

**DROPPING OUT AND GIRLS' EDUCATION: WHAT ARE THE FACTORS  
TO DROPOUT? A CASE OF MASUMBWE DIVISION IN MBOGWE  
DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT FOR THE  
MASTERS OF EDUCATION ADMINISTRATION, PLANNING AND  
POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA**



**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for examination by the Open University of Tanzania a dissertation entitled: Dropping out and girls' education: What are the factors to dropout? A case of Masumbwe Division in Mbogwe district, Tanzania in partial fulfillment of the requirements for the Degree of Masters of Education in Administration, Planning and Policy Studies (M.ED.APPS) of the Open University of Tanzania

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Date

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## **DECLARATION**

I, Jakob Philipo Komba do hereby declare that this dissertation is my own work and that it has not been presented to any other University for similar or any other degree award.

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Signature

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Date

## **DEDICATION**

This work is dedicated to my wife Yustina I Mapunda my sons Allan Komba and Jonathan Komba and my daughters Happiness Komba and Beatrice Komba; also to my lonely and beloved mother Sophia Ngonyani.

## ACKNOWLEDGEMENT

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## **ABSTRACT**

Female students face challenges in the schooling process such as lack of school fees, early pregnancies and distances from home to school, which lead to drop out from school. The study therefore sought to establish the factors leading to drop out among female students in Masumbwe division, Mbogwe District. The objectives of the study were: To determine the school based factors that lead to drop out of female students in secondary schools, disclose socio cultural factors that lead to drop out of female students in secondary schools and to explain students' personal factors that lead to drop out from secondary schools. The study employed descriptive survey research design. Stratified random sampling was used to select the mixed day schools. A sample of 40 form four students, 32 teachers, 4 heads of schools and one District Education Officer were the respondents of this study. The study employed questionnaires, interview schedule and school documents as instruments for data collection. The validity of the questionnaires was enhanced through pilot study in two schools outside division. The data was then analyzed using frequency distribution tables and percentages, for all items. The study findings were that students dropped out of secondary school due to: pregnancy, lack of school fees, and distance from the school to home. The form 2 class registered the highest number of drop outs. The conclusion from the findings is that female dropping outs from school is a reality. The study recommends community sensitization on the importance of girl child education, building of hostels for girls, provision of bursaries and proper monitoring of schools by all education stakeholders. The implementation of the



recommendations by all stakeholders will enhance retention and smooth transition of female students in secondary school.

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## LIST OF ABBREVIATIONS

AGI	Allan Guttamacher Institute
DAS	District Administrative Secretary
DEOSLO	District Education Officer for Statistics and Logistics
EFA	Education for All
FAWE	Forum for African Woman Educationalist
FMRWG	Forum on Marriage and the Rights of Women and Girls
Got	Government of Tanzania
HoS	Head of School
MoEVT	Ministry of Education and Vocational Training
NCESA	National Center for Education States of America
SEDP	Secondary Education Development Programme
UDSM	University of Dare Salaam
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania

## **CHAPTER ONE**

### **INTRODUCTION AND OVERVIEW OF THE STUDY**

#### **1.1 Introduction**

This chapter aims to provide highlights to the reader the main problem of the research. The chapter begins by providing the background information for the study and the statement of the problem. It presents the research objectives, research questions, and the significance of the study. Moreover, it involves delimitation and limitation of the study. Also there are some definitions of key concepts as they have used in this study.

#### **1.2 Background to the Problem**

Students' dropout, from school is a great concern for any government or society. Despite many policies and strategies developed to enhance a smooth transition rate in schools there are still some students who withdraw from school before graduating. The Universal Declaration of Human Rights, Article 26, for instance states categorically that everyone has the right to education (UNESCO, 1998). To achieve this, the Tanzania government laid down policies and allocated money in the National budget to provision of education to her people (MoEVT, 2008).

In other hand school girls' dropout is an international crisis that affects the socio-economic welfare of countries, societies and families at large. According to



Ramirez and Carpenter (2008), dropout refers to a situation of a student to discontinue school before graduation with no intention of returning. Chivore (1986) comments that a dropout is a pupil who ceases to attend school either temporarily or permanently, before completing the given educational cycle. All these explanations emphasize the fact that a pupil leaves school before completing a given educational cycle.

Ramirez and Carpenter (2008) have found out reasons for dropping out of school by categorizing them into four issues based on family background, society, school and student. In their study in Botswana on school dropouts, they cited homes with single parents, home poor environments, and homes with many siblings, homes with a history of dropouts, home environments where substance abuse and physical violence are common and exposure to wider culture to pupils' dropout as rendering school a low importance to the pupil. Any of these factors or a combination of them can contribute to girls leaving school.

Within the developing countries, the problem is more acute in the rural areas, and Tanzania is among the victim (URT, 2009). Dropout has emerged as a major threat to achieving Education for All (EFA) goals (Ngodu, 2009). Ngodu adds that dropout threatens the very fabric education in terms of (Inputs/Outputs) of its structure, organization and provision. The Government of Tanzania (GoT) embarked on a countrywide Programme (Secondary Education Development Programme–SEDP (2005-2011) to ensure that every eligible child gets access and the best quality

education. But the dropout mainly to girls expels some students who are the targeted group of the SEDP. Despite the government policy of providing education without discrimination, the participation of girls at all levels of education has traditionally been low compared to male students (Ngodu, 2009). Ngodu adds that the problem is not only their low participation in the educational program but females' perform very lowly in education. One scholarly study proves that 'School dropout and repetition rates are higher among girls than boys' (Selassie, 1995). Selassie traces that one of the most well-known violations of children's rights is not providing education to child.

