelings and understanding of the society about the problem under study.

The aim was to find out the community members' views about effects of secondary schools dropouts on crime increase. The data obtained helped the researcher to determine the efficiency and usefulness of the study if in any way would benefit

secondary school students, teachers, parents and other educational stakeholders towards fighting for criminal actions influenced by secondary school dropouts.

3.3 Research Design

The researcher employed survey design. According to Saunders (2009), research design is the detailed plan of how the research is conducted. It is a frame work that guides research activities to ensure that sound conclusions are reached. Kothari (2011) states that it is a strategy specifying which approach will be used for gathering and analyzing the data. Survey design is method concerned with the generalized statistics that result when data are abstracted from a number of individual cases.

The researcher opted to use survey design because the data was to be collected from a relatively larger number of cases at a particular time and at times survey could describe a limited population which is only group under consideration (Best and Kahn, 1989). For that case, survey was the appropriate design to be employed in this study inorder to provide information and explanations that are`adequate at the level of meaning.

3.4 Area of the Study

The area of study is the place where the data are to be collected (Frankfort, 1996). The area of study for this research was Nyamagana District located in the Southern part of Mwanza City which is found in the Lake zone especially in the Northern part of Tanzania. Nyamagana has twelve (12) administrative wards. It has a total of fifty (50) secondary schools. The criterion for selecting this area was because of time and financial constraints of the researcher as well as accessibility of participants.

3.5 Population, Sampling Techniques and Sample Size

3.5.1 Population

Population is a totality of the objects under investigation (Adam and Kamuzora, 2008). According to Koul (2011), population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. Thus the population of this study included all secondary school dropouts in all twelve (12) wards that make up Nyamagana District.

3.5.2 Sampling Techniques and Sample Size

Sampling techniques is the process of drawing a sample from a larger population (Enon 1995). In order to get the sample of this study the researcher applied purposive, convinient and simple random sampling techniques (Krishnaswami and Ranganathan, 2011). The purposive sampling technique was used for identifying five (5) street/village government chairpersons, five (5) WEOs and one Secondary Education Officer, District magistrates and police officers who by virtual of their responsibilities were thought to be aware of the problem such that they could bring more accurate results among other community members.

Convinient sampling technique was used for sellecting community members who were involved in the study. The convinient sampling technique was used because it enabled the researcher to get some idea of the population characteristics in a short time. The technique was quicker, cost effective and convinient to get the sample (Koul, 2011). Furthermore, simple random sampling was used to get ten criminal

offenders who were involved because they were thought to give clear information about their engagement in criminal behaviour. It involved labeled and unlabeled cards which were contained in a box where the criminal accused people who were found at the police station were asked to pick a card at random from the box without replacement. Those who picked the labeled cards were involved in the study otherwise were not involved. The researcher used thirty (30) community members from five Wards, five (5) street/village government chairpersons, five (5) WEOs, three (3) police officers, two (2) district magistrates, ten (10) people who were accused of criminal offences and one (1) District Secondary Education Officer making a total of fifty six (56) respondents.

3.6 Research Instruments

Research instruments refer to the technique or methodology used in collection of data (Best and Kahn, 2011). A researcher needs an instrument to collect data or measure the variables in a study (Creswell, 2002). In this research the researcher used three research instruments namely; questionnaires, interview and documentary analysis for collecting data from the respondents.

3.6.1 Questionnaires

A questionnaire is an inquiry form that consists of a number of questions or statements printed or typed in definite order which respondents answer (Best and Kahn, 1989). The researcher used structured questionnaire as a data collection tool to collect primary data, questionnaire was carefully prepared with different content so that to avoid biasness. The questionnaires were used to collect the desired factual

information about the subject matter. Structured questionnaire was considered to be free from bias, simple and cheaper to administer and analyze (Krishnaswami and Ranganathan, 2011).

3.6.2 Documentary Analysis

A valuable source of information in qualitative research can be documents which represent a good source of text data (Creswell, 2002). According to Omari (2008) documentary analysis includes the review and analyzing accurate information recorded or published regarding the area of study. The researcher used documentary analysis to collect secondary data from the court the District Court criminal register was reviewed and from District Secondary Education Officer's office the yearly statistical data files were reviewed. Documentary analysis was used in order to support the viewpoints or arguments of the subject matter.

3.6.3 Interview

Interview is a process of communication or interaction in which the subject or interviewee gives the needed information verbally in a face-to-face situation (Koul, 2011). The researcher used personal interview specifically face to face so as to obtain primary data from respondents. In order to allow flexibility, the field semi-structured interviews were preferably used because interviews have greater flexibility (Kothari, 2004).

This technique was sought to be useful because people are usually more willing to talk than to write, therefore the respondents would be free to give out clear information about the subject matter. The WEOs, Magistrates, Police Officers and the

Secondary Education Officer were interviewed. The views that were provided were used for drawing a reasonable conclusion.

3.7 Reliability and Validity of the Research Instruments

The principle of reliability and validity remains the fundamental part of research instruments of this study. The study considered these as the cornerstones of the study and therefore are discussed herein.

3.7.1 Reliability of the Research Instruments

Reliability is the measure of degree to which a research instrument yields consistent result when administered at different times (Kothari, 2011). In order to maintain the reliability of the research instruments the following were considered. Standard questionnaires were used with scaling instrument, they were pre- tested to determine their relevance and easy understanding. All returned questionnaires were checked to ensure whether they were all properly filled. The semi-structured interview questions were re-stated in a slightly different form at a later time during the interview sessions so as to evaluate the consistency of the responses.

3.7.2 Validity of the Research Instruments

Validity of the research instruments means its effectiveness in measuring the specific behaviour that it intends to measure (Kothari, 2011). In order to maintain the accuracy of the data from interview, the interview based upon a carefully designed semi structured interview questions so as to elicit significant information for getting greater content validity of the instrument (Best and Kahn, 1989). Further more, the

interviewee's responses were compared to other sources of data. To have strong external validity a purposive sample of respondents was done using chance methods from the population.

