

**FACTORS ASSOCIATED WITH DROPOUT AMONG SECONDARY
SCHOOL STUDENTS IN TUNDUMA TOWN IN MOMBA DISTRICT,
TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation *titled “Factors Associated with dropout among Secondary School Students in Tunduma Town, Momba District, Tanzania”* in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Dr. M. W. Ng’umbi

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.....

Date

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DECLARATION

I, **Nuligwe Elisa Msokwa**, do hereby declare that this dissertation is my own original work and will not be submitted for a similar degree at any other University.

.....

Signature

.....

Date

DEDICATION

This research is dedicated to my beloved brothers Atufigwe, Alfred, Samweli and Fadhili Msokwa together with my beloved sister Zawadi Msokwa.

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ABSTARCT

This study investigated the factors that are associated with school dropout among secondary school students in Tunduma town of Mbozi district in Tanzania. Specific research questions of the study were: What have been the effects of education level of parents on secondary school students dropout in Tunduma area of Mbozi for the 2007-2013 period? What has been the impact of family income level on secondary school students dropout in Tunduma area of Mbozi District for the 2007-2013 period? How does the nature of secondary schools students' residence affect students dropout at Tunduma for the 2007-2013 periods? Between the rates of dropout among boys and girls, which one is higher than the other? The study used both primary and secondary data, and a case study research design. The study found that dropout is associated with a combination of the following factors: low level of education of parents, long distance from schools, and the nature of students' residence. Sometimes students' residence does not support education. Additionally, early engagement in sexual affairs among students has been observed to be related to dropout. It is recommended that village leaders in collaboration with schools administrations and regional and District education officers should collaborate to carry on district wide campaign to educate parents on high social economic negative effects of school dropout of their children. Parents should serve money and buy bicycles for their children to reduce the long distance they are traveling to and from the school. There should be an intimate relationship between school and community. Health officials, parents, school administrations and officials from District and Region education offices should collaborate to spread basic reproductive health education among.

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LIST OF ABBREVIATIONS

CSOs	Civil Society Organizations
DEO	District Education Officer
NGOs	Non Governmental Organizations
NSGRP	National Strategy for Growth and Reduction of Poverty
OECD	Organization of Education for Community Development
PhD	Philosophies of Doctor (Doctorate of Philosophy)
TV	Television
URT	United Republic of Tanzania
VET	Vocational Education Training
WEO's	Ward Education Officers

CHAPTER ONE

THE STUDY AND ITS BACKGROUND

1.1 Introduction

Dropout is the process of students leaving secondary school or other legal formal training institution before they complete their formal studies, according to the length of time set by government (Malibiche, 2011). Normally, a student deserves for an award of certificate of a particular level of study or education if he/she has attended school throughout for an allocated period for that level. This study focused attention on the factors associated with secondary school students dropout in Tunduma Town. This chapter will present background to the problem, statement of the problem, objectives of the study, significance of the study, limitations of the study, definitions of terms, and scope of the study.

1.2 Background to the Problem

Assessment of factors leading to higher dropout of secondary school students in most African countries such as Tanzania, and its overall impacts on national development has been a major issue of concern among stakeholders of the education sector, such as teachers, local and Central Government education officers, leaders of the country and foreign development partners in education sectors (Bruneforth, 2006).

Reducing the number of dropouts from secondary schools in both rural and urban areas of Tanzania has become a national policy concern. In addition, numerous programs at the national, state, and local levels have been established to help reduce the number of secondary school students who drop out of school. In almost all

developing countries including Tanzania, secondary school dropout or low completion rates has been a subject of interest to academics, researchers, and policy makers for a long time.

According to the Poverty Status Report, 2013, the phenomenon of high school dropout rate continues to pose a big challenge to the successful implementation of national policies. Although the findings of various studies differ depending on the peculiar country specific situations, rural- urban divide, gender bias, and distance to school appear to be the most common elements in all the studies (URT, 2013).

School is a place where individuals acquire education skills and knowledge necessary for appreciating and adapting to the environment and ever-changing social, political and economic conditions of the society and as a means by which one can realize one's potential. Education is the acquisition of skills and knowledge from one generation to another which helps to master our social and economic development. In Tanzania, Primary Education is a seven years education cycle i.e. standard I to standard VII. It continues to be compulsory in enrolment and attendance.

At the end of this cycle pupil can go on with Secondary Education, Vocation Training or enter the labor market. Secondary Education is sub-divided into ordinary level (form 1 to 4) and advance level (form 5 to 6). The ordinary level lasts for four years while the advanced level lasts for two years. Students who complete ordinary level secondary education can go to the next stage of advanced secondary education, Vocational training, professional training, while those who complete advanced level secondary education join either tertiary or higher education and training institutions

or join the labor market (URT, 2013). Why is there such concern for secondary school dropouts in Tanzania? One reason is that dropouts cost the nation money. Dropouts are less likely to find and hold jobs that pay enough money to keep them off. Even if they find a job, dropouts earn substantially less than formal school leavers. They cannot even proceed with higher learning institution education programs such as certificates, diplomas, bachelor's degrees, masters and PhDs.

This implies that increasing number of dropout of secondary school students contributes to increase unemployment and poverty in the country. Higher rates of unemployment and lower earnings cost the nation both lost productivity and reduced tax income. Dropouts cost the nation money in other ways as well. Research demonstrates that dropouts are also more likely to have health problems, engage in criminal activities, and become dependent on welfare and other government programs than school graduates.

These problems generate large social costs. Recent concern for dropouts is also fueled by a number of economic, demographic, and educational trends that could exacerbate this problem in the future. One trend is economic: as the Tanzanian economy moves toward a higher-skilled labor force, Secondary school students' dropouts will find very difficult to survive economically since they will not be in a position to compete for well paid jobs with secondary schools and college graduates (URT, 2013).

The study is significant in that students who drop out of school have higher probabilities of engaging in unfruitful activities like drug abuse, prostitution, and

criminal activities posing a great threat to the society (Ramadhani, 2008). In that case, increasing dropout of secondary school students in Tunduma area will result into experiencing severe social economic hardship (URT, 2013).

Currently, there is a sharp transition dropout after standard IV with significant number of pupils abandoning school before completing standard seven. Statistics shows that more boys than girls' dropout and the variation exist between districts and grades. For secondary schools, dropout is more experienced in form II where there are many students who are not able to complete form IV. Despite its great economic development, the performance of education sector in Mbozi District is not satisfactory. For example in 1990, the district had the highest number of school dropout in the region (Mbeya Region Economic Profile, 1997).

Dropout from school being a process, whereby students do not continue with their studies has been a big problem in Mbeya region since 1980s. The problem is serious in Mbozi district where in 1997 the district was ranked number one in the region (Mbeya Economic Profile 1997). Since 1990s dropout of school children increased at the rate of 1.1% to 1.3% from 1995 to 2000 due to truancy, poverty, pregnancy and early marriage among girls (Mbeya Region Annual Education Report 2000).

In the ordinary level secondary education, overloaded curriculum of 13 subjects complicated by emphasis of English in favor of Kiswahili, as the principle means of instruction. At national level, the transition rates indicate that the most likely point of dropout is between form II and form III. Statistics indicate that dropout rates are falling (URT, 2005).

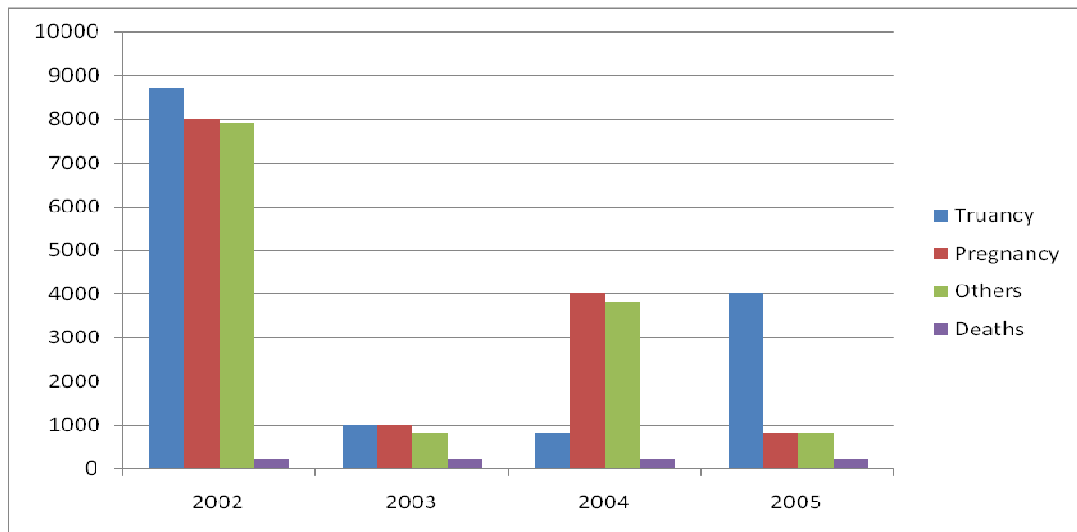


Figure 1.1: Factors for Dropout of Secondary School Students 2002 – 2005

Source: Maliyamkono and Mason, (2006)

According to Figure 1.1, the decline rate of school dropout accounted for the effort of education officers and stakeholders as well as the legal mandate to attend. The rate is rising again due to factors that prevent students from getting school are like deaths, pregnancy among girls, child labor which is categorized as truancy. The same applies to family house hold duties. Yet there is a real situation in Tanzania of conflicting demand for child labor and the need for education.

Some children have to work even before going to school. They are engaging in an illegal labor market in order to be paid for access or resources in order to secure for better life. Therefore the study was important be influence it will enable the Education stakeholders and the community at large to understand the fundamental influences of failure in education and training as well as dropout of secondary school students Maliyamkono and Mason (2006). The Tanzania Development Vision 2025 calls for high priority to education sector which is considered to be pivotal in bringing about social and economic transformation. Education should be treated as a

strategy agent for mindset transformation and for the creation of well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restricted and transformed qualitatively with a focus on promoting creativity and problem solving (URT, 2000).

1.3 Overview of Dropout of Secondary schools at Mbozi District and Tunduma Area

Tunduma Area in Mbozi (currently Momba) District in Mbeya Region has been increasingly affected by increasing dropout of secondary school students (URT, 2013). The increase in the number of secondary schools in Mbozi District has been accompanied by increasing number of secondary school students dropout, with girls having higher dropout than boys (URT, 2013). This is summarized in Table 1.1.