Ngodu (2009) analyses some of the factors leading to dropout. He states that there are truancy, lack of school needs, early-marriage, parents/guardian illness, pregnancy and death, also distance from the school to homes. The study therefore seeks to investigate the factors leading to drop out among female students in secondary schools in Masumbwe Division of Mbogwe district.

### **1.3 Statement of the Problem**

Drop out in education is a big loss to individuals and societies in Tanzania. The government has attempted to enhance the participation and access in education in Tanzania. However, drop out across gender has continued to persist and especially the female gender. Previous studies for instance UDSM (2000), and Rajani,(2001) point out to low transition rates, low enrolment rates, high drop-out and repetition rates .Masumbwe Division like many other divisions of Tanzania has been

experiencing dropout of female students in secondary schools. However, the causes of female students drop out from secondary school in Masumbwe division have not been investigated. Drop out of female students from secondary school is therefore an issue centered in this study.

#### **1.4 Objectives of the Study**

This study investigates issues of accessibility in secondary schools in Tanzania basing on factors for girls' dropout with a view to making recommendations in terms of what to do as options and actions required at secondary level of education in order to save girls education.

##### **1.4.1 Specific Objectives**

The objectives of the study were:

- i. To investigate school based factors that lead to drop out of female students in secondary schools
- ii. To find out the socio cultural factors that lead to drop out of female students in secondary schools.
- iii. To analyse students' personal factors that lead to drop out from secondary schools.
- iv. To propose possible ways of enhancing retention of female students in Tanzanian rural schools.

#### **1.5 Research Questions**

- i. What are the school based factors that lead to female students drop out in secondary schools?
- ii. What socio cultural factors lead to female students drop out of secondary school in Masumbwe division?
- iii. What personal factors lead to female students drop out from secondary school?
- iv. What are the possible ways of reducing girls' dropout and enhancing retention of female students in secondary schools?

### **1.6 Justification of the Research**

Studying of this topic will be fruitful to many educational leaders, students and parents/guardians who have direct or indirect inputs to the educational system, those from the national level, regional and district level, and thus these people can be sensitized with, since the ultimate of this study will disclose the influential factors for girls dropout to girls education and the societies. The parents and teachers would use the research findings in counseling and supporting the female students towards completing their education and underlying the benefits of graduating in all levels of education. Finally, the study would form a basis for further research and the data be used other researches.

### **1.7 Assumptions of the Study**

The following were assumptions of the study:

- i. All respondents would give honest responses.

- ii. That all respondents are capable of identifying the factors leading to drop out among female students in secondary school because they are familiar with the problem.
- iii. Reducing dropout rate among female students would improve retention and ensure smooth transition in secondary school.

### **1.8 Delimitation of the Study**

The present study was limited in its scope of investigation for two basic reasons. Firstly, it mainly focused on the factors on girls' dropout along the four selected schools. Secondly, the researcher engages in suggesting measures to reduce dropout to girls' education. It bases in the rural settings/ areas due to the fact that girls in rural areas are more victim to education. The study focused on Masumbwe division among four divisions of Mbogwe district because the Masumbwe division is pastoralistic and agriculturalist like the other four divisions that the researcher will not engage and therefore they have the same economic, social and cultural conditions of their local communities. Public secondary schools students, teachers and head of schools will participate in the study because public schools have similar set up guided by policies from the Ministry of Education and Vocational Training (MOEVT).

### **1.9 Limitation of the Study**

Given financial and time constraints, the analysis will be based on field data gathered from purposive selected secondary schools in Masumbwe division. The results, it is hoped, would reflect the situation in other schools in Tanzania.

### **iii.4 Definitions of Key Terms**

The following key terms have been presented there in order that reader to acquire the intended concepts along this work.

**Drop out** - Early withdrawal of students from school without completing the required secondary school years and the concerned students do not enroll back to school again.

**Dropout rates** - The percentage of students who withdraws from school eminently before completing the secondary school cycle against those who are enrolled in form one.

**Gender** – Social and cultural distinctions between men and women. The distinctions refer to roles, relations and identities that people associate with sex. Those associated with females are called feminine and those associated with males are called masculine.

**Gender Equity** – Refers to equal treatment of women and men boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.

**Parental involvement** – This refers to active participation of parents in matters pertaining to education of their children like checking their books, provision of basic learning materials and equipment and payment of school fees promptly.

**Sexual harassment** – Unwelcome acts of sexual nature that cause discomfort to the targeted persons. These include words, persistent requests for sexual favors, gestures, touch, suggestions, coerced sexual intercourse.

**Transfer** - This refers to students moving out of the school to another in favour of another one due to personal reasons.

**Transition** – This is changing from one state to another. It means the students who are enrolled in school in form one are able to go through the next season.