3.8 Data Processing and Analysis Plan

Processing of data implies editing, coding, classification and tabulation where as analysis refers to computation of certain measures along with searching for patterns of relationship that exists among data-group (Kothari, 2011). The researcher processed data by carrying out manual sorting, editing, coding, classifying and tabulating data obtained from documentation and interview.

Modern computational mechanical aids are a boon to the modern researcher. They are used to save time and effort, and to minimize error during organizing and analysis of research data (Koul, 2011). The data obtained using questionnaires from the respondents were processed using computer package known as SPSS where statistical tables and figures were produced as the output of the input information (Field, 2006). Statistical analysis was done and the outputs were thereafter used to prepare frequency and percentages tables showing the number of participants and their responses based on each research objective and question.

After the collected information was processed the presentation of the findings followed in the next chapter.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter is meant to present, analyse and discuss the data collected in accordance with the research objectives and their respective questions used during the study. It starts by outlining the demographic information of the respondents specifically sex. The aim of this study was to assess the effects of secondary school dropouts on crime increase. The first part presents the background information of the respondents followed by descriptive and inferential statistics. For the sake of ethical issues the study has not included the names of the respondents because the researcher has to ensure confidentiality of respondents.

The discussion follows a sequence of the specific objectives which are as follows.

- (i) Assessing the extent to which secondary school dropouts involve in crime.
- (ii) Examining factors that make secondary school dropouts engage in criminal behavior.
- (iii) Identifying types of crime that secondary school dropouts are frequently involved.

4.2 The Education Background Information of the Respondents

This subsection presents the education background information of the respondents. The data was collected from the community members and the accused persons by using questionnaires and interview was used to collect information from the WEO, DSEO and magistrates. The levels of education were coded and assigned values as 1:

Completed secondary, 2: Dropout and 3: Non-to-secondary. The findings were presented in Table 4.1 and Figure 4.1.

Table 4.1: Education Background of the Respondents

	Education Background	Frequency	Percent	Cumulative Percent
Valid	Completed secondary	21	37.5	37.5
	Dropout	11	19.6	57.1
	Non- to- secondary	24	42.9	100.0
	Total	56	100.0	

Source: Field Data, (2013)

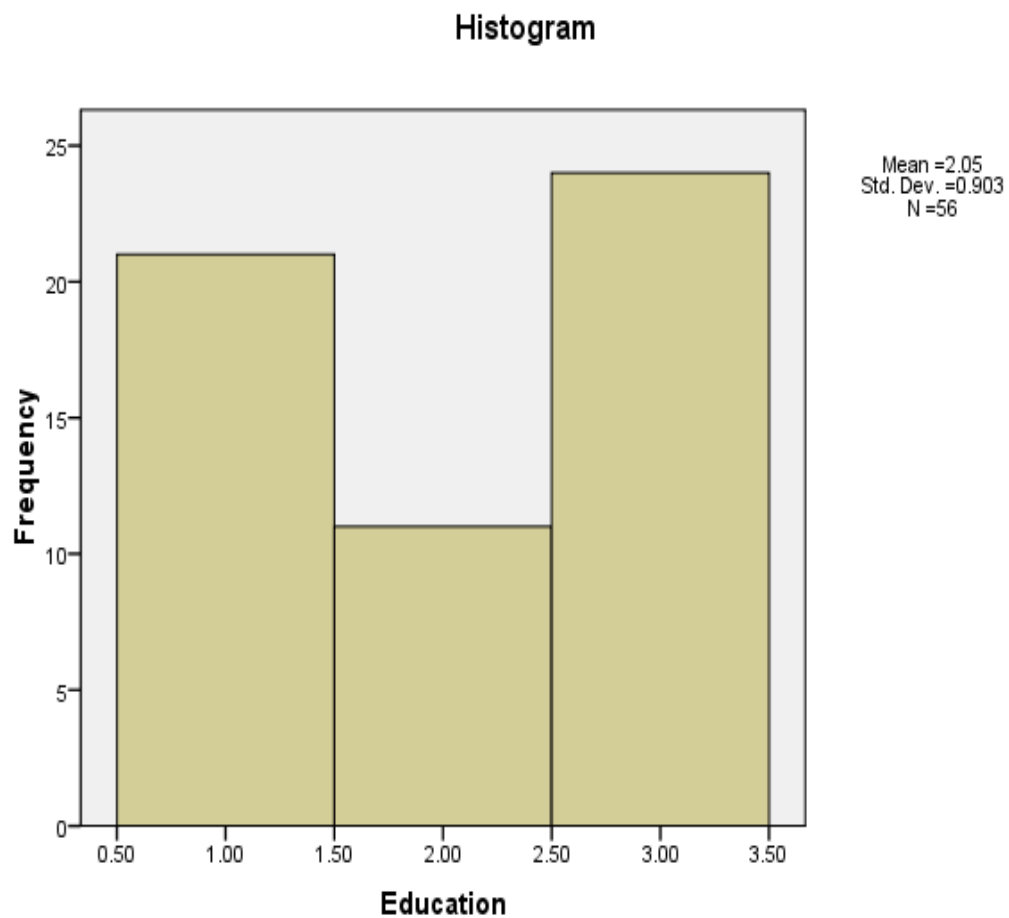


Figure 4.1: Education Background of Respondents

Source: Field Data, (2013)

Table 4.1 indicates that, 37.5% of the respondents completed secondary education, 19.6% of the respondents were secondary school dropouts and 42.9% were non to secondary school. These findings reveal that, the total number of secondary school dropouts which is eleven (11) out of fifty six (56) is a significant figure. This implies that, the presence of secondary school dropouts in the sample signifies inclusion of dropouts in the study.