Table 1.1: Overall Trends of Secondary Students Dropout in Mbozi District

Year	2007	2008	2009	2010	2011	2012	2013	Jan-June 2014
Number of Secondary Schools	46	59	69	69	70	70	70	72
Number of Students	22,330	24,947	25,563	27,241	27,984	27,948	26,870	32,876
Number of Dropout Boys	498	484	562	543	618	603	566	178
Girls	811	814	824	901	951	978	966	587
Total Dropout	1,309	1,298	1,386	1,444	1,569	1,581	1,532	765
2.23 dropout rate	1.94	2.20	1.99	2.21	2.16	2.11	0.54	0.54
of Girls	3.63	3.26	3.22	3.31	3.40	3.50	3.60	1.79

Source: Mbozi District Council (2013)

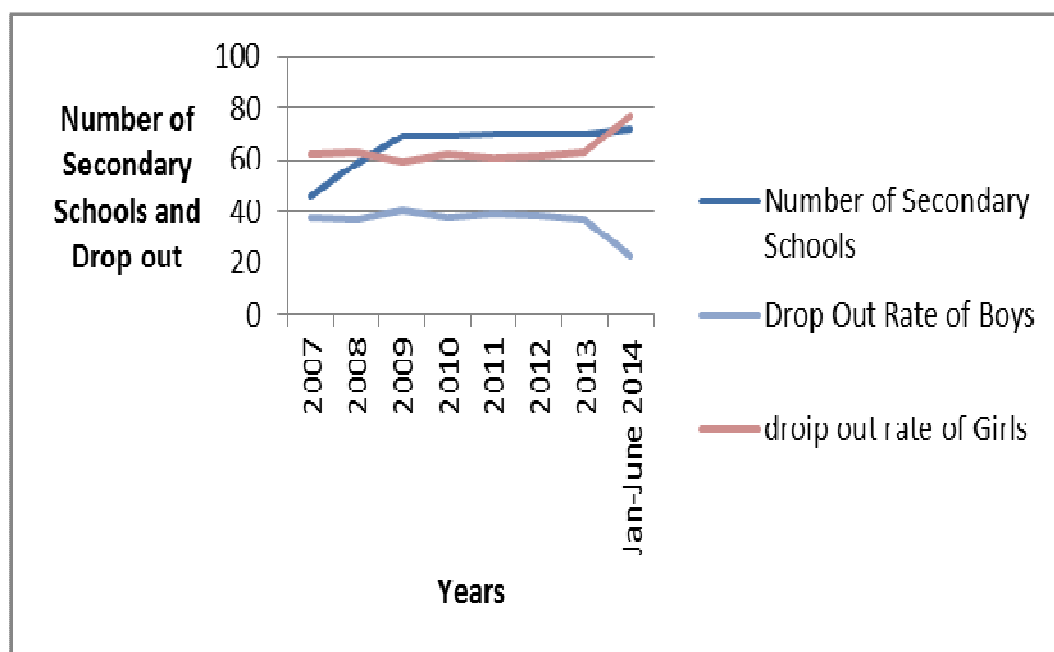


Table 1.2: Number of Secondary Schools in Mbozi and Momba Districts with Dropout

Tunduma area is one of the major town of Mbozi District (now in Momba District after the division of Mbozi district into two districts of Mbozi and Momba). Tunduma lies at the border with Zambia and the transit routes to Zambia, DRC Congo, and Zimbabwe. This makes Tunduma to be one of the busiest centers of Mbeya Region with its main economic activities dominated by trading in merchandize goods, hotels, bars, and transport and services sector. Secondary school is one of lower education sector dominated at Tunduma area apart from primary education sector. Since the year 2005 there have been significant increase in the number of secondary school students dropout at Tunduma area (URT, 2013). As shown in the Table 1.2.

Table 1.3: Number of Students in Secondary School in Tunduma Town with their Relative Dropout from 2007 - 2013

						YEAR				
Total	Mpakani	Nyerere	Mwl. J.K. J.M. Kikwete	Mpenba	School	No. of Students	2007			
										Dropouts
		4378	5980	4846	2476	No. of Students	2008			
									Dropouts	
										% of Dropout
		441	684	179	134	No. of Students	2009			
									Dropouts	
										% of Dropout
		10.1	11.4	3.69	5.41	% of Dropout	2010			
									Dropouts	
										% of Dropout
		10.7	15.4	4.78	6.97	% of Dropout	2011			
									Dropouts	
										% of Dropout
	14.4	15.4	4.78	6.97	% of Dropout	2012				
								Dropouts		
									% of Dropout	
	126	211	59	47	No. of Students	2013				
								Dropouts		
									% of Dropout	
	874	1374	1235	674	No. of Students	TOTAL				
								Dropouts		
									% of Dropout	
	4378	5980	4846	2476	No. of Students					
								Dropouts		
									% of Dropout	

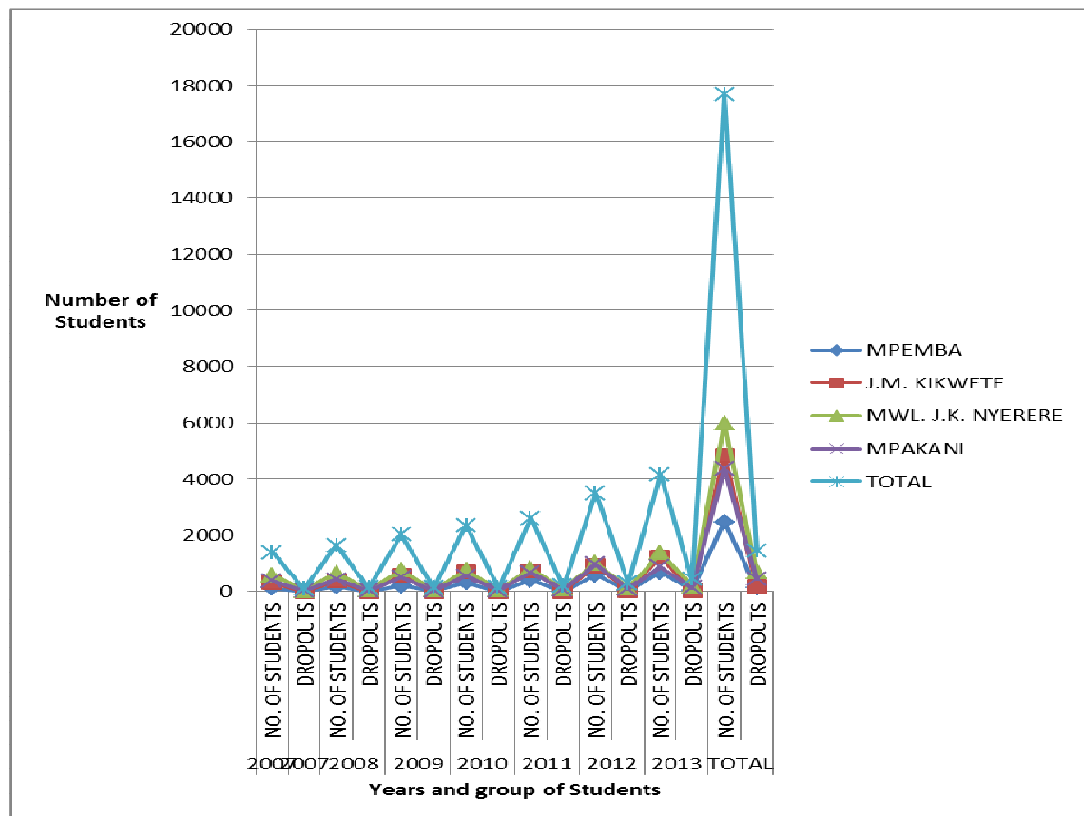


Figure 1.2: Number of Students in Secondary School in Tunduma Town with their Relative Dropout from 2007 - 2013

From Table 1.2 and Figure 1.3, the number of students dropout increased from 93 in 2007, to 130 in 2008, 138 in 2009, 132 in 2010, 195 in 2011, 307 in 2012 and 443 in 2013, making a total of 1,438 dropout for the 2007-2013 period against total number of students totaling 17,680 students (URT, 2013).

At the same time the secondary schools administrations, District education officers and Regional education officers in collaborations with local Government leaders at Tunduma area and in Mbozi Districts have been calling on various meetings with parents and guardians of students to discuss the issues and try to find the solutions to reduce the dropout of secondary school students but without success since the number of secondary school students dropout continues to increase at Tunduma area

in Mbozi District than other parts of Mbeya Region. The schools with higher dropout rate have been noted to be Mwl. J.K. Nyerere and Mpakani while those with low dropout rate have been noted to be Mpemba and JM Kikwete (URT, 2014).

Table 1.4: Measures taken by Secondary School Management to Reduce Students Dropout

Year/ Events	2007	2008	2009	2010	2011	2012	2013	Jan-Jun14
Meeting between secondary school Management and Parents	485	691	917	1,004	2,013	2314	2,213	421
Meeting between secondary school Management and Local Leaders	587	712	987	1,122	1,124	2,601	2,537	661
Meeting between secondary school Management, Districts, and Regional Government leaders with Local Leaders and Parents	714	811	924	1,338	1,324	2,,324	3,12	741
Number of Parents/Guardian taken to courts on issues of their children dropout from secondary Schools in Mbozi	-	-	-	-	-	-	-	-
Number of Parents/Guardian sentenced by courts on issues of their children dropout from secondary Schools in at Tunduma area of Mbozi	-	-	-	-	-	-	-	-

Source: Mbozi District Education Office Report, 2014.

1.4 Statement of the Problem

Investigations of factors causing high dropout of secondary school students in Tanzania, and particularly in Tunduma area of Mbozi District in Mbeya region has been of major concern among teachers, parents, guardians, policy makers and other development partners. In Mbozi District, Tunduma area has been noted to have higher rate of dropout of secondary schools students than other areas (URT, 2013). At the same time the secondary school administration, District education officers and

Regional education officers in collaborations with local Government leaders at Tunduma area in Mbozi Districts have been carrying on various meetings with parents and guardians to discuss the issues and try to find the solutions to reduce the dropout of pupils but without success since the number of secondary school students dropout continues to increase in Tunduma area than other parts of Mbozi District (URT, 2013).

From previous studies, there are some key factors that could be associated with dropout. Such factors include parent education, family income, nature of school and student gender. Hence, there are a variety of factors ranging from personal like gender), social like education and income levels of parents and institutional, like the nature of school. However, so far very little is known as to why dropout persists in such contexts as Tunduma.

It is important to study this phenomenon and understand the factors associated with dropout among secondary school students. If this problem is not timely addressed using research-based data, dropout is likely to continue, and hence, illiteracy among the youth. This has motivated the researcher to undertake this study to find out the reasons for secondary school students dropping out of schools in Tunduma area of Mbozi District and recommend the solutions to the problem.