### **1.11 Organization of the Study**

The study has been made up of five chapters. Chapter one covers introduction and the overview of the study, chapter two covers some empirical findings to girls' dropout, theoretical frame work and the conceptual framework while chapter three has included research design, research population, research instruments and analysis of the data, chapter four has covered analysis of research findings and the discussion and lastly there is conclusion of the findings, future research and suggestion/way-out to enhance girls' retention in rural secondary schools.

## **CHAPTER TWO**

### **REVIEW OF RELATED RETERATURE**

#### **2.1 Introduction**

This chapter deals with the theoretical framework, conceptual framework and review of literature of the studies that have been done on the factors leading to drop out among female students from school in formal education systems. On the reviewed literature, the chapter provides with personal factors, socio cultural factors and school based factors for girls' students dropping out from school, also there are general themes from the reviewed literature and the knowledge gap.

#### **2.2 Theoretical Framework**

Theoretical framework that is used in this study will be based on theories such as liberal feminism and radical feminism. The liberal feminism bases their theory on the basis about natural justice, human right and free choices. They emphasize on equal opportunities in access in education and employment. Moreover they support affirmative actions as a strategy for woman and girls in schools, family and employment (Fatuma and Sifuna, 2006). Radical feminism focuses on dismantling the foundation upon which patriarchal structures are anchored. They challenge the oppressive structures by men to women on gender. Because of this believe, the theory argues that women are oppressed by men because they have power over them



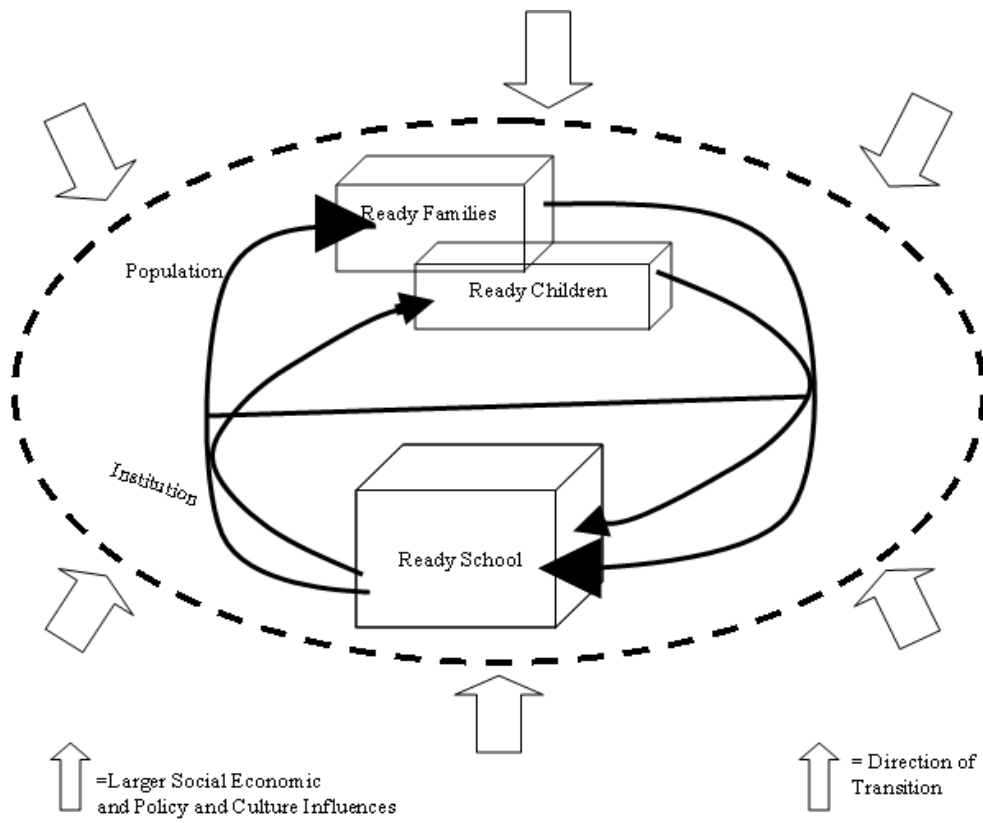
sexually and materially. Changing the situation of women means contesting and eventually breaking this power (Fatuma and Sifuna, 2006).

However in this context according to liberal feminism boys and girls should be given equal opportunities in education both at home and in school/classroom. Girls should not be discriminated and forced into early marriages, household chores and allowed to choose the subjects of their study depending on their capability (Wrigley, 1995). This will enhance access, retention and completion rates. The radical feminism factors are similar to liberal feminism in that from the review literature there are cited incidences of oppressive actions. These actions include sexual harassment, unwanted pregnancies, deprivation of material and financial support. This is proved by sociologists Heaton and Lawson (1996) who argue that the 'hidden' curriculum is a major source of gender socialisation within schools. They believe that schools seemed to show or have: text books with modern family culture and where children are taught from an early age that males are dominant within the family; Various subjects are aimed at a certain gender group, for example food technology would be aimed at females, leading on to the typical role of females doing housework and cooking; sports in schools are very much male and female dominated within the education system, with boys playing rugby and cricket while girls play netball and rounder's. It could be seen that the majority of teachers are females, but that the senior management positions are mainly male-dominated, although this is not the case in some schools.