4.3 The Extent to which Secondary School Dropouts Involve in Crime

This objective had one theme which sought to find out the extent to which secondary school dropouts involve in crime. The research question for this objective was asked through questionnaire and interview to the respondents and a documentary analysis was done. The respondents were asked to show the extent to which secondary school dropouts involve in criminal actions and their responses were presented and analysed. The following were the results.

4.3.1 Involvement in Crime Offenses by Age Groups

In this subsection the researcher through questionnaire asked the respondents especially the accused persons to indicate their age group so that he could determine the extent to which juveniles participate in criminal behaviour. The findings were presented in Table 4.2.

Table 4.2: Involvement in Crime Offenses by Age Groups

Age (Years)	14__20	21__27	28__34	35__41	42__48	59 and above
Responses	4	3	1	1	1	0
Percent	40	30	10	10	10	0

Source: Field Data, (2013)

Table 4.2 indicates that, 40% of the accused persons aged between 14 and twenty (20) years old, 30% of them aged between 21 to 27 years old, 10% were between 28 and 34 years old, 10% were between 35 and 41 years old, 10% were between 42 and 48 years old and there was no any accused person aged above 48 years old. This implies that, youth involve in criminal activities more than adults. Basing on this assertion it can be argued that, secondary school dropouts who mostly fall under the age of 14 to 20 years old have a higher probability of involving in property crimes. This is in line with Maganga (2005) who contents that, offending behaviour rises steeply as age increases, with over 80% of offences committed by 14 to 16 years old (inclusive) and, in relative terms, very little offending by 10 to 11 years old (less than 3%). The time series for eighteen (18) to twenty four (24) years old is similar but with homicide rates two (2) to three (3) times higher throughout the entire period.

4.3.2 Repeatition in Crime Convictions

In this subsection the respondents were asked to indicate the number of times they have committed crime. A questionnaire was used to collect the information from the alleged persons who were at the police station. The findings were presented in Table 4.3.

Table 4.3: Repeatition in Crime Convictions

Number of times	Frequency	Percent	Cumulative Percent
One	1	10.0	10.0
Two	5	50.0	60.0
Three	3	30.0	90.0
Four or more	1	10.0	100.0
Total	10	100.0	

Source: Field Data, (2013)

Table 4.3 presents responses of ten (10) persons who were accused of committing various criminal offenses. The results showed that, one person (dropout) equals to (10%) had committed crime just once, five persons (50%) each had committed crime two times, three (30%) each had committed three times and one person (10%) had committed crime four or more times. This implies that, there is a significant extent of engaging in crimes portrayed by people some of them being secondary school dropouts in the District thus crime is likely to increase as the number of dropouts increases in the area.

The findings revealed that, there are some of secondary schools dropouts who involve in criminal behaviours because the level of crime seems to increase such that some of them are arrested and alleged for committing various crimes in Nyamagana District. This is in line with Lee and Burkham (2001) who states that, dropping out of school has connections to juvenile crime. Therefore there is a great possibility of crime to increase with the increase in the number of secondary school dropouts.

4.3.3 Secondary Education Background of the Alleged Persons

In this subsection the researcher wanted to identify the percentage of secondary school dropouts who involve in crime. The questionnaire was used to collect information about education background of the alleged persons. The alleged persons had to state if they had chance to secondary school and if they dropped or completed. The findings were presented in table 4.4(a) and table 4.4(b).

Tables 4.4(a) shows that seven (7) equivalent to seventy percent (70%) out of ten (10) of the persons accused of criminal offences got chance to secondary schools

where as three (3) equivalent to 30% did not get chance. This implies that, some criminal offenders had once upon a time been to secondary school, therefore secondary school dropouts are among the people who involve in criminal actions in Nyamagana District. However, some criminal offenders are not secondary school dropouts.

Table 4.4(a): Secondary Education Background of the Alleged Persons

Responses	Frequency	Percent	Cumulative Percent
Yes	7	70.0	70.0
No	3	30.0	100.0
Total	10	100.0	

Source: Field Data, (2013)

Table 4.4(b) The Accused Persons who were Dropouts

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	40.0	57.1	57.1
No	3	30.0	42.9	100.0
Total	7	70.0	100.0	
Missing System	3	30.0		
Total	10	100.0		

Source: Field Data, (2013)

Table 4.3.3(b) shows that three (3) which is equal to (42.9%) out of seven (7) secondary school students did not complete their secondary education where as four (4) criminal offenders (40%) had completed secondary school, three (30%) were dropouts and three (30%) were non-to secondary school criminal offenders. It further shows that, 57.1% of those who got chance and completed secondary school

were criminal offenders and 42.9% of those who got chance and did not complete secondary school were criminal offenders. This implies that, there is a significant percentage (42.9%) of youth who drop out from school and participate in criminal activities in Nyamagana District.

4.3.4 Criminal Cases by Secondary School Dropouts

This subsection presents the findings that show the number of criminal criminal cases some of which being committed by secondary school dropouts. The information was collected through a documentary analysis so as to assess the extent to which secondary school dropouts in criminal behaviour. The findings were presented in Table 4.5(a) for pending criminal cases and 4.5(b) for filed criminal cases.

Table 4.5(a): Number of Pending Criminal Cases Nyamagana District Court for Three Years

Year	Pending criminal cases		Total
	Dropout	Non-dropouts	
2011	16	47	63
2012	83	142	225
2013*	48	55	103
Total	147	244	391

Source: Field Data, (2013)

* The data was for six months (January to June)

Table 4.5(a) indicates that, in the year 2011 there were sixteen (16) pending criminal cases committed by secondary school dropouts out sixty three (63), in the year 2012 there were eighty three (83) out of one hundred and fourty two (142) and at the

end of June, 2013 there were forty eight (48) out one hundred and three (103) criminal cases committed by secondary school dropouts. More over, Table 4.5(a) shows that, for the three cited consecutive years there were one hundre and fourty seven (147) equivalent to (37.6%) out of three hundred and ninegt one (391) pending criminal cases committed by secondary school dropouts. This implies that, the involement of secondary school dropouts in criminal behaviour is significant in Nyamagana District.