1.5 Objectives of the Study

1.5.1 General Objectives

The general objective of the study was to analyze the factors associated with school dropout among secondary school students in Tunduma town.

1.5.2 Specific Objectives

The study was expected to address the following research objectives in specific:

- (i) To determine the effects education level of parents on secondary school students dropout in Tunduma area for the 2007-2013 period.
- (ii) To examine the impact of family income level on secondary school students dropout in Tunduma area for the 2007-2013 period.
- (iii) To examine the effects of nature of secondary schools students residence on students dropout at Tunduma area for the 2007-2013 period.
- (iv) To compare the rates of dropout between boys and girls.

1.6 Research Questions

Major research questions of this study were:

- (i) What has been the effect of education level of parents on secondary school students' dropout in Tunduma area for the 2007-2013 period?
- (ii) What has been the impact of family income level on secondary school students' dropout in Tunduma area for the 2007-2013 period?
- (iii) How does the nature of secondary schools students' residence affect students dropout at Tunduma area for the 2007-2013 period?
- (iv) Which rate of dropout between boys and girls is higher than the other?

1.7 Significance of the Study

The study has provided suggestions and recommendations for the methods to deal with existing secondary schools dropout. These recommendations are expected to

contribute to the government, NGO's, COS's and other groups interested in identification as well as formulation of future strategies for combating the student's dropout. The study also has provided information that can be used in guiding interested groups and individuals in reducing the problem. The study can be the area of interest to potential researchers in similar problems about education development at school, household and at community level.

The study will help other researchers who will be interested on researching on influences and effects of secondary school students dropout in both developing and developed countries. The findings will help policy makers, stakeholders and the government to understand the influences of dropout in secondary schools located at border and towns area. Hence provide laws and by laws on education policies so as to prevent pupils dropout in school.

Therefore the study expects to take into considerations views from Parents, Students including dropouts themselves and other stakeholders to get information on social, cultural and economic factors that lead to school exclusion and to come up with possible means and strategies to solve the problem in the area of study.

1.8 Limitations of the Study

The study faced the following limitations; long distances between study locations. This long distances between study locations raised expenses for travel such as transport fares, per diems and accommodation. There were also the inevitable times to travel. The study depended so much on face-to-face contact with secondary schools students, parents' teachers, WEO's and DEO whom the researcher thought

would not have responded effectively through questionnaires that would take a long time to return. Also sometimes it was difficult to get the data.

1.9 Definition of Terms

1.9.1 Meaning of Dropout

Dropout of schools qualifies those students who could not complete their education programmed at any level of education due to one reasons or the other. Many children fail to find self-respect or self-discipline and capacity to cope with problems in ways that are constructive or have any appreciation on the importance of skills needed for learning Malibiche, (2011).

1.9.2 Meaning of Secondary School Students

Students who are studying at Secondary schools, from form one to form six. But this level varies from one country to another [en.wikipedia.org/wiki/Secondary school](http://en.wikipedia.org/wiki/Secondary_school) Malibiche, (2011).

1.9.3 Meaning of Secondary School

Secondary school is a school which provides children with part or all of their secondary education, typically between the ages of 11-14 and 16-18, although this varies. It comes after primary school or middle school and may be followed by higher education or vocational training Malibiche, (2011).

1.10 Scope

The study was confined in the Mbozi District in the area of Tunduma and at the following secondary schools: Mpemba, J.M. Kikwete, MWL. J.K. Nyerere, and Mpakani.

1.11 Conceptual Framework and Model

1.12 Conceptual Framework for School Dropout

Conceptual frameworks are structured from a set of broad ideas and theories that help a researcher to properly identify the problem they are looking at, frame their questions and find suitable literature. Most academic research uses a conceptual framework at the outset because it helps the researcher to clarify his research question and aims (Kothari, 2006). The conceptual framework of this study is adopted from Nekatibeb (2002). Thus in this research; major conceptual framework used in this study is summarized in Figure 1.3.

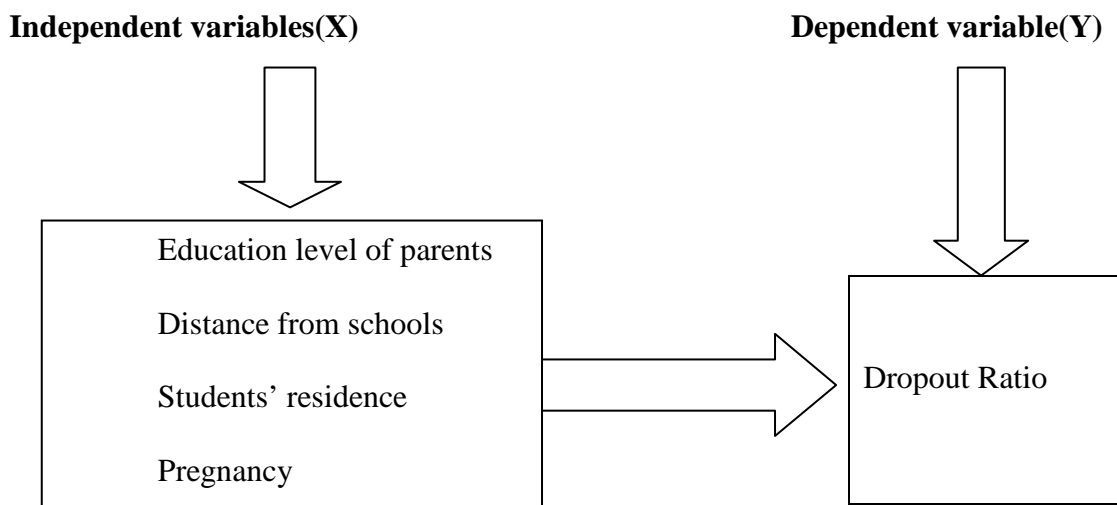


Figure 1.3: Conceptual Framework

Source: Researcher's compilation (2014)

Education level of parents is an influencing factor to their children's development in studies. Many students who dropout from school are from families where their parents did not spend more than seven years in school (Malibiche, 2011). Distance from the schools also influence students dropout, because influence many schools are located far away from the residence of the students (Malibiche, 2011).

Pregnancy- this terminates students from school. This tends to be characteristics of certain communities rather than series of isolated incidents. Not only do girls who give birth typically come from dysfunctional, poor families, but many of them peers are doing the same thing. Students' residence also can influence dropout. This is because most of the students spent time with people, who were not interested in school, this occurs in their residence. Health of the students also can be influence of dropout. This is because a student can be sick for a long time and fail to catch up with others so he/she decide to leave the school (Malibiche, 2011).

Late enrolment can also influence students dropout, in Tanzania students are enrolled at school at the age of 15 or 16 years old. Some students are enrolled in secondary school at a later age. Those who are enrolled in later age they tend to dropout from their secondary school studies (Malibiche, 2011).

1.13 Summary

This chapter has shown that the problem of secondary school students dropout is increasing becoming worse in Tunduma area and other parts of Mbozi District of Mbeya Region.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review related to the study. This includes theoretical literature, empirical literature and contribution made by this study.

2.2 Theoretical Literature

OECD committee on reducing secondary school students dropout (2011) points that the Government of Iceland started to take combination of measures and strategies to reduce secondary school students dropout in the country. They further point that the economic crisis from 2007 has rendered more difficult the transition from education to the labor market. Previously, with full employment, there was no concern about upper secondary dropout influence the transition to the labor market was easy at different ages and well supported with a strong adult learning system.

The effects of the crisis have shown that this situation is no longer sustainable. They note that skilled and high skilled education. This is mainly a problem in rural areas leading to the perceived high opportunity cost of going to school rather than working, especially. On the supply-side, key occupational areas, such as tourism, commerce and the processing of fish do not seem to demand special qualifications, thus there is no need for an upper secondary degree. They point out that the best strategies to reduce secondary school students dropout are for the Ministry of Labor, Welfare and Education to work together to create a plan to address dropout holistically, and occupational councils can play a role. Special attention should be

given to sectors where no training is currently needed (such as services or fish processing), by establishing required learning profiles. They further point that other strategies could include: Employers need incentives to ensure the future workforce obtains a minimum education.

This includes exploring possibly sub-minimum wages for youth and ensuring that labor costs do not deter companies from hiring high students without access to companies/employers should also have quality VET programs that provide the experience that an apprentice would be receiving in a work placement. Updated teachers, resources and materials allow quality VET programs.

Both students and employers need to understand the importance of upper secondary education. Exploring why adults return to education might indicate a realization later in life of the importance of upper secondary education. Students should be given the right opportunities and facilities to complete upper secondary education to deter dropouts and the constant exiting and entering of students into education.

Burrus and Roberts (2012) in their paper on dropping out of school: prevalence, risk factors and remediation strategies have contributed to the literature on school dropout. They conclude that secondary school students dropout is caused by the combination of factors namely; early warning indicators which include demographic characteristics such as income level of the family, sex of the student, pregnancy of girl students, age of the students compared to average age of other fellow students in that older students gets dropout at higher rate than younger students. Performance characteristics which include overall subjects' progress the students have in the class.

If the progress is poor then this will increase the rate of students dropout and vice versa. Self-identified factors about self which include the student himself/herself not interested to attend class lessons. Self-Identified factors about others which include the education level and awareness of the parents, and poor cooperation between teachers and students which increases the rate of students dropout. They further point that dropping out is a process that begins well before high school, and students exhibit identifiable warning signs at least one to three years before they dropout.

Davis, Adze Saunders & Williams (2002) theory of planned behavior tried to explain dropout of secondary school students. Theory of Planned Behavior (TPB) — a psychological theory that includes the role of attitudes— holds promise in predicting dropout. This theory proposes that intentions are the best predictor of behavior and that intentions are predicted by: Attitudes, meaning a person's evaluation of his or her own behavior or of others' behaviors; Subjective norms, which refers to the social pressure one feels to perform the behavior; and Perceived control, meaning a person's perception of his or her own capability to perform the behavior. Thus far, only one study has used this theory to predict high school dropout, and it did so with great success.

Bertrand (1962) in his study on secondary school students' dropout points that dropout is jointly determined by social interaction between the family and the school social systems. He noted that the most important determinants of high school dropouts are:

- (i) Low socioeconomic status directly correlates with high school dropouts.

- (ii) Students of parents with lower educational attainment are more likely not to complete high school.
- (iii) Parents who place a low value on a high school education transfer this low value to their children, thereby increasing their chances of dropping out of high school. Students who have lower GPAs and who have failed more classes possess a higher chance of dropping out of high school. Students incompatible with the school social system tend to receive more ridicule from students and punishment from teachers and consequently dropout of high school at a higher rate.