There are incidences of fathers who prefer to educate boys than girls as girls are seen as being educated for somebody else benefit. Boys are viewed as pillars of the patriarchal society (FAWE, 2004). It is therefore better to adopt the liberal feminism and the radical feminism theories because the both theories advocate for fair treatment of both girls and boys. Girls should not drop out of school due to pregnancy leaving the male counterparts unpunished. Moreover, girls' education should not be sacrificed in favour of boys. They should be given equal opportunities in access and participation in education. Thus the need to utilize the theories as the study seeks to establish the factors leading to drop out among female students in secondary schools in Masumbwe Division.

### **2.3 Conceptual Framework**

This study will adapt a School Readiness Model developed by UNICEF (2012). The Model intends to show the deliberate efforts of the systems (inter-sectorial) and the individuals in attempting to smooth transition and retention of girls in secondary school education. It shows the responsibility of every individual. School readiness is defined by two characteristic features on three dimensions. The characteristic features are 'transition' and 'gaining competencies', and the dimensions are children's readiness for school, schools' readiness for children, and families' and communities' readiness for school.



## **Figure 2.1 Conceptual Framework for Building Capacity for Transition to school**

Source: Modified from UNICEF (2012)

### **2.3.1 Description on relationship of School Readiness Model**

The three dimension of school readiness are:

1. Ready children, focusing on children's learning and development, the way a child is nurtured academically from the very beginning of their studies, issues of age of entrance and health
2. Ready schools, focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children,
3. Ready families, focusing on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school.

All the three dimensions are important and must work in chain, because school readiness is a time of transition that requires the interface between individuals, families and systems.

### **2.3.2 Children readiness**

Children's readiness for school in this section refers to all children, especially the vulnerable and disadvantaged, including girls, children with disabilities, ethnic

minorities and those living in rural areas. That is to say how children are supported for future learning progress and make them be in school.

### **2.3.3 Schools' readiness for children**

The second component of the school readiness paradigm is schools' readiness for children, also known as 'ready schools'. Schools' readiness for children is defined in terms of the aspects of the school environment that support a smooth transition for children (and their families) into secondary learning for all children (Pianta and Kraft-Sayre, 2003). This is to say how school systems (policies) and its facilities influence better and conducive learning environment.

### **2.3.4 Families' readiness for school**

The third dimension of the school readiness paradigm is families' readiness for school. Prior to entering school, the family is the most important context for development. The family, as an institution, has been broadly defined as a co-residing social unit. With reference to school readiness, family is understood as those members who co-reside with the young children, including biological and non-biological caregivers, siblings and extended family members. In understanding the issues of families' readiness for school, the most studied factors have been parenting practices, attitudes and knowledge, which are summarized below. Supportive parenting and stimulating home environments have been shown to be among the strongest predictors of school performance and retention during primary school and beyond. (Bradley & Corwyn, 2005).

## **2.4 Review of Related Literature**

### **2.4.1 Personal factors leading to students dropout from school**

The student personal attributes can lead to dropout from school. The attribute include student's characteristics, academic achievement and early pregnancies. For case of student's characteristics have different effects on various students. Once students are enrolled in school they interact and form peer groups. Wrigley (1995) observed that there is a simple relation between education and gender equality. Schools act as a site of pervasive gender socialization. This sometimes outgrowth students to think beyond the ideological limits laid on them. Wanyoike (2003) agrees with Wrigley (1995) and points out that the students peer groups if not monitored can lead to problem like engage in drugs and substance abuse, early sex leading to early pregnancies and then get to dangerous diseases like HIV and AIDS. This leads to students dropping out of school.

On academic achievements, research has shown that early school leaving at the secondary level is the outcome of a long process of disengagement of children with measurable indicators that exist in the early grades (Alexander 1997; Barclay & Doll, 2001). These studies found that early academic achievement and engagement like regular attendance, misbehavior in elementary and middle school, predicted withdrawal from high school. Other scholarly work prove the academic achievements against dropout, evidence from those like Bergin and Bergin (2009) demonstrate that students who develop positive relationships with teachers achieve stronger academic

outcomes. The better the relationship between a teacher and student, the better academically a student will perform. But it is more than that as research tells us that students need to feel connected to school (Finn, 1993). Students who feel connected to school, and feel cared for by people at school, are happier (Steinberg, 1996) healthier as well as being students who achieve better academic outcomes (Barclay and Doll, 2001). Therefore, the key ingredients of student engagement include student participation, identification with school or social bonding and academic performance (Finn, 1993). Some studies indicate that absenteeism from school and student disciplines are also strong predictors of dropping out, especially at the secondary level of education (Bachman *et al* (1971). Rumberger (2011) argue that girls' dropout is caused by behavioral engagement, such as attendance/absenteeism, disciplinary issues, involvement in school-related activities.

Rumberger (2011) agrees with Alexander (1997) and Barclay (2001) in cognitive engagement, such as investment and motivation in learning. Rumberger reveals that emotional engagement, such as feelings about being in school, relationships with teachers, peers, learning can greatly cause dropout. These studies support the idea that dropping out sometimes is influenced by students themselves because of peer groups and low engagement to school in academic.