Table 4.5(b) Number of Criminal Cases Filed at Nyamagana District Court for Three Months

Month/Year	Filed cases committed by		Total
	Dropouts	Non-dropouts	
April/2013	5	25	30
May/2013	13	22	35
June/2013	15	12	27
Total	33	59	92

Source: Field Data, (2013)

Table 4.5(b) indicates that, at Nyamana District court in the three consecutive months April, May and June there were five (5), thirteen (13) and fifteen (15) filed criminal cases committed by secondary school dropouts respectively making a total of thirty three (33) equals to 35.9% out of ninety two (92) filed criminal cases. Further more it shows that, in the same respective months there were twenty five (25), twenty two (22) and twelve (12) filed criminal cases committed by non-secondary school dropouts. This implies that, the rate of 33/92 (35.9%) of secondary

school dropouts to engage in criminal actions is high and reasonably it convinces that if dropouts increase there will be an increase in criminal offenses in the District.

Basing on the data presented and discussed subsection 4.3 above, the findings reveal that there is a significant involvement of secondary school dropouts in criminal actions which in one way or another is increasing the number of criminal cases in Nyamagana District. The next subsection will base on the factors that contribute the involvement of dropouts in criminal behaviour.

4.4 Factors that Make Secondary School Dropouts Engage in Criminal Behaviour

This subsection presents and discusses the factors that make dropouts engage in criminal behaviour. The researcher prepared and administered questionnaires to thirty (30) community members and the participants were asked to state whether they agree, disagree or do not know with the given factors that make secondary school dropouts engage in criminal actions and their responses were presented in the form of frequency Tables. The researcher further organized and conducted semi - structured interview. The WEO, magistrates, DSEO and the police officers were involved in the interview. The data was edited, coded, processed and presented as follows.

4.4.1 Poverty Makes Dropouts Engage in Criminal Behaviour

This subsection presents the views of the respondents on whether poverty is a contributing factor for secondary school dropouts to engage in criminal behaviour. Through a questionnaire community members were asked to put a tick against agree or disagree or don't know. The findings were presented in Table 4.6.

Table 4.6: Poverty Makes Dropouts Engage in Criminal Behaviour

Responses		Frequency	Percent	Cumulative Percent
Valid	Agree	18	60.0	66.7
	Disagree	8	26.7	96.3
	Don't know	1	3.3	100.0
	Total	27	90.0	
Missing	System	3	10.0	
Total		30	100.0	

Source: Field Data, (2013)

Table 4.6 indicated that, 60% agreed, 26.7% disagreed, 3.3% did not know and 10% indicates respondents who did not respond on the factor. In this case the majority of respondents indicated that, poverty has been a contributing factor for people to commit criminal offenses. This implies that, secondary school dropouts who find themselves in poverty situation like other people in the society are likely to engage in criminal actions as an alternative means of getting out of it.

Furthermore, during the interview sessions one of the magistrates pointed out poverty as the factor that make some of the secondary school dropouts engage in criminal action when he said;

“Most of secondary school dropouts who have been arrested and alleged for criminal behaviour do claim that they are engaging in criminal actions in order to get money and materials for sufficing their daily needs”

This is in agreement with Lee and Burkham (2001) who argue that, poverty influences people to engage in criminal activities such as theft of vehicles, robbery and the like hoping that they might uplift their income as to meet the life demands. Presumably, some of the secondary school dropouts might be economically poor, being in poverty situation it may be easier for them to participate in criminal behaviour.

4.4.2 Envy Makes Dropouts Engage in Criminal Behaviour

This subsection presents the views of the respondents on whether envy is a contributing factor for secondary school dropouts to engage in criminal behaviour. Through a questionnaire community members were asked to put a tick against “agree” or “disagree” or “don’t know”. The findings were presented in Table 4.7.

Table 4.7: Envy Makes Dropouts Engage in Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	22	73.3	73.3
Disagree	7	23.3	96.7
Don't know	1	3.3	100.0
Total	30	100.0	

Source: Field Data, (2013)

Table 4.5 indicates that, 73.3% agreed, 23.3 disagreed and 3.3% did not know that envy is a contributing factor which make secondary school dropouts engage in criminal behaviour. This implies that some people who do not control their envy and

develop the desire of possessing what somebody else has ultimately they are likely to commit crime because of envy.

4.4.3 Social Isolation Makes Dropouts Engage in Criminal Behaviour

This subsection presents the views of the respondents on whether social isolation contributes for secondary school dropouts to engage in criminal behaviour. Through a questionnaire community members were asked to put a tick against “agree” or “disagree” or “don’t know”. The findings were presented in Table 4.4.3

Table 4.8: Social Isolation Makes Dropouts Engage In Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	27	90.0	90.0
Disagree	2	6.7	96.7
Don't know	1	3.3	100.0
Total	30	100.0	

Source: Field Data, (2013)

From Table 4.8, 90% of the respondents agreed, 6.7% disagreed and 1% did not know that social isolation forces someone to engage in criminal actions. Majority of the respondents accepted that social isolation makes secondary school dropouts engage in criminal actions. This implies that, secondary school dropouts who in one way or another are isolated from their families and societies may find themselves committing crime as a means of achieving or compensation of what they miss because of being isolated. This is supported by Blanchflower (2000) and Rutter *et al.*

(1998) who found that, the youth who miss parental care and love because of social isolation find themselves engaging in criminal behaviour.

4.4.4 Lack of Employment Makes Dropouts Engage in Criminal Behaviour

This subsection presents the views of the respondents if lack of employment is a contributing factor for secondary school dropouts to engage in criminal behaviour. Questionnaires were distributed to community members who were asked to put a tick against “agree” or “disagree” or “don’t know”. The findings were presented in table 4.9.