2.3 Empirical Literature

Mutwol et al (2013) conducted a study to determine Socio-Economic Factors Influencing Participation and Dropout of Students in Public Secondary Schools in Marakwet District, Kenya. They used both primary and secondary data. They found that socio-economic factors had the highest effect in the participation of students in secondary school education.

These factors include: poverty, low income level, inability of the parents to pay fees, cost sharing policies, provision of family labor and lack of basic needs. Their results further show that socio-cultural factors: early marriages, pregnancies and traditional culture were a major influence of low participation of secondary school students in education. They recommended that the socio-economic and cultural factors that hinder student participation in secondary education should be addressed so as to improve the overall participation in Marakwet district.

The study recommends the need to enhance the economic situation of parents to enable them cater for education needs of their children. This can be done by enabling parents' access low interest loans to develop income generating projects. Further we recommend free secondary education to be funded fully by the Kenya government. Velasco (2001) conducted a study to determine factors responsible for dropping out of secondary School girls in Cambodia. His study covered the following provinces in Cambodia Kompong Cham, Siam Reap, Kompong Thom, Kratie, Banteay Meanchey, and Rattanakiri.

He used both primary and secondary data. He found that six main factors influence girls out of school were related to factors push which are poverty of girls' family, inadequate school materials, unqualified teachers, very far school from their village, no security in community and school, bad environment in school, and education level of parents related to parents' expectation on education. He recommended that government take measures to solve these problems in order to reduce the number of secondary schools girls dropping out of secondary schools in Cambodia.

Kerner (1986) conducted a study to determine the effects of pregnancy on secondary school dropout of girls in Tanzania in two regions of Dares Salaam and Dodoma. He uses both primary and secondary data. He found that in general, existing practice in Tanzania is that when a girl becomes pregnant, the young father meets with the girl's family to negotiate a bride price. In this sense, traditional cultural gender norms subordinate women in the patriarchal system, and hold back women's educational development, and this has increasingly causing to make a dropouts of secondary school girls to be high in areas where marriage is arranged at an early age, and where

girls are encouraged to marry as soon as they reach puberty, making most girls secondary school students to increasingly high to think themselves simply too grown up to stay in school, which finally increases a dropout .he recommended that Government take measures to make parents and society in general in Tanzania to abandon that practice of early marriage among secondary schools girls in order to reduce dropout of secondary school girls students.

Hunt (2008) conducted a research on why secondary student dropout from the school, he found that one of the important factor in determining access to education is household income and financial circumstances, as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, and equipment and opportunity costs of sending a child to school. Household income is linked to a range of factors; when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they dropout. Both statistical data and empirical research suggest that children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended or to dropout once they have enrolled.

Dachi & Garret (2003) in a study on the reasons for secondary school student dropout, came up with findings portraying that child labor and education access, including the relationships between child labor and poverty; the types of work children are carrying out (paid, household-unpaid, agricultural); household structure, education access to schooling; the gendered and locational aspect of working and access etc. while conclusion made should be embedded within the contexts of the

research, a number of studies have produced similar findings which are drawn upon here. There are some studies which look specifically at the relationships between schooling dropout and child labor specifically, and how child labor might contribute to both the process of dropping out and in some cases to enabling retention. Drawing on some points about access and child labor in general, some points will be raised. Differences exist in terms of whether work is paid or unpaid; income generating in some way; or part of what might be regarded as household chores or support. It is important to note the difficulties in trying to pinpoint casual determinants around such complex and household-specific decisions and attributes, particularly where factors interact with each other.

2.4 Summary

The review of theoretical and empirical literature on secondary school student dropout shows that dropout is a combination of many socio-economic factors and the degree of influence differ from one area to another depending on its specific social economic and political factors set up. Therefore, suggested means of solving these challenges influencing students' academic progress; leading to students to dropout need to be case specific taking into account on these factors at a particular time period and place. Therefore to broaden understanding on factors contributing to school dropout as revealed by literature covered, case specific studies need to be undertaken.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described how the study was conducted in data collection and analysis. It describes the research design, the area of study, the research approaches, the research sampling, the population of the study, , data collection methods, the data collection instruments and the analytical tools for data analysis. According to Kothari (1990), a research methodology refers to a sustentative way to solve the research problem. This study, was based in the constructivist paradigm, used a case study approach to explain factors associated with dropout among secondary school students in Tunduma town in Mbeya Region of Tanzania. This chapter describes the research paradigm, approach, and design used to achieve the purpose of the study.

3.2 Approach of the Study

This study chose the quantitative approach because the technique used in collecting data was questionnaire which was sent to the respondents. The answers from the respondents were compiled in arithmetically using frequencies and percentages which were then summarized by using tables and graphs (Kothari, 2009).

3.3 Location of the Study Area

The study was done in Tunduma area of Mbozi district in Mbeya region. Tunduma area was selected because it is one of the areas in Mbozi district with highest rate of secondary school dropout and it borders the country of Zambia, while being the major transit center to southern African countries of Zimbabwe, DRC Congo,

Botswana, South Africa, Lesotho, Swaziland and Angola (URT, 2013). According to Momba District Council Report, 2014, by July 2014, Tunduma town had a total of 38,564 populations which is equivalent to 13.1 percent of all people in Momba District (Momba District Annual Report, 2014).

3.4 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure Kothari (2009). A research design is needed because it facilitates the smooth sailing of the various research operations thereby making research as efficient as possible yielding maximum information with minimal expenditure of effort, time and money. Just as for better, economical and attractive construction of a house, we need a blueprint what is commonly called the map of the house, well thought out and prepared by an expert architect; similarly we need a research design or a plan in advance of data collection and analysis for our research project. Research design stands for advance planning of the methods to be adapted for collecting the relevant data and techniques to be used in their analysis, keeping in view the objective of the research and the availability of staff, time and money.

Among the important concepts included in the research design are dependent and independent variables. A variable is a concept which can take on different quantitative values. In this study the variables are; education, income, residence and sex. These being the qualitative attributes were quantified in the basis of the presence of the concerning attribute and non-continuous variables were used in expressing number of events and respondents in integer values only. Dependent variable is the

variable which depends upon or a consequences of the other variable, while the independent variable is the variable that is antecedent to the dependent variable, for example dropout of student depends on the parent's levels of education; dropout is the dependent variable while parent's education is the independent variable.

Research design are categorized into:

- (i) Research design in case of explanatory research studies explanatory studies are also termed as formative studies. Their main purpose is that of formulating a problem for more precise investigation or of developing the working hypothesis from an operational point of view.
- (ii) Research designs are in case of descriptive and diagnostic research studies, descriptive research studies are these studies which are concerned with describing the characteristics of a particular individual or of a group.

Table 3.1: Summary of the Difference Between Explanatory Research Studies and Descriptive/Diagnostic Research Studies

Research design	Explanatory of Formulative	Descriptive/diagnostic
Overall design	Flexible design (design must provide opportunity for considering different aspects of the problem)	Rigid design(design must make enough provision for protection against bias and must maximize reliability)
(i) sampling design (ii) statistical design (iii) observational design (iv) operational design	Non-probability sampling design (purposive or judgement sampling) No pre-planned design for analysis Unstructured instruments for collection data No fixed decisions about the operational procedures	Probability sampling design(random sampling) Pre-planned design for analysis Structured or well thought out instruments for collection of data Advanced decision about operational procedures.

Source: Researcher (2015)

- (iii) Research design in case of hypothesis testing; research studies generally known as experimental studies, experimental research are those where the researcher tests the hypothesis of casual relationship between variables, usually experiments are used in these studies, thus it is also known as design of experiments.

The study used a research design in case of descriptive and diagnostic research studies, in which the study was concerned with whether certain variables are associated with something else, that is whether education level, income level, nature of residence and sex are associated with dropout of secondary school students.

A case study based research design approach was adopted as the main research methodology in this study, and this is mainly because of the methodological practices used in collecting data. The approach allows a researcher to explore in-depth a program, event, activity, process or one or more individuals with respect to the objective of the study. The phenomenon under investigation was to investigate the factors associated with dropout among secondary school students in Tunduma town in Mbeya Region of Tanzania.

Data was collected using structured questionnaires, for the case of primary data, while secondary data were collected through the documents provided to the researcher by secondary school and District education administrations in both Mbozi and Momba Districts (because before division into two District, there was only one district which was Mbozi District). Moreover, data were coded for emergent themes. Another component of case studies is the unit of analysis, defined as the area of

focus of the study (Merriam, 1988; Yin, 2009). For this study, this unit of analysis was the individual schools and District and ward education offices covered by the study.

3.5.1 Population

In the context of research; a population can be described as all possible elements that can be included in the research (Kothari, 2006). Population of this study consisted of 14,101 respondents who were divided into the following categories: Secondary school Students 2,892; Secondary school Teachers 104 Parents 9,357; ward Education officers 30 and District Education Officers 10 (Momba District Council Annual Report, 2013).

3.5.2 Selection of sample elements

Because of its nature, a study used a non probability sampling method called purposeful sampling. Purposeful sampling is used when population elements are selected for inclusion in the sample based on the ease of access; it can be called convenience sampling (Kothari, 2009). The following units of study were selected for data collections which are Students, Secondary school Teachers, Parents, ward Education officers and District Education Officers.

This was mainly because they stand a better chance of providing information on student's dropout from their respective secondary schools in Tunduma area of Momba District. Schools covered by the study were Mpakani, J.M Kikwete, Mpemba and J.K Nyerere all located at Tunduma area of Momba District in Mbeya Region. In total the study covered 69 respondents comprising the following sub

groups Secondary school students 29; Teachers 18; Parents 18; ward Education officers 2 and District Education Officers 2.

Table 3.2: Population and Sample of the Study

Type of Respondents	Population	Sample	Sample as percentage of Population
Secondary Schools Students still at schools	4,157	10	0.24056
Secondary Schools Students Dropped out from schools	443	19	4.28894
Teachers	104	18	17.30769
Parents	9,357	18	0.19237
Ward Education officers	30	2	6.66667
District Education officers	10	2	20.00000
Total	14,101	69	0.48933

Source: Momba District Council Annual Report, 2013 and Researcher computations

3.6 Data Collection Methods

In this study two types of data were collected. These are primary and secondary data. The study Used field notes, participant observation and interviews to collect both data primary and secondary.

3.6.1 Primary Data Collection Technique

Primary Data was collected through questionnaires

Questionnaires

Questionnaires are formatted set of questions that are drawn up to meet the objectives of the study. A questionnaire consisting of closed ended questions was developed as a tool for collecting data. The close-ended questionnaires are in a form of multiple choices, in which the respondent was asked to tick or to fill in an

appropriate number against the answers which they prefer. While in open ended questions, the respondent were required to fill in the empty space by giving their feelings, experiences and opinions. The technique was found to be appropriate for the study due to its objectives that were easily reached respondents, respondents got adequate time to respond, reliable, and cost effective in studying large and widely scattered population (Kothari, 2004).