On early pregnancies, National Woman Law Centre [NWLC] in North Carolina-USA (2013) traces that pregnancy and parenting responsibilities have a significant impact on girls' ability to stay in school. In fact, girls report leaving school, during as well as

following their pregnancies, at alarming rates. The NWLC align with Shuger (2012) for dropout that pregnant and parenting students have reported comparable findings. For example Shuger's study found that pregnant and parenting young women in New York City foster care system revealed that 44% left school during their pregnancies.

## **2.5 Socio-Cultural Factors Leading to Students Drop Out from School**

Social cultural factors leading female drop out from secondary will be viewed under family economic status, family set up and beliefs, and family back-ground:

### **2.5.1 Family economic status**

According to Nkinyangi (1980), girls tend to be victims of drop out as opposed to boys in families with low socio-economic status. For instance, in a situation where parents cannot pay fees for both boys and girls, the latter is obvious a sacrifice. Boys are allowed to proceed while girl's dropout of school. UNESCO (2010) observed on Education For All (EFA) global monitoring in Kenya shows that economic problem turn between 2003 and 2008, as well as drought, results into high food prices forcing many poor households to cut on schools. A research study carried out by Wanjiru (2007) in Mombasa on factors contributing to school drop out in public secondary schools revealed that 52.4% respondents valued boy's education better than that of girls. Families which cannot easily afford to send both sons and daughters to school count that financial returns on the expenditure for girl's education are a good deal smaller than those of boys. The argument being that girls will eventually leave their



parents on getting married, therefore their education is seen as a financial asset to the in-laws rather than blood relatives (UNESCO, 2002).

Brown (1980) indicates that some children are withdrawn by parents in rural areas to assist in household chores like baby-sitting younger children, accompanying parents to hospital or public gatherings, collect firewood and water, caring for the sick relatives among others. The Allan Guttamacher Institute [AGI] (1998) adds that all children from poorer households are less likely to go to school; however, this is more so for girls than boys. This gender gap in educational enrolment is also more pronounced in rural communities.

### **2.5.2 Family setup and beliefs**

On the other side, girls are not even allowed to go to school at all, because an education is perceived as unnecessary for becoming wives and mothers (FMRWG, 2000). Some parents even fear that formal education of girls will increase their bride price (FMRWG, 2000) and so be a valueless to a required husband. Chege and Sifuna (2006) observe that parents tend to discourage their daughters to acquire too much education for fear that they would have difficulties in finding educated husbands or being good wives. In such cases, the cultural beliefs of the households influence their attitudes and practices in relation to girl child education. Chege and Sifuna (2006) have shown that culture favors education for the boys as opposed to that of the girls; therefore boys received more parental support than girls did. The survey done by National Center for Education Statistics [NCES] in Philadelphia, USA

(2014) found that roughly four times the number of female to male students indicated that dropped out of school because they became a parent (25% vs. 6.2%, respectively). World Bank (1996) acknowledges that in developing countries including Africa, there are socio-cultural norms which permeate the school's functioning. The empirical findings of The World Bank is supported by the work of Kapakasa (1992) on determinants of girls participation and persistence in school, found that initiation ceremonies contributed significantly to school dropout as parents demonstrated willingness to pay more for initiation ceremonies of their daughters than for regular schooling. This implied that those parents valued initiation ceremonies more than their daughters' education.

### **2.5.3 Family background**

National Woman Law Center [NWLC] (2013) traces that the family institution appears to be very formative for a developing child. As such, there is the relationship between family background and dropout rates. NWLC adds by stating that poor family socialization includes low parental expectations and a parent's lack of education is the social factors for dropping out from schools. In addition, empirical studies have found that students, whose parents monitor and regulate their activities, provide emotional support, encourage independent decision-making and are generally more involved in their schooling, are less likely to drop out of school (Astone and McLanahan, 1991). According to Ashraf and Popola in Kinango district, Kenya (2010), dropout constitutes as low as two percent in the households with a graduate, four percent in those with a matriculate and nine percent in those with primary school

education as the highest education in the family. Those with lower educational levels or illiterate have 10 percent of their children as dropout from schools. There was a lower percentage of dropouts of girls from homes where parents and other members have high level of education. This was because they are aware and active of their influence over their children's academic performance in schools.

## **2.6 School Based Factors Leading to Students Dropping out from School**

The school based factors on the causes of female students dropping out from secondary school will be looked at, in two aspects. These are distance from school and the learning environment.

### **2.6.1 Distance from the school to home**

Research points to distance to school being an important determinant of educational access. Juneja (2001) observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel, especially young girls.

This is also true in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough, Rose & Tembon, 2000; Nekatibeb, 2002). Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, according to Ainsworth (2005), the likelihood of children attending secondary school decreases the greater the distance to the nearest secondary school. Apprehension parents have for the sexual safety of their daughters.

The problem of distance from school also has implications for the motivation of girls to stay in school. In Guinea, studies show that close proximity to schools had a positive motivating impact on girls; participation in schools while in Mali, most girls stated that living far away from school and having to walk discourages them. Similarly, research by Ainsworth (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer. Mirsky (2003) estimated that weariness from long journey to and from school and often on an empty stomach makes school going an unpleasant routine for the poor children leading to their dropping out of school.