Table 4.9: Lack of Employment Makes Dropouts Engage in Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	26	86.7	86.7
Disagree	4	13.3	100.0
Total	30	100.0	

Source: Field Data, (2013)

Table 4.9 indicates that 86.7% of the respondents agreed where as 13.3% disagreed. From this analysis the respondents’ higher rate of agreement than disagreement depicts that a secondary school dropout who has no employment has a high probability of engaging in criminal behaviour. This implies that, employment enables people to get wages or salaries as payments for the work done, if secondary school dropouts do not secure employment for lack of qualification and skills reasons, they may remain unemployed and hence can not get wages or salaries for their daily

needs. For this case they can easily be forced to engage in criminal actions. This is in line with Kinabo (2003) who argues that, unemployment increases crime in both the rural and urban areas. Because of increased cost of living and changing lifestyle those secondary school dropouts without employment resort to burglary as a means of raising income. This might be the case for secondary school dropouts in Nyamagana District where unemployment is an issue to be addressed as it is in other parts of the country and the world at large.

4.4.5 Peer Pressure Makes Dropouts Engage in Criminal Behaviour

This part presents the findings on the engagement of secondary school dropouts due to the influence of peer pressure. Community members who participated in the study through a questionnaire were asked to state whether they agree, disagree or do not know that peer pressure is a contributing factor for people to engage in criminal behaviour. Their views were presented in Table 4.10.

Table 4.10: Peer Pressure Makes Dropouts Engage in Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	26	86.7	86.7
Disagree	4	13.3	100.0
Total	30	100.0	

Source: Field Data, (2013)

Table 4.10 indicates that, 86.7% of the respondents agreed while 13.3% disagreed. Because the majority of the respondents were in agreement with stated factor that peer pressure subjects secondary school dropouts to criminal behaviour engagement

environment. This implies that, peer group members tend to act with the influence of mob psychology and therefore get involved in criminal actions. This result is supported by Anderson and Taylor (2009) who state that, gang members participate in delinquent and criminal activities often to model or imitate the behaviour of others, especially if it is someone that individual looks up to or admires.

4.4.6 Poor Family Care Makes Dropouts Engage in Criminal Behaviour

This part presents the findings on the engagement of secondary school dropouts due to the influence of poor family care that people get from their families. Community members who participated in the study through a questionnaire were asked to state if they agree, disagree or do not know that poor family care is a contributing factor for people to engage in criminal behaviour. Their views were presented in Table 4.11.

Table 4.11: Poor Family Care Makes Dropouts Engage in Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	28	93.3	93.3
Disagree	2	6.7	100.0
Total	30	100.0	

Source: Field Data, (2013)

Table 4.11 indicates that, 93.3% agreed, 6.7% disagreed with the given factor that poor family care is a contributing factor for secondary school dropouts to engage in criminal behaviour. According to this analysis high percentage of agreement by the respondents, poor family care provided to family members is another factor for

people to engage in criminal actions because if family members do not get satisfactory daily needs and care, they can be tempted to take part in committing crime so as to get their want. The findings are in line with Morley and Hall (2003) who content parenting style is very important for the youth and therefore good family and parental care is highly needed to enable secondary school dropouts avoid criminal behaviour engagement.

4.4.7 Lack of Law Enforcing Agents Makes Dropouts Engage in Criminal Behaviour

This part presents the findings obtained from community members who participated in the study. The researcher administered questionnaires where the participants were asked to state if they agree, disagree or do not know that Lack of law enforcing agents influences secondary school dropouts to engage in criminal bahaviour. Their views were presented in Table 4.12.

Table 4.12: Lack of Law Enforcing Agents Makes Dropouts Engage in Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	10	33.3	33.3
Disagree	17	56.7	90.0
Don't know	3	10.0	100.0
Total	30	100.0	

Source: Field Data, (2013)

Tab 4.12 shows that, 33.3% agreed, 56.7% disagreed and 10% did not know. This implies that, big percentage of criminal offenders engage in criminal actions

regardless of the presence of law enforcing agents like police force and judiciary that is why some people commit crime in the area near the police stations or courts. This might be due to mistrusting of the police department by the people in the society that is why dropouts and other people do commit crime.

4.4.8 Corruption Makes Dropouts Engage in Criminal Behaviour

This subsection presents the findings obtained from community members who participated in the study. The researcher administered questionnaires to the participants who were asked to state if they agree, disagree or do not know that corruption contributes to the engagement of secondary school dropouts in criminal behaviour. The results were presented in Table 4.13.

Table 4.13: Corruption Makes Dropouts Engage in Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	28	93.3	93.3
Disagree	2	6.7	100.0
Total	30	100.0	

Source: Field Data, (2013)

Table 4.13 indicates that, 93.3% of the respondents agreed where as 6.7% disagreed and there was no one who did not know that corruption influences secondary school dropouts to commit criminal actions. The majority of the respondents suggested that corruption is a contributing factor for secondary school dropouts to engage in criminal behaviour. The findings are in agreement with Jan van, *et al*, (2005) and

Mapunda (2005) who content that, petty corruption (bribe seeking by public officials) and consumer frauds have been observed being committed by people in the society and on the other hand corruption has affected the police department, the courts and other government agencies. Because dropouts are like other people in the society, they seem to be affected in one way or another by corruption.

4.4.9 The Influence of Poor Health Status Makes Dropouts Engage in Criminal Behaviour

This subsection presents the findings obtained from community members who participated in the study. The researcher administered questionnaires to the participants who were asked to state if they agree, disagree or do not know that poor health status of people contributes to the engagement of secondary school dropouts in criminal behaviour. The results were presented in Table 4.14.

Table 4.14: The Influence of Poor Health Status Makes Dropouts Engage in Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	7	23.3	23.3
Disagree	22	73.3	96.7
Don't know	1	3.3	100.0
Total	30	100.0	

Source: Field Data, (2013)

Table 4.14 indicates that, 23.3% of the respondents agreed, 73.3% disagreed and 3.3% did not know. This implies that poor health status of a secondary school dropout may not be a neccisary factor for engaging in criminal actions because some

of the criminal offenders who were at the police station had good health. These findings are in contradiction with Powdthavee (2010) who argues that, people who have poor health status due to lack of health ensurance from their employers engage in criminal behaviour. The contradiction seem to be logically true because some official workers who have their health ensurance from their employers do commit crime.