Sixty nine respondents were covered by the questionnaires which were administered by the researcher. The respondents were the key informants people who were knowledgeable about the inquiry setting and articulate about their knowledge, and whose insights was helpful in assisting an observer in understanding events that have happened and reasons why those events happened.

3.6.2 Secondary Data

Secondary data of this study was obtained from already existing records provided by heads of schools, Wards Education offices at Tunduma area, District education offices in Mbozi and Momba Districts respectively of Mbeya Region, Regional Library at Mbeya city, and at internet sources. Number of dropout in schools, involvement of parents/guardians in sensitizations and mobilization of students for their importance of studies and measures taken to reduce dropout e. g conducting meeting between teachers, parents and Education officers their respective levels together with the local and central government leaders.

3.6.3 Reliability

Reliability is concerned with whether alternative research studies would reveal similar information; Strauss and Corbin (1998). To ensure reliability of the study, a

researcher decided to collect data from reliable sources dealing with data generation in the education field of which secondary data was collected.

3.6.4 Data Analysis

The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups. Thus, “in the process of analysis, relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine with what validity data can be said to indicate any conclusions. Kothari (2004). In this study, quantitative data were collected. The data were descriptively analyzed where tables and percentages were used to present the findings. The questionnaire allowed the study to use coding system and therefore make the use of the Excel in analyzing data. Confidentiality was observed during analysis and collection of data.

3.7 Summary

In order to ensure that the researcher got accurate information to enable her draw meaningful findings, conclusions and recommendations from her research, the researcher used both primary and secondary data, with her research design comprising a case approach.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

The first part of this chapter provides background of the respondents. The second part provides views on the influences of dropout of secondary schools students in Tanzanian. These views are summarized in a tabular form, graphs and pie charts.

4.2 Background of Group Characteristics of the Respondents

4.2.1 Social Demographic Characteristics of the Respondents

The socio-demographic characteristics of the respondents examined in the study were age, sex, and education. The age considered were in groups of 15-25 years, 26-36 years, 37-47 years, 48-58 years, 59-69 years and above 70 years. This is because the study consisted youth who are secondary schools students and elders who are parents and Government leaders. The sexes considered were males and females. Education level of respondents considered by this research was primary Education, Secondary Education (Form IV and VI) and Certificate, Diplomas, Bachelors, Masters. Experience of the respondents on influences of secondary school students dropouts in Tanzania secondary schools in Tunduma area of Mbozi district were considered in terms of numbers of years namely one year experience, two years, three years, four and above years. For the case of overall groups of respondents, they were considered in terms of 10 current students still at secondary schools, 19 former students who have dropped out from schools and did not return, 18 were parents and 18 were teachers, 2 ward education officer and district education officer 2.

4.2.2 Social Demography of Respondents by Age

In research, respondent's age is important for the respondent to give meaningful answers. Mature age are in good position to give meaningful answers than younger age. The group of age to be included in research varies from one type of research to another depending on the nature and purpose of research. In this research age of respondents were considered from the age of 15 years.

This is be influence the study consisted youth who are secondary school students, and elders who are parents and Government leaders is the official age of a person that is allowed to be employed according to Tanzanian Laws. Also this age is the one which is considered by laws to be full grown person and not children. This research chose age of mature person in order to gain more policy relevant answers to find the solution of the problem investigated in this research. Thus age was one of the important variables related to the respondents that were considered in this research.

Table 4.1: Distribution of Ages of Respondents (n =69)

Age (Years)	Frequency	Percentage
18-28	11	15.94
29-39	28	40.58
40-50	17	24.64
51-61	5	7.25
51-61	7	10.14
62 and above	1	1.45
Total	69	100.00

Source: Field Data (2014)

The age considered was in groups of 18-28 years, 29-39 years, 40-50 years, 51-61 years and above 62 years. A total of 69 respondents for the case of overall groups of

respondents, they were considered in terms of Students 29; Teachers 18; Parents 18; ward Education officers 2 and District Education Officers 2. Table 4.1 presents the results.

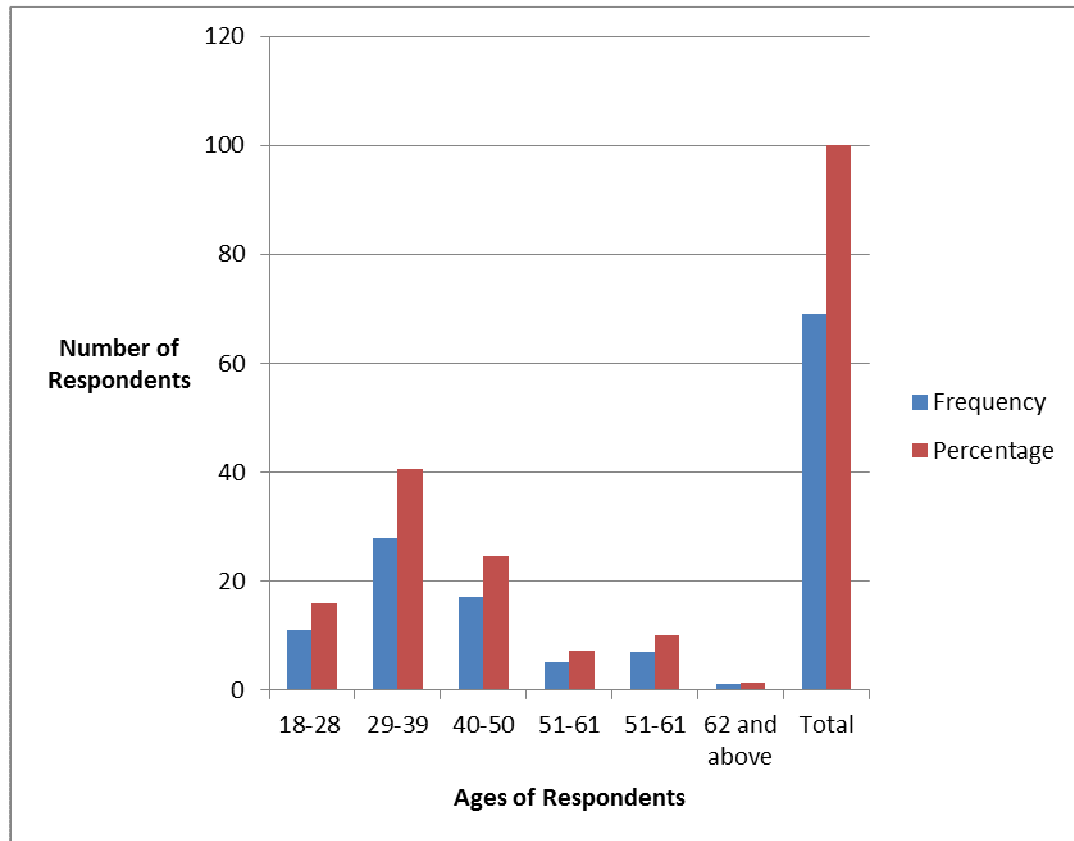


Figure 4.1: Age Group of Sampled Respondents

Source: Researcher (2014)

From Table 4.1 and Figure 4.1, it can be deduced that, most respondents covered by the study were in the age groups of 29-39 years who accounted for 40.58 percent, followed by 40-50 years who accounted for 24.64 percent, 18-28 years who accounted for 15.94 percent, 51-61 years who accounted for 10.14 percent and the last was above 62 years who accounted for 1.45 percent. This is being influence the study consisted both youth and elders groups and their respective answers were

relevant to this study. Since the researcher started with the age group of 18 years it can be concluded that the answers of both are relevant to this research. With respect to the major objective of this study, it was revealed that those students who start primary school with older age of 10 or more years are the ones who experience higher rate of dropout when they are at secondary schools, than those secondary school students who started primary school with younger age of below 10 years. Those with starting primary schools at age more than 10 years also coincides with both the onset of puberty and with the increased demand for the labor of older children.

4.2.3 Social Demography of Respondents by Sex

Sex shows equality of gender in undertaking various social-economic activities in the society while also shows the gender equality in involving in the decision making process. The sex of respondents considered were males and female. For the case of overall groups of respondents, they were considered in terms of terms of Students 29; Teachers 18; Parents 18; ward Education officers 2 and District Education Officers 2. Table 4.2 shows the overall results.

Table 4.2: Distribution of Sex of Respondents (n = 69)

	Frequency	Percentage
Males	35	50.72
Females	34	49.28
Total	69	69.00

Source: Field Data (2014)

From Table 4.1 and Figure 4.1, it can be deduced that most respondents were males who accounted about 51.0 percent while females accounted for 49.0 percent. This is

be influence the study tries to use almost equal number of gender in order to obtain the relevant answers that fit each gender. With respect to the major objective of this study, it was revealed that the sex which has been experiencing higher and frequent dropout from secondary schools were girls than boys.

It was also revealed that matured females people in Tunduma area encourage girl students to dropout from schools and become married, and this has also significantly contributed to increase the number and rate of girls dropping out from secondary schools in Tunduma and other parts of Momba District of Mbeya Region. This was done by obtaining answers from former boys and girls secondary schools students who had dropped out from their respective secondary schools in Tunduma area of Momba District of Mbeya Region.

4.2.4 Social Demography of Respondents by Education.

Higher formal education is the center for the success of any work of any organization. Education is important to analyze issues and offer meaningful suggestions. People with higher formal education have greater chances of analyzing issues correctly, give meaningful answers, implement measures in the most desired manners than persons with no or with lower formal education. It is because of these reasons that education was considered to be the most important variable of this research. Sampled respondents' educations were divided into the following groups: Primary education, Secondary Education, Certificates, Diplomas and Bachelors, Masters and PhDs. Table 4.3 shows the results.

Table 4.3: Education Background of the Respondents (n = 69)

Education Level	Frequency	Percentage
Primary school	41	59.42
Secondary School	12	17.39
Certificates and Diplomas	9	13.04
Bachelors	6	8.70
Masters and PhDs	1	1.45
Total	69	100.00

Source: Field Data (2014)

From the Table 4.3, it was noted that most respondents were in the education group of Primary who accounted 59.42 percent, followed by secondary school who were 17.39 percent, certificates and Diploma who accounted for 13.04 percent, Bachelors accounted for 8.70 percent. Masters and PhDs holders 1.45 percent respectively.