Illness and lack of medical care may also lead to dropout after being sick for a long time leading to frequent absenteeism followed by poor performance in academic (UN, 2000). In rural districts, there are no roads and vehicles hence children have to walk for long distances through difficult terrain and dangerous environment which consequently affects their academic performance (Kimitei, 2010).

### **2.6.2 Learning environment**

According to Nekatibeb (2002), learning environments have been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Nekatibeb comments that in many countries, teachers are poorly paid than other sectors or are not paid in good time. The results are teacher absenteeism, lack of motivation or attrition where schools and teachers are forced to

search for alternative incomes from parents or to use student labour. This situation has a negative impact on girls' education, because it discourages parents from sending girls to school or shortens the time spent on teaching and learning.

According to Lizettee (2000), the sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affects both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls. All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school or if they are in a poor state of repair, then many children would rather not attend school than use the alternatives (Ngales, 2005). In particular girls who are old enough to menstruate need to have adequate facilities at school and normally separate from those of boys. If they don't, they may miss school that week and find it hard to catch up, which makes them more likely to drop out of school altogether (Lizettee, 2000).

Liu (2004) identifies teachers' use of verbal abuse as an issue that might lead to absenteeism and dropouts. Hunt (2007) claims that bullying and physical violence emanates from both teachers and students. Also in some cases, sexual abuse is involved (Pridmore, 2007). Hunt (2007) also found that corporal punishment is frequently used in several countries, even though it is illegal, which might result in dropouts.

## **2.7 Major Relevant Themes in the Reviewed Literature**

The major findings from reviewed literature reveal that, various countries across the world have addressed the issues related to girls' education and dropping out problem in education system such as unsupportive school environments to girls, weaknesses in socio economic, early pregnancy, family background with little education and little supports provided to girl students.

## **3.5 Summary and Knowledge Gap**

The sections above have provided a review of literature related to dropout and its contexts. Generally, the review shows that there is a close link between community norms, traditions and believe, family status and the individual characteristics to the dropout. For the case of Tanzania there is an array of research literature and government efforts aimed at combating against dropout in general. Most of the research literatures recommend some ways that can help to an end or retain and enhance girls to studies, which the Tanzanian government has been silent to-date. For stance the following comments highlights the existence gape prevailing on Tanzania in addressing the problem. As Raj *et al* (2013) comments that there is the existence of intersect oral disagreements over the line of responsibility and action, and highlights the need for a more collaborative and cohesive approach in addressing problems as girls' dropout issues in Tanzania.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter adopted with the descriptions of methods that will be used to carry out the study. The subsections include research design, target population, study location, sampling procedures and sample size, research instrumentation, data analysis and research ethical considerations.

#### **3.2 Research Design**

Aczel (1995) defines research design as a framework or planner skeleton directed towards obtaining answer to research questions. The study adopted the descriptive survey research design to study the factors leading to drop out among female students in secondary schools. According to Lovell and Lawson (1971) descriptive research is concerned with conditions that already exist, practices that are held, processes that are ongoing and trends that are developing . Descriptive survey research design is most appropriate when the purpose of study is to create a detailed description of an issue (Mugenda & Mugenda, 1999). The study of factors leading to female students drop out from school is practices, and conditions that already exist, making the design appropriate for the study.

#### **3.3 Location of the Study**

According to Aczel (1995), the location of the study means the place where the research could be carried out. Thus the establishment of the research site and the selection of the target area for study will base on the nature and geographical situation. However in picking the sample schools, consideration will be given to the representation of the rural schools.

Mbogwe district has been chosen because of the prevalence of girls' dropout and the language familiarization of the researcher in the area. Thirdly, the study focuses on the rural life-orientation where females seem to be neglected to education fruits.

### **3.4 Research Approach**

This study used quantitative research approach. The descriptive research approach are procedures in quantitative research in which questionnaires are administered to a small group of people (sample) to identify trends in attitude, opinions, behaviors, or characteristics of a large group of people called population (Creswell,2005). Quantitative approach was employed to collect data from the heads of schools, teachers and students to be drowned from questionnaires and the documents. Also it will be supported by little elements of qualitative interview data that will be drown from the District Education Statistics and Logistic Officer [DESLO].

### **3.5 Target population and Sample Design**

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. A research population is individuals or objects that known to have similar characteristics.



### **3.5.1 Target population**

The study targeted all day secondary school students around Masumbwe division as respondents for the study. However, it is not easy or economically to reach out them all. Thus, the Students from selected secondary schools namely Masumbwe, Iponya, Nyakasaluma and Lugunga that found in Masumbwe division were representing the population.

The study also has involved few members of education stakeholders; these were the Secondary Teachers, Heads of schools and District Educational officer for Statics and Logistics [DEOSLO] of Mbogwe district. For the case of Masumbwe division it consists of six day schools that only four of them were involved.

### **3.5.2 Sampling Techniques**

Sampling technique is the process of selecting the participants (Creswell, 2005). Creswell adds that, sampling technique is the process of selecting a representative unit from which the researcher can gather data that permits drawing inferences about the nature of the entire population. Sampling techniques are the methods that are used to obtain the study sample. In this study two types of sampling techniques had been used. These were random sampling and purposive sampling.