4.4.10 Political Influence Makes Dropouts Engage in Criminal Behaviour

This subsection presents the findings obtained from community members who participated in the study. The researcher administered questionnaires to the participants who were asked to state if they agree, disagree or do not know that Politics contributes to the engagement of secondary school dropouts in criminal bahaviour. The results were presented in Table 4.15.

Table 4.15: Political Influence Makes Dropouts Engage in Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	6	20.0	20.0
Disagree	21	70.0	90.0
Don't know	3	10.0	100.0
Total	30	100.0	

Source: Field Data, (2013)

Table 4.15 shows that 20% of the respondents agreed, 70% disagreed and 10% did not know. This results depicts that, political influence can not make to a large extent secondary school dropouts to engage criminal actions.

4.4.11 Lack of Education Makes Dropouts Engage in Criminal Behaviour

This subsection presents the findings obtained from community members who participated in the study. The researcher administered questionnaires to the participants who were asked to state if they agree, disagree or do not know that lack of education contributes to the engagement of secondary school dropouts in criminal behaviour.

Table 4.16: Lack of Education Makes Dropouts Engage in Criminal Behaviour

Responses	Frequency	Percent	Cumulative Percent
Agree	21	70.0	70.0
Disagree	6	20.0	90.0
Don't know	3	10.0	100.0
Total	30	100.0	

Source: Field Data, (2013)

Table 4.16 indicates that, 70% of the respondents agreed, 20% disagreed and 10% did not know. The majority of the respondents suggested that lack of education is a contributing factor for secondary school dropouts to engage in criminal actions. Secondary school dropouts and other people in the Nyamagana District might be ignorant of the law because they lack enough education.

4.4.12 Summary of the Factors that Make Secondary School Dropouts to Engage in Criminal Actions

This subpart presents the overall summary of responses from the respondents about the factors that make secondary school dropouts engage in criminal behaviour in

Nyamagana District. Tables 4.17(a) and 4.17(b) present the findings obtained through questionnaires interview respectively.

Table 4.17(a): Factors that Make Secondary School Dropouts Engage in Criminal Actions

Factors	Responses							
	Agree		Disagree		Don't know		Total	
	F	%	F	%	F	%	F	%
Corruption	28	93.3	2	6.7	-	-	30	100
Poor family care	28	93.3	2	6.7	-	-	30	100
Social isolation	27	90	2	6.7	1	3.3	30	100
Lack of employment	26	86.7	4	13.4	-	-	30	100
Peer pressure	26	86.7	4	13.3	-	-	30	100
Envy	22	73.3	7	23.3	1	3.3	30	100
Lack of education	21	70	6	20	3	10	30	100
Poverty	18	60	8	26.6	1	3.3	30	100
Lack of law enforcing agents	10	33.3	17	56.7	3	10	30	100
The influence of poor health status	7	23.3	22	73.3	1	3.3	30	100
Political influence	6	20	21	70	3	10	30	100

Source: Field Data, (2013)

Table 4.17(a) indicates that, the majority of respondents agreed that corruption, poor family care, social isolation, lack of employment, peer pressure, envy, lack of education and poverty are strong factors which in one or combination of them make secondary school dropouts engage in criminal actions. On the other hand, poor health status, politics and lack of law enforcing agents seem to be weak factors that make secondary school dropouts engage in criminal behaviour. This implies that, in

Nyamagana District most secondary school dropouts are forced to commit crimes mostly by the strong factors depicted in Table 4.17(a), however some few criminal cases may be contributed by the weak factors.

Table 4.17(b) Factors for People to Commit Crime as Identified by the Respondents

Identified factors	Frequency	Percent	Cumulative Percent
Economic failure	22	39.3	39.3
Peer pressure	18	32.1	71.4
Society culprit	11	19.6	91.1
Ignorance of the law	5	8.9	100.0
Total	56	100.0	

Source: Field Data, (2013)

Table 4.17 indicates that, economic failure, peer pressure, society culprit and ignorance of the law were factors which had higher frequency of occurrence. Some other factors which were listed by respondents with at most two frequencies were lack of employment, born being criminal and poor policy. This implies that, economic failure and peer pressure are very strong factors that force secondary school dropouts involve in criminal behaviour.

Basing on the findings in tables 4.17(a) and 4.17(b), it is revealed that secondary school dropouts and the other people in Nyamagana District are forced to commit crime almost by the same factors presented in Tables 4.17(a) and 4.17(b).

4.5 Types of Crime

In this subsection the respondents with respect to objective three were asked to identify the types of crime that secondary school dropouts are frequently involved. Through questionnaire the criminal accused offenders were asked to put a tick against the given type of crime he/she was alleged for. Semi structured interview was conducted. The WEOs, DSEO, Magistrates, street government chairpersons and community members were interviewed. Further more the documentary analysis was done where the researcher observed the documented and recorded type of crimes by which several criminal offenders were accused for and the data obtained was presented.

4.5.1 Types of Crimes by Wich Criminals Were Alleged for

This part presents the data obtained through questionnaires that were administered to the alleged persons who were still at the police station. The respondents were asked to mention the type of crime by which they were alleged for. The results are presented in Table 4.18 and Figure 4.2.

Table 4.18: Types of Crimes by Wich Criminals were Alleged for

Type of crime	Frequency	Percent	Cumulative Percent
Robbery	3	30.0	30.0
Rape	2	20.0	50.0
Burglary	2	20.0	70.0
Assault	1	10.0	80.0
Theft	1	10.0	90.0
Drugs	1	10.0	100.0
Total	10	100.0	

Source: Field Data, (2013)

Table 4.18 indicate that, 30% of the criminal offenders were alleged for committing robbery, 20% for committing rape, 20% for committing burglary, 10% for committing assault, 10% for committing theft and 10% for committing drug abuse. This implies that, robbery, rape, burglary, drug abuse, theft and assault were the types of crime by which secondary school dropouts and other non secondary school dropouts were alleged for. The findings are in line with Marcella (2008) and Kinabo (2003) who mention rape, burglary, drug abuse, theft, robbery ,vandalism and shoplifting as types of crime committed by people in the given society.