This is because most respondents were students and parents comprised majority of respondents of this study whose education level is low because for a long time most people around Tunduma area did not prefer to have higher formal education but to concentrate on trading activities and farming. This was also associated with increasing number of students dropping out from schools in Tunduma area. When interviewed, teachers from the following sampled secondary schools: Mpakani, M.M Kikwete and J.K Nyerere all located at Tunduma area of Momba District in Mbeya Region. The teacher, dropped out students and current students still at schools; pointed that female residents of Tunduma areas have been contributing to make girls to dropout from their schools in order to become married.

4.2.5 Experience of Respondents on the Factors Influencing Students

Dropouts in Tunduma Secondary Schools

With regards to Experience of Respondents on the influences of students dropouts in Tanzania secondary schools with references to Tunduma area for the period of 2007-2013, experience was considered in terms of years namely one year, two years, and three years four years and above. Table 4.4 shows the results.

Table 4.4: Experience of Respondents to the Factors Influencing Students Dropouts in Tunduma

Experience	Frequency	Percentage
One Year	3	4.35
	47	
Two years	5	7.25
Three years	7	10.14
Four Years	4	5.80
Five Years and above	50	72.46
Total	69	100.00

Source: Field Data (2014)

From Table 4.4 and Figure 4.1, it can be deduced that most respondents with regards to their Experience on the influences of students dropouts in Tanzania secondary schools with references to secondary schools in Tunduma area for the period of 2007-2013, most respondents were in the group of fifteen years and above who accounted for 72.46 percent, followed by eighteen years who accounted for 10.14 percent. This is be influence the problem of higher dropout of secondary schools in Tunduma area of Mbozi District (Momba District) is of a long time and discussed widely.

4.3 Data Presentation According to Respondents Views on Asked Research Questions

The major research questions that were asked to the respondents were:

- (i) How Does the education level of parent's influence's students dropout?
- (ii) How Does the distance of schools from home influences students dropout?
- (iii) How Does the nature of students residence influence's dropout?
- (iv) Among which sex of students is dropout higher compared to the other?

From the study: Respondents were required to answer by indicating the degree of responsiveness of their answer. The results are summarized in the Table 4.5.

Table 4.5: Influence of Education Level of Parent's Contributes to Students Dropout

	Frequency	Percentage
Increases dropout through higher parents negligence	8	11.59
Increases dropout by parents assigning parents to do home and business work	9	13.04
increases dropout by encouraging early marriages of students	6	8.70
all the above are correct	42	60.87
	49	
Indifference	4	5.80
Total	69	100.00

Source: Field Data (2014)

From Table 4.5 when asked on how Does the education level of parent's influence's dropout of secondary school students in Tunduma Town, out of 69 respondents, 60.87 percent of all answers indicted that dropout increases by increasing parents

negligence, increased negligence by parents assigning students to do home and business work and increase dropout by encouraging early marriages were correct. 11.59 percent said that it is due to increasing parents negligence. 13.04 percent said that it is due to increase dropout by parents assigning students to do home and business work. 5.80 percent were indifference.

This is be influence most people in Tunduma area of Mbozi District (Momba District) have lower level of education and significant numbers of them have not yet attended any formal education. Thus this brings a lot of problem to education officers in Mbozi District (Momba District) since they get little cooperation from parents when it becomes on the issue of mobilizing students to reduce their overall dropout from secondary schools in Tunduma Town.

From research Question number one, the research found that education level of parents could influence students dropout. Most often students who dropout come from families where the parents themselves did not spend more in school. Yet, there are exceptions. Quite often students who have dropped out still hope to complete their studies also the Siblings' educational example is much more influential.

Families in which elder siblings have left school early often see the younger ones do the same. The response from the sampled teachers, parents ward education officers and dropped out students stressed that most students at Tunduma who have experience a dropout come from the family with low level of education, and this make their parents and guardians not to be serious to advise their children whenever they note any kind of situation that will encourage dropping out. They further point

that in comparisons, students coming from families with higher level of education experience low rate of dropping out from their secondary schools.

Table 4.6: Relationship Between Distance of Schools from Home and Students Dropout in Tunduma Town (n=69)

	Frequency	Percentage
Increases dropout through students getting tired to walk for a long distance	4	5.80
Increases dropout by making students to become too tired to follow up classroom work	4	5.80
increases dropout by students to become fear to be attacked by bad people	3	4.35
all the above are correct	57	82.61
Indifference	1	1.45
Total	69	100.00

Source: Field Data, (2014)

From Table 4.6, when asked how does the distance of schools from home influences students dropout in Tunduma Town, out of 69 respondents, all 82.61 percent said that all of the above mentioned answers are correct. 1 percent said that they were indifference. The interviewed teachers and dropped out students points that long distance from homes to schools have contributed much to increase the level of dropping out from schools.

They point that this is from the fact that it makes students to become too tired after a long walk, making students to fail to follow classroom lessons properly and make students fear from being attacked by bad people; Also some students live in areas where there are no road for buses transport. The situation sometimes influences the students to dropout. Some students see that the far distance from school make them

tired so they decide to leave the school. Also the distance from the school influence students dropout be influence when they came late to school they are punished. Sometimes punishment can influence some students to drop from the school.

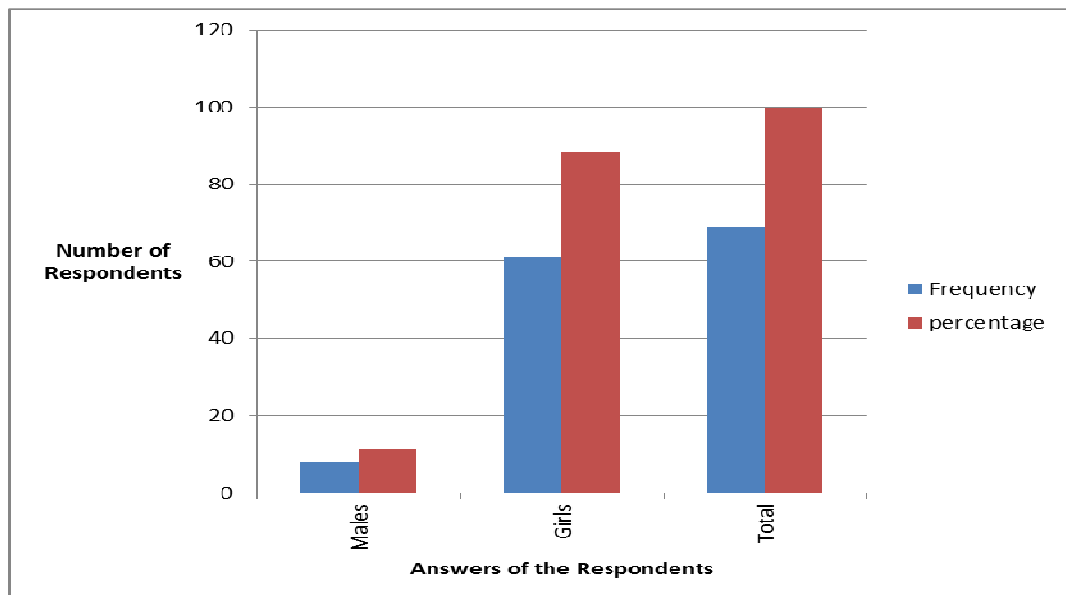


Figure 4.2: Influence of Distance of Schools from Home and Students Dropout

Source: Field Data (2014)

The Nature of Students Residence Influence's Dropout is summarized in the Table 4.7.

Table 4.7: The Influence of Nature of Students Residence on Students Dropout

	Frequency	Percentage
Increases dropout through students getting contact with people of the same nature	11	15.94
Increases dropout by making students to become involved in doing tasks done by their neighbors	17	24.64
Increases dropout by students nit to be warned by their parents and neighbors	3	4.35
All the above are correct	37	53.62
Indifference	1	1.45
Total	69	100.00

Source: Field Data (2014)

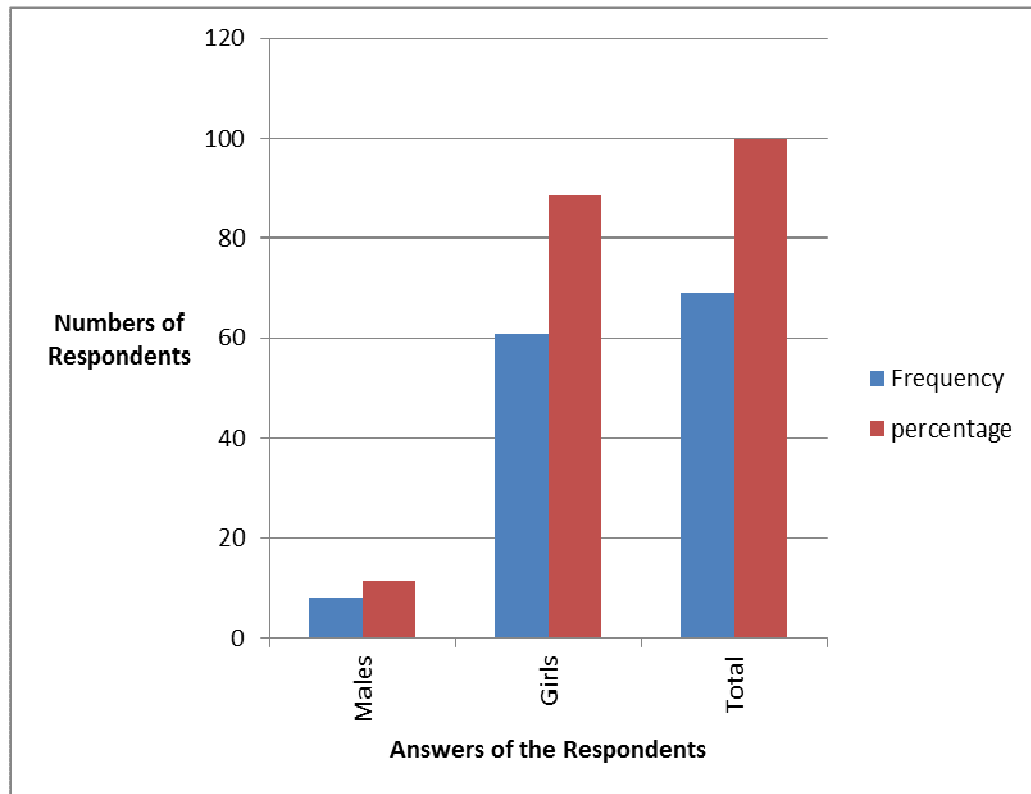


Figure 4.3: Influence of Nature of Students Residence on Students Dropout (n=69)

Source: Field Data (2014)

From Table 4.7, when asked how does the nature of secondary schools students residence influence's dropout. The study used the sample of 69 respondents, out of them 53.2 percent said that all answers are correct. 1.45 percent said that they were indifference. The answers obtained from sampled parents, teachers, current students still at school, dropped out students, ward education officers, and district education officers indicated that students coming from low income and poor families are the ones who experience a higher rate of dropout than students coming from well and higher income families. For the case of Tunduma and other parts of Momba District, most people are of low income earners and this has contributed to increase the dropout of secondary schools students in Tunduma area of Momba Districts.