### **3.5.3 Random sampling technique**

Enon (1995) traces that; random sampling is the sampling technique which provides equal chance to every member in the population to be included in the study. For the

case of this study, random sampling techniques was applied to have total of thirty two teachers and each school had four female teachers and four male teachers making them eight samples of teachers. The total of forty students were involved in regard that each school would have five girl students and five boy students making them ten sampled of students who were chanced to be involved in the research. Those samples that were chanced to pick a card from the tray with Arabic number one, two, and three and so on were the research sample, while those who picked empty Arabic card number were automatically excluded.

#### **3.5.4 Purposive sampling technique**

Enon (1995) defines purposive sampling technique as a type of sampling in which the researcher selects a sample based on certain purposes. The technique is useful where certain sample is taken to be representative of the whole population. Purposive sampling method basically helps to increase utility of feelings of the respondents. For the case of this study the respondents that chosen were Heads of Iponya, Masumbwe, Lugunga and Nyakasaluma secondary schools and the District Education Statistics and Logistics Officer. These schools have been chosen because they have quality to represent other schools and the problem of dropout has victimized at large, while the DESLO was purposely selected because he/she was the one responsible to keep records and very up-to-date of district's statistics of students.

### **3.6 Sampling Frame**

This study used a list from the various categories in the education institution that comprise the following list; the District Education Statistic and Logistic officer, heads of schools, teachers and students. The researcher used this sampling frame because it helped to reduce bias and ensures that the sample selected, truly represents the population from which it was taken.

**Table 3.1 Sample size**

<b>Educational institutions</b>	<b>Participant category</b>	<b>Total</b>
Mbogwe Education district office	District Education Statics and Logistic/(DESLO)	1
Lugunga secondary school	One head of school, eight teachers, and ten students	19
Nyakasaluma secondary school	One head of school, eight teachers, and ten students	19
Masumbwe secondary School	One head of school, eight teachers, and ten students	19
Iponya secondary School	One head of school, eight teachers, and ten students	19
	<b>GRAND TOTAL</b>	<b>77</b>

### 3.7 Research Instruments

Research instruments are tools that are used to enable activity or task to be operated for a certain purpose. For the case of research, instruments are tools used to collect data from the respondents (Jacobson, Pruitt-Chapin and Rugeley, 2009). These can include questionnaires, interviews, observation and documents. For this study, the researcher used questionnaires, interviews and documentary like attendance registries, rosters of form ones and rosters of form four graduates.

#### 3.7.1 Questionnaire

Farrant (1980) defines a questionnaire as the method in research that involves the use of written down items to which the respondents individually respond in writings. The

items can be in a form of statement or questions. Finn and Jacobson (2008) state the advantages and disadvantages of using questionnaires in research. A questionnaire has the following advantages; it reduces evaluator chances of biasness because the same questions are asked to many respondents, some people feel more comfortable in responding to questionnaire than Participating in interviews, Tabulation especially in closed- ended responses is an easier and a more straight/forward process. Many people are more familiar with questionnaires. While the disadvantages of using questionnaires in research are; items may not have the same meaning to all respondents, good survey questions are hard to write and they take considerable time to develop and refine, unable to probe for additional details and questionnaire respondents may not complete answering resulting in low response rates. The questionnaires were distributed to the secondary teachers, form four students and to heads of schools that answered the questionnaires and returned the questionnaires to the researcher. The questionnaire for teachers, heads of schools and for secondary school students are found in appendices 1, 2 and 4 respectively.

### **3.7.2 Interview**

Aczel (1995) describes that an interview is useful instrument as it works as tool or collection of data on education between researcher and respondents leading to self-report. It is an oral or vocal questioning technique that involves conversation that is either structured or unstructured. This involves face to face contacts dialogue as the aim will be to capture feelings and detailed information from the respondents.

Jacobson, Pruitt and Rugeley (2009) have come with advantages and disadvantages of using interviews in research. For them the advantages are: they are useful in gaining insight and context into a topic, it allows respondents to describe what is important to them and it is useful in gathering quotes and stories. The disadvantages of interviews are; susceptible to interviewer's bias, time consuming and expensive compared to other data collection methods and may seem intrusive to respondents. In this study interview were held with the District Education Statistics and Logistic Officer. Analysis in the data from the interview were Subjected to the content analysis as the researcher was writing notes when the study was on progress. The interview for the DESLO is found in appendix three.

### **3.7.3 Documentary review**

Enon (1995) traces that documentary review method involves deriving information by carefully studying written documents. These documents could be textbooks, newspapers, articles, advertisements and pictures and thus documentary reviews can sometimes be regarded as literature reviews (Enon, 1995).

According to Russ-Eft and Preskill (2001), the advantages of using documentary reviews in research are; good source of background information, documents are relatively inexpensive, may bring up issues not noted by other means and it provides "a behind the scenes" look at a program that may not be direct observed while the disadvantages of documentary reviews are; an information may be inapplicable, disorganized, unavailable or outdated, information can be incomplete or inaccurate,

and can be time consuming to collect, review and analyze many documents. Documents like school attendances, rosters of form four graduates and rosters of form one students to be admitted and who were admitted, students in the following categories has been identified as a female student who has dropout and excluded in the school system.