4.5.2 Four Frequently Reported Criminal Actions

This subsection presents the finding about four frequently reported crimes in Nyamagana District. The researcher administered questionnaires to, the police officers, street government chairpersons and community members. He further conducted a semi structured interview with WEOs, DSEO and Magistrates in order to get their views about four frequently reported criminal actions. The findings are as in Table 4.19(a) and Table 4.19(b)

Table 4.19(a): Four Frequently Reported Criminal Actions

Type of Crime	Frequency	Percent	Cumulative Percent
Armed robbery	15	32.6	32.6
Theft	12	26.1	58.7
Burglary	13	28.3	87.0
Drug abuse	6	13.0	100.0
Total	46	100.0	

Source: Field Data, (2013)

Table 4.19(a) indicates that, armed robbery, theft, burglary and drug abuse were four types of crime which were frequently reported as listed by 32.5% , 26.1%, 28.3% and 13% of the respondents respectively. This implies that, the majority of the criminal offenders in Nyamagana District commit either armed robbery, theft, burglary or engage in drug abuse type of crime.

Table 4.19(b): Types of Criminal Cases Filed at Nyamagana District Court for Three Months

Month	Type of Crime	Number of Cases
April, 2013	Robbery	9
	Burglary	6
	Motorcycle theft	5
	Rape	4
	Alcoholism	3
	Drug abuse	3
	Sub total	30
May, 2013	Robbery	10
	Burglary	8
	Motorcycle Theft	7
	Rape	3
	Alcoholism	2
	Abusive language	2
	Drug abuse	2
	Murder	1
	Subtotal	35
June, 2013	Burglary	8
	Robbery	6
	Theft	6
	Alcoholism	3
	Rape	2
	Murder	1
	Suicide	1
	Subtotal	27
Grand Total		92

Source: Field Data, (2013)

This is in line with Kinabo (2003) who states that, the most prevalent crime is burglary with about 43% of the households reporting being burgled over the last five years period. Simple theft is the second most frequent crime.

Table 4.19(b) shows that, robbery, burglary, theft, drug abuse, rape, alcoholism, murder, suicide and the use of abusive language are types of crime were committed in April, May and June in the year 2013. This findings reveal that, secondary school dropouts in Nyamagana District like other people engage in criminal behaviours by committing crimes such as robbery, burglary, theft of properties, drug abuse, alcoholism, murder, rape and the use of abusive language. This is in agreement with report which contents that, theft of personal property and home burglaries are the most common crimes overall URT, (2008).

Basing on the presentation and discussion above, the findings reveal that, crimes such as robbery, burglary, theft of properties, drug abuse, alcoholism, murder, rape and the use of abusive language seem to increase in Nyamagana with the increase of secondary school dropouts who engage in criminal actions after being influenced by some factors like poverty, unemployment, peer pressure, envy and social isolation. Crime would be reduced if dropout is kept minimum.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMENDATIONS

5.1 Introduction

The core of this chapter is to give the overall implication of the study and the findings already discussed in the prior chapters. The chapter also provides a brief conclusion about the whole study and it suggests some recommendations to the study.

5.2 Summary

The findings of the study are presented in this subsection in accordance to the specific objectives of the study which were:

- (i) Assessing the extent to which secondary school dropouts involve in crime.
- (ii) Examining factors that make secondary school dropouts engage in criminal behavior.
- (iii) Identifying types of crime that secondary school dropouts are frequently involved.

A literature riview on the subject matter was critically done. The survey design was employed and structured questionnaire, documentary analysis and semi structured especially face to face interview techniques were used in the study in order to collect reliable data.

The following were the findings of the study:

Secondary schools dropouts are highly involving in committing criminal actions in Nyamagana District. The pending cases for the criminal accused persons who

involved secondary school dropouts. The ratio of pending cases of dropouts to non – dropouts was 147:244 and is approximately equals to 1:2. Findings from the study showed that, secondary school dropouts encounter several strong factors such as corruption, poor family care, social isolation, lack of employment, peer pressure, envy, lack of education and poverty which compel them to involve in criminal behaviour see Table 4.19(b). Like wise (Kipobota, 2010; Briggs, 2009; Lochner, 2003; Morley, 2003; Burkham, 2001; Dekkers, 2001; Blanchflower ;2000; Cecilia and Aki, 2000; and Gould, 2000;) are in agreement with the findings. The society should consider the issue of dropout and look upon path ways to completion of secondary school and much care to the youth has to taken.

(iii) Identifying types of crime that secondary school dropouts are frequently involved.

Research findings of this study reveal that, secondary school dropouts comit criminal actions like robbery, rape, burglary, drug abuse, theft, assault, alcoholism, murder and the use of abusive language. See Tables 4.18 – 4.19(b). It is similar with (LaMance, 2012; Briggs, 2009; and Jan van, *et al.*, 2005) who pointed out that, violent or personal crimes such as robbery, murder, sodomy, homicide and rape are types of crimes which the offender uses or threatens to use violent force upon the victim. This show that, these types of crimes are commonly committed in Nyamagana District.

5.3 Conclusion

The objective of the study was to assess the effects of secondary school dropouts on crime increase in Nyamagana District. This study revealed that, a total of thirty three

(33) equals to 35.9% out of ninety two (92) filed criminal cases were committed by secondary school dropouts see Table 4.5(b). If the number secondary school dropouts keep increasing, the number of criminal offenses is also likely to increase. Therefore crime secondary school dropout has a positive effect on the increase of crime in Nyamagana District.