The fourth research question asked the respondents on among which sex of students is dropout higher compared to the other. In answering this question the study used a total of 69 and respondents were required to provide the suggestions based on sex namely girls and boys. The answer to this research question is summarized in the Table 4.8.

Table 4.8: Males and Females Students Dropout at Tunduma Secondary Schools

	Frequency	Percentage
Males	8	11.59
Girls	61	88.41
Total	69	100.00

Source: Field Data (2014)

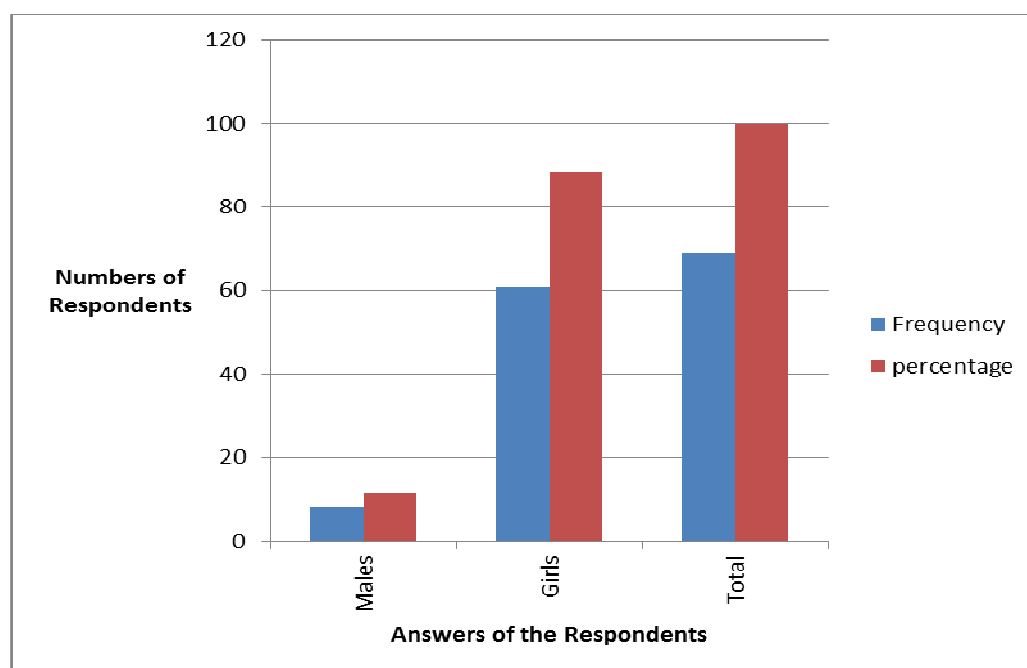


Figure 4.4: Males and Females Students Dropout at Tunduma Secondary Schools

Source: Field Data (2014)

From Table 4.8 when respondents asked which sex of pupils is dropout higher compared to the other 88.41 percent said that it is girls (females) who dropout at higher rate and 11.59 percent said that it is boys (males). Thus in conclusion, it can be said that the sex which dropout is at higher rate in Tunduma secondary schools are Girls (females). This is being influence the female students engage in premarital sex and result in unwanted pregnancy.

From the research question number four the study observed that Girls stop their education be influence of different reasons: early marriages and pregnancies, poverty (orphans), lack of parental care, bad school condition and health problems. Although sometimes parents and teachers are trying to get the girls back at school, they're still refusing. The interviewed teachers dropped out students, ward education officers and District education officers pointed that females girls have been dropping at a higher rate than boys in Tunduma area of Momba District.

They noted that this is influenced by the fact that the girls mostly don't have role models and don't see the positivity of finishing their education. "What's the point of studying hard, when your future vision is 'just' to become mother and housewife?" Besides all the reasons which has to do with the girls and her family, also the school can be a reason for a girl to dropout. Sometimes it happens that the teachers abuse the girls. Sometimes the community can stop it, by punishing the teacher.

But when the community doesn't know be influence parents or girls won't talk about the abuse while they are getting gifts or money from the teacher, the teacher can get away with it. And if the bad treatment doesn't stop, most girls decide to stop their

education. From the literature most factors influencing secondary school dropout have been explained with solutions focusing on case specific. Therefore to reduce student dropout one need to focus on the context he/she is dealing with as the already established solutions do not fit for all. Without addressing the unknown, dropout will continue and this will affect the socio-economic and cultural development of the dropping students family the community and the nation at large.

4.4 Summary

Data analysis and presentation reveals that dropout of secondary school students in Tunduma area of Mbozi district (Momba District) relates to the combinations of socioeconomic factor and these should be taken into accounts by all stakeholders involved in reducing dropout of secondary schools students in Tunduma area of Mbozi District and these should be taken into accounts by all stakeholders involved in reducing dropout of secondary schools students in Tunduma area of Mbozi District.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents and describes various conclusions drawn from the results of the study, basing on the objectives of the study. Also it presents recommendations to the government in order to improve students completion of secondary school. Furthermore it presents some important areas for further research.

5.2 Summary of the Study

From research question number one which asked the respondents on Does the education level of parent's influence's students dropout, the study found that education level of parents matters a lot with regards to the issue of students drooping out from secondary schools in Tunduma area of Mbozi District. This is be influence most people in Mbozi District(Momba District) have lower level of education and significant number of them has not yet attended any formal education. Thus this brings a lot of problem to education officers in Mbozi District (Momba District) since they get little cooperation from parents when it becomes on the issue of mobilizing students to reduce their overall dropout from secondary schools.

From second research question which asked the respondents on how does the distance of schools from home influences students dropout in Tunduma area of Mbozi District? the study found that distance from schools contributed to dropout of students be influence most students live in poor family and they cannot afford to buy bicycle or motor cycle for transport, while in rural areas there are no commuter bus

(Daladala) transport which could have also reduced the problem of long distance from schools experienced by students. This makes most students to feel higher level of tiredness to walk to and from schools and hence decided to dropout from schools.

From the third research question which asked the respondents how does the nature of secondary schools students residence influence's dropout, the study found that the nature of secondary schools students residence contributes to increase higher dropout of secondary schools in Tunduma area of Mbozi district of Mbeya Region. From this research question the study observed that the nature of students residence could influence students dropout. Sometimes students are coming from the residence which does not support education, also another residence such as "uswahilini" make the students to enter in bad behavior such as using drugs. The students using these drugs they tend to leave the school. Also some pupils are engaging in bad groups such as thieves.

From the fourth research question which asked the respondents on Among which sex of student is dropout higher compared to the other; the study found that the sex which dropout is at higher rate in Tunduma secondary schools are Girls (females). This is be influence the female pupils engage in premarital sex and result in unwanted pregnancy. From the research question number four the study observed that Girls stop their education be influence of different reasons: early marriages and pregnancies, poverty (orphans), lack of parental care, bad school condition and health problems. Although sometimes parents and teachers are trying to get the girls back at school, they're still refusing. That's being influence the girls mostly don't have role models and don't see the positivity of finishing their education.

5.3 Other Findings Factors Observed During the Study

Also the study observed other factors which influence the dropout of the students.

The following are the factors, which influences pupils dropout.

5.3.1 Parents Socio-economic Status

Socio economic status of parents contributes immensely to school dropout. Students that come from well economic status and educated families try to persevere in school program overcoming all the odds on the way to success, while those from poor and uneducated families do easily succumb to and thus dropout of the school system. This direct cost includes cost of uniform, schoolbooks, school equipment, transport and meal. The ability of each parent to be able to meet the needs of their children will determine their stability in the school.

5.3.2 Parents Perception on Value of Education

Another factor is parents' perception on the value of education. Parents can be unaware of the benefits of education even if the quality of education and the link between education and work are as they should be. In some families, where the major source of income is agriculture, parents may have difficulties thinking about lives for their children that are different from their own and thus tend to undervalue the potential benefits of education, this is the same to those parents who are engaged in business activities as they don't value much education due to their success in business.

Parents have control over their children therefore; parents' perception is an important factor in determining whether or not their children will attend school. Children from

homes with educated parents performed better than those from homes with low or no education at all. Other reasons for the lack of parental supports and encouragement to go to school may be the parents' own illiteracy or inability to help them with their homework, their lack of information about return to education and their desire to have their children help them in the field while education is alienating them from trade or agricultural work.

5.3.3 School Environment Factors

School environment factors are contributing towards high dropout rate at secondary school level in Mbozi. Beatings at school are considered culturally acceptable to ensure obedience. Despite growing awareness regarding the issue, many school teachers remain convinced that some degree of corporal punishment is necessary to instruct students although the governments of Tanzania banned corporal punishment in schools.

5.3.4 Teaching Related Factors

Teaching related factors also influences the high dropout rate in Mbozi. One of the major reasons identified is shortage of teachers, especially, in primary schools. They could not manage pupils' activities properly and pupils do not take interest in their studies. Resultantly, some of the students remain absent from school and after all leave the school.

Teachers especially female teachers hesitate to go to schools located in remote areas, which influence poor quality of education and ultimately dropout of students. This compel the teachers to remain absent from school to attend to family problems which

influences the dropout of students. Some others teacher related factors are low morale of secondary school teachers and their harsh treatment towards pupils; sub standard student-teacher ratio; inadequate knowledge of the child psychology; and low qualified and un-experienced teachers.

5.3.5 Geographical Factors

With regard to the geographical factors migration of students' parents is also a major reason of students' dropping out. Long distances of schools from homes and poor transportation facilities are also main influences of dropout at secondary level in Mbozi. Accessibility to a primary school within the area seems to contribute to increase in a girl's secondary school entry.

5.3.6 Cultural Belief

Some of these include the continued importance culture places on institutions such as bride price, polygamy, adultery fines, especially in rural areas. The highest status accorded to marriage and motherhood in Mbozi impact negatively on female participation in education. Social traditions, deep rooted religions, and cultural beliefs may make it unacceptable for a girl to express her opinions, make decisions for herself or participating in activities with boys of her age. Also social traditional environment, which is rooted in culture, creates the barriers that rob females of their human identity and social rights.

5.4 Conclusions

The main objective of the study was to assess the causes of dropout in schools with special attention to the secondary school students. This study shows that increasing

dropout of secondary schools students at Tunduma area of Mbozi District (Momba District) is caused by a combination of factors namely social factors, cultural factors, economic factors and policy factors. Therefore, findings indicate that dropout from schools is a result of influence by multiple factors which are specific to individual contexts among students.