5.4 Recommendations

Basing on the findings of the study, the following recommendations are made.

There is a need to improve teaching and learning environment in secondary school so that teachers and students can interact in a such an environment which is conducive for teaching and learning. If the teaching and learning environment is attractive, students will perform better academically and hence be motivated and encouraged to continue schooling until they graduate. This minimizes the number of dropouts and ultimately minimizes criminal offenses.

The government through the Ministry of Education and Vocational Training should review the secondary school curriculum so that there must be special programmes like evening classes that will serve as completion pathways for the dropouts who for some genuine reasons failed to graduate.

The schools have to plan and make use of educative phrases that will keep students in school rather than leaving school before the graduation time. For example educative phrases like “ students who learn more earn more”. If these kind of educative phrases are manifested in the media they will motivate students and act

like a glue to keep them bound in school and hence reduce the number of dropouts in the country eventually criminal behaviour may be discouraged.

Secondary school department should be improved to give all students the quality and equity education that will prepare them for college, university or work, and to be productive members of the society and not dropouts who turn into criminals of the society. There should be an establishment and improvement of guidance and counseling committee in secondary schools that will campaign to stop secondary school dropouts. This is because if the number of secondary school dropouts is reduced, the number of juveniles who engage in criminal behaviour due to peer pressure will also be reduced.

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APPENDICES

Appendix I: Semi-structure Interview Questions for the Police Officer/ District Court Magistrate

The interview is meant just to seek for your opinion about the effects of secondary school on crime increase.

Please be guaranteed that the information you offer will be used for research purposes only and will be treated with high diplomacy. Indeed, your participation in this study is greatly valued. Thank you very much.

Title/postion ----- Date.....

District ----- Region -----

1. Education background

(i) Completed secondary_____

(ii) Dropout_____

(iii) Non to secondary_____

2. Do you have criminal cases at your office?_____

3. What is the main factor for people to engage in criminal actions?

4. How do you think secondary school dropouts involve in criminal actions?

5. List four frequently reported criminal actions that secondary school dropouts do in the society.

(i) _____

(ii) _____

(iii) _____

(iv) _____

Appendix II: Questionnaires for Street Chairpersons and Community Members

This questionnaire inquires your opinion about the effects of secondary school on crime increase.

Please be guaranteed that the information you offer will be used for research purposes only and will be treated with high discretion. Indeed, your participation in this study is greatly valued. Thank you very much.

Steet-----Ward -----District-----Region -----

Please tick (✓) for which is appropriate against each statement provided according to the scales given. Such that:

1. Education background

- (i) Completed secondary_____
- (ii) Dropout_____
- (iii) Non to secondary_____

2. What is the main factor for people to engage in criminal actions?

A= Agree

D = Disagree

DK = Do not know

S/N	STATEMENT	A	D	DK
1	Poverty			
2	Envy			
3	Social isolation			
4	Lack of employment			
5	Peer pressure			
6	Poor family care			

7	Lack of law enforcing agents			
8	Corruption			
9	The influence of poor health status			
10	Political influence			
11	Lack of education			

3. How do you think secondary school dropouts involve in criminal actions?

S/N	STATEMENT	A	D	DK
1	The use of drug abuse			
2	They engage in theft to earn a living			
3	They engage in abortion matters			
4	They engage in alcoholism			
5	They engage in Sodomy			
6	They engage in suicide			
7	Participate in robbery actions			
8	They engage in burglary			
9	Raping practices			
10	Engaging in unnecessary embargo			

4. Briefly explain why dropouts engage in crime actions. ?

5. List any four common criminal actions which are committed by secondary school dropouts in your area?

(i) _____

(ii) _____

(iii) _____

(iv) _____

Appendix III: Semi- Structured Interview for the Secondary Education Officer

Please be guaranteed that the information you offer will be used for research purposes only and will be treated with high discretion. Indeed, your participation in this study is greatly valued. Thank you very much.

1. Education background

- (i) Completed secondary_____
- (ii) Dropout_____
- (iii) Non to secondary_____

2. Do you have dropout problem in your District?

What factors cause this problem?

- (i)
- (ii)
- (iii)
- (iv)

3. How does secondary school dropout contribute to crime increase?

4. List any four common criminal actions which are committed by secondary school dropouts in your area?

(i) _____

(ii) _____

(iii) _____

(iv) _____

Appendix IV: Semi- Structured Interview for the Ward Executive Officer

Please be guaranteed that the information you offer will be used for research purposes only and will be treated with high discretion. Indeed, your participation in this study is greatly valued. Thank you very much.

1. Education background

(i) Completed secondary_____

(ii) Dropout_____

(iii) Non to secondary_____

2. Do you have dropout problem in your ward schools? Yes..... No.....

What factors cause this problem?

(i)

(ii)

(iii)

(iv)

3. How do you think secondary school dropouts engage in crime? Mention them.

4. List any four common criminal actions which are committed by secondary school dropouts in your area?

(i) _____

(ii) _____

(iii) _____

(iv) _____

Appendix V: Questionnaire for the Accused Person who is at the Police Station

This short and brief questionnaire seeks to get information about the involvement of dropouts in criminal actions. Please be assured that the information you give will be treat confidentially and no right will be violated. I beg your sincere participation. Thank you very much.

Put a tick (✓) where appropriate in the following.

1. Education background

(i) Completed secondary_____

(ii) Dropout_____

(iii) Non to secondary_____

2. Age

Age interval	14__20	21__27	28__34	35__41	42__48	49__55
Response						

3. Did you get a chance to secondary school? Yes_____ No_____

4. Did you complete your Secondary Education Yes _____ No_____

5. Which crime are you alleged for? Write it_____

6. Briefly explain what factors forced you commit such criminal action

7. How many times have you committed crime ever since you left school?

S/N	Number of times	Put a tick(✓)
(i)	One	
(ii)	Two	
(iii)	Three	
(iv)	More than four	