To this end dropout is seen as a process rather than an event, with individual stories being difficult to replicate. The study indicates that education levels of parents can influence schooling retention. Also poverty can influence dropout, this appears to influence both schooling demand (e.g. inability to pay school fees and other costs, pressure on children to work/free others to work, lower health indicators) and school supply (e.g. schools serving poorer communities often have lower quality indicators, with teachers less likely to want to work there, fewer resources, fewer schools). Therefore, purposeful measures need to be taken to solve these challenges originating from cultural, social and economic factors causing school dropout in the area for improvement of the wellbeing of students and the society at large.

5.5 Recommendations

On the basis of the findings and conclusions from the study, the following recommendations were made:

From the finding indicating that education level of parents matters a lot with regards to the issue of students dropping out from secondary schools in Tunduma area of Mbozi District (Momba District), it is recommended that ward leaders in collaboration with schools administrations, District and Regional education officers should collaborate to carry on district wide campaign to educate parents on high

social economic negative effects of dropout of their children, and how parents can collaborate with these Government leaders, polices and courts magistrates to reduce the problem of dropout among their secondary school students studying at secondary schools in Tunduma Town of Mbozi District (Momba District) of Mbeya Region. Some of the causes of dropouts are surfacing at school level. The school should also play its part to make sure that the levels of dropouts are kept low.

The school should always make parents aware of the importance of sending their children to school. This could be done through organizing meetings and discussion with parents. Another recommendation covers the distance from schools contributing to dropout of students because most students live in poor family and they cannot afford to buy bicycle or motorcycle for transport. In some areas also there are no community bus (Daladala) transport which could have also reduced the problem of long distance from schools experienced by students.

Thus it is recommended that parents need to save money and buy bicycles for their children to reduce the long distance they are traveling to / from the school. Also where possible hostels should be built in schools to enable students from distant areas live in schools. Another challenge is on the nature of unfriendliness of secondary school students' residence because of temptations leading to increase in dropout of secondary school students in Tunduma area of Mbozi District of Mbeya Region.

For this it is recommended that there should be an intimate relationship between school and community, for instance by involving the community in school activities,

setting more consultation and prize-giving days would help to achieve this. School authorities, through guidance and counseling programs, should consistently remind children about the dangers of dropping out of school.

Furthermore findings indicate that the sex with dropout at higher rate in Tunduma secondary Schools is Girls (females). This is because the female secondary school students engage in premarital sex and result in unwanted pregnancy. Therefore we recommend that health officials, parents, school administrations and officials from District and Region education offices should collaborate to spread basic reproductive health education among girls.

5.6 Areas for Further Research

The study covered only one town in Mbozi District (Momba District) in Mbeya region, the study was conducted in a local level; therefore there is a need to conduct a research at the national level to find more issues related to the s dropout of secondary schools students in Tanzania secondary schools in both rural and urban areas respective.

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APPENDICES

Appendix I: Questionnaires for Students

This questionnaire is brought to you so as to get data/information concerning secondary school, students' dropout in Tunduma Town. I need your cooperation because influence it is going to be useful to the community and national development. All information you are going to give me will be confidential.

Please tick one response

1. Are you a male or female?

- (i) Male
- (ii) Female

2. What is your age group?

- (i) 12 – 15 years
- (ii) 16 – 19 years
- (iii) 20 – 23 years
- (iv) Above 23 years.

3. In which class are you?

- (i) Form I
- (ii) Form II
- (iii) Form III
- (iv) Form IV
- (v) Form V
- (vi) Form VI

4. Are both of your parents still alive?
 - (i) Yes
 - (ii) NO
5. Are you an orphan?
 - (i) No
 - (ii) Yes
6. It is true that low education level of Parents is the main influences of secondary school students dropout?
 - (i) Yes
 - (ii) No
7. What is the level of education of your parents
 - (i) Primary level
 - (ii) Secondary level
 - (iii) Above Secondary level
8. Do you agree that most students dropping from schools are those whose parents have low level of education?
 - (i) Agree
 - (ii) Not Agree
9. Do most students drop from school end up with good life in their future?
 - (i) Yes
 - (ii) No

10. What is the main source of income to your family
 - (i) Farming
 - (ii) Business
 - (iii) Salary

11. Do you get financial support from your parents for your studies?
 - (i) Yes for 100%
 - (ii) Sometimes
 - (iii) Not at all

12. Do you agree that most students dropping from schools come from poor families and not the rich one
 - (i) Agree
 - (ii) Not Agree

13. Do you agree that the nature of secondary school students' residence is one of the influences of dropout in your school?
 - (i) Yes
 - (ii) No

14. How often do you attend school in a week?
 - (i) All days
 - (ii) Four days
 - (iii) Three days
 - (iv) Less than three days

15. In your school between girls and boys who have a high rate of dropout?
- (i) Girls
 - (ii) Boys
16. Do you think that the students who dropout from schools remain at home or go same where else?
- (i) Remain at home
 - (ii) Go same where else
17. Which group between boys and girls has high rate of dropout be influence of parents low level of education?
- (i) Boys
 - (ii) Girls
18. Which class is more affected by dropout due to parents low level of education?
- (i) Form 1-2
 - (ii) Form 3-4
 - (iii) Form 5-6

Appendix II: Questionnaires for Teachers

This questionnaire is brought to you so as to get data/information concerning secondary school, students' dropout in Tunduma Town. I need your cooperation because influence it is going to be useful for the community and national development. All information you are going to give me will be confidential.

Please tick one response

1. Are you a male or female?
 - (i) Male
 - (ii) Female

2. What is your age group?
 - (i) 20 – 24 years
 - (ii) 25 – 29 years
 - (iii) 30 – 34 years
 - (iv) 35 – 39 years
 - (v) 40 – 44 years
 - (vi) above 44 years

3. Is true that parent's low level of education is one of the influences of dropout in your school?
 - (i) Yes
 - (ii) No

4. Do most students get education advice from their parents?
 - (i) Yes
 - (ii) No

5. Which class in your school is more affected by dropout due to parents' low level of education?
 - (i) Form 1-2
 - (ii) Form 3-4
 - (iii) Form 5-6

6. Do you agree that family low level of income is one of the influences of dropout in your school?
 - (i) Yes
 - (ii) No

7. Do most students dropping from school due to poor financial support from their families?
 - (i) Yes
 - (ii) No

8. Who are more dropping from school between girls and boys?
 - (i) Girls
 - (ii) Boys
 - (iii) Equally dropping out

9. Do most students dropping from school remain at home?
- (i) Yes
 - (ii) No
10. Is it true that the problem of secondary school student's dropout is greater in Tunduma Town than other areas of the district?
- (i) Yes
 - (ii) No
11. Do you think that the nature of students' residence has an influence on secondary school students dropout?
- (i) Yes
 - (ii) No
12. Is it true that the nature of students residence is the main influences of secondary school students dropout?
- (i) Yes
 - (ii) No
13. Do some parents in Tunduma Town involve their children who drop from school in business than sending them back to school?
- (i) Yes
 - (ii) No

**Appendix III: A Questionnaire For Parents - This will be Translated into
Kiswahili**

This questionnaire is brought to you so as to get data/information concerning secondary school, students' dropout in Tunduma Town. I need your cooperation be influence it is going to be useful for the community and national development. All information you are going to give me will be confidential.

Please tick one response

1. Are you a male or female?

(i) Male

(ii) Female

2. What is your age group?

(i) 26 – 30 years

(ii) 31 – 35 years

(iii) 36 – 40 years

(iv) 41 – 45 years

(v) Above 45 years

3. Is your spouse still alive?

(i) Yes

(ii) No

4. In which class is your children?
 - (i) Form I
 - (ii) Form II
 - (iii) Form III
 - (iv) Form IV
 - (v) Form V
 - (vi) Form VI

5. How many children do you have in your family?
 - (i) 1 – 2
 - (ii) 3 – 4
 - (iii) 5 – 6
 - (iv) More than 6

6. What is level of your education?
 - (i) Primary education
 - (ii) Secondary education
 - (iii) above secondary education

7. Is it true that parents low level of education is one of the influence of secondary school students dropout?
 - (i) Yes
 - (ii) No

8. What is the main source of income to your family?
 - (i) Farming
 - (ii) Business
 - (iii) Salary

9. Is it true that parents low income is one of the influence of secondary school students dropout?
 - (i) True
 - (ii) Not true

10. Do you agree that most of students dropping from schools are come from poor families, not from rich ones?
 - (i) Yes
 - (ii) No

11. Is your income enough to support your child in his/her school requirements?
 - (i) Yes
 - (ii) No

12. Is it true that the nature of students residence influence the secondary school students dropout?
 - (i) Yes
 - (ii) No

13. From your experience which group between girls and boys have a high rate of school dropout?
- (i) Girls
 - (ii) Boys
 - (iii) Equal rates
14. What measures you will take if your child show some signs of dropping from school?
- (i) Take him /her back to school
 - (ii) Involve him/her in other activities.
 - (iii) Nothing to do

Appendix IV: A Questionnaire For Education Officers

This questionnaire is brought to you so as to get data/information concerning secondary school, students' dropout in Tunduma Town. I need your cooperation be influence it is going to be useful for the community and national development. All information you are going to give me will be confidential.

Please tick one response

1. Are you a male or female?
 - (i) Male
 - (ii) Female

2. What is your title
 - (i) Education officer
 - (ii) Education stakeholder

3. What is your age group?
 - (i) 26 – 30 years
 - (ii) 31 – 35 years
 - (iii) 36 – 40 years
 - (iv) 41 – 44 years
 - (v) Above 44 years

4. For how long have you been in this office/place?
 - (i) Few months to one year
 - (ii) Two years to three years

(iii) More than three years

5. Do you always visit secondary schools in this district?

(i) Yes

(ii) No

6. Is true that parents low level of education is one of the influences of secondary school dropout?

(i) True

(ii) Not true

7. Do most of the parents of Tunduma Town have low income than parents of students in secondary schools in other areas?

(i) Yes

(ii) No

8. Is it true that students coming from poor families are more likely to drop from school than those from rich families?

(i) True

(ii) Not true

9. Do students coming from poor families report in your office to ask assistance?

(i) Yes

(ii) No

10. In Tunduma Town which group between boys and girls have high drop rate?
 - (i) Boys
 - (ii) Girls
11. Do you think that the nature of students' residence is one of the influences of secondary school students dropout?
 - (i) Yes
 - (ii) No
12. Do secondary school Heads in Tunduma Town usually report on the problem of students dropout in their schools?
 - (i) Yes
 - (ii) No