The focus was at;

- i. A girl who is absent without approved excuse or documented transfer and does not return to school by fall of the following school year.
- ii. A girl who completes the school year but fails to reenroll in the following school year.
- iii. The lists or rosters of girl students who were to be enrolled as form one in a year but did not report to school where she was selected.

The researcher was collecting the data from the roster of the girl students who were required to be admitted in a year by calculating the figure of the admitted girls over non-admitted ones, and also lists of girl students real admitted in a year in comparison with those who did not complete studies in the required year. For this case if the number of girl students who were not admitted and the number of girl students who did not complete form four will be classified as the dropouts.

### **3.8 Piloting**

Piloting ensures that research instruments are clearly stated and that they have some meaning to the respondents. A pilot study was done in Siloka Division, Bukombe

District to avoid contamination of results. This was because the schools in Siloka Division have a formal set up as those in Masumbwe Division. Besides, the two Divisions had similar social cultural set up. The schools were selected through stratified random sampling procedure. The two strata included two mixed day school. A total of 12 form four students, 2 secondary teachers, 2 heads of school and 1 District Education for Statistics and Logistic Officer were used for piloting. Pre-testing was done to enable the researcher modify, restructure and eliminate any ambiguous items.

### **3.8.1 Validity and reliability**

Validity is the quality of the procedure or an instrument used in the research must be accurate, correct, true, meaningful and right. Reliability is the degree of consistency demonstrated in a study. Hence in this research different instruments will be employed such as interview, documentary reading and questionnaires in order to increase the validity and reliability of the information. Hape (2005) suggest that, no single instrument is adequate in itself in collecting valid and reliable data.

### **3.9 Analysis of Data Collection**

The quantitative data will be entered into the CSPro program. This recently-developed data processing package has options for entry “verification” by means of an interactive double entry for accuracy purposes. It also allows data entry in a format that can be analyzed using SPSS or other statistical packages. The quantitative data will be analyzed using the percentage in graphs and tables by



ranking from the most to the least. Bogdan and Biklen (1982) say qualitative data involves working with data, organizing it, breaking it down, synthesizing it, searching for patterns discovering what is important and what is to be learned, and deciding what a researcher tells others. Qualitative data will be analyzed through transcription of interview into text and arranging information into relevant themes in order to form theoretical constructs which uses in narration and tabulation.

### **3.10 The Research Ethical Considerations**

According to Neuman (2006) research ethics refers to what is and what is not legitimate to do or what moral procedure it involves. Mugenda and Mugenda (2003) reveal that, research ethics is the branch of philosophy which deals with ones conduct and serves as a guide to

- Ones behaviour. In consideration of the importance of being ethical, the researcher will adhere to the following ethical codes:
- Before the field visit, the researcher was secured a research clearance letter from the Open University of Tanzania which will explain the purpose of the study also letter of approval from the District Education Officer of Mbogwe and District Administrative Secretary
- In the schools, the researcher booked a permission from the heads of institutions before conducting the study for example to teachers and students
- The respondents' consent was granted before the purpose of the study to be made clear to them before data collection process.

- Neither photograph taking nor tape-recording was done without prior informed consent of the informants.
- Neither real name of the informants nor of the institutions was included in the report so as to ensure confidentiality.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Overview**

This chapter is intended in presentation, interpretation of results and discussion of important findings of the research as per data and information obtained from the field, documents and literature obtained in reflection of the research questions asked.

#### **4.2 Social Demographic Characteristics**

The main targeted groups of respondents in the study area were all educational stakeholders in the community from the study area. Characteristics distribution of respondents includes; sex, level of education, occupation of respondent and secondary teacher's experience as under detailed.

##### **4.2.1 Sex of respondents**

A total number of 77 respondents were employed in this study from different schools and educational office around the study area. According to analyzed data, results on sex of respondents show that about 61% of respondents were females as table 4.2 demonstrates, while 39% of respondents were males. This study considered gender issue by involving both sex even though secondary girls were the main target group. This is why results show that majority of respondents were females. Therefore it was expected that secondary girls could have enough information on girls' dropout since

they are the ones who are more affected than boy students. Table 4.2 presents this information

**Table 4.1 Sex of respondents**

	<b>Results</b>	
<b>Sex</b>	<b>Number of respondents (n=77)</b>	<b>Percentage (%)</b>
Female	47	61
Male	30	39
<b>Total</b>	<b>77</b>	<b>100</b>

Source: Field data 2015

#### **4.2.2 Education level of respondents**

Results in table 4.3 below shows that (57%) of respondents were form four holders. These were the students of form four from all sampled secondary schools, other 32% of respondents were diploma holder, these were secondary school teachers, while (11%) of were degree holders who were heads of schools and DESLO. Researcher used different level of education as respondents in order to minimize biasness. Table 4.3 presents this information.

**Table 4.2 Education level of respondents**

	<b>Results</b>	
<b>Level</b>	<b>Number of response (n=100)</b>	<b>Percentage (%)</b>
Secondary school	40	57
Diploma	25	32
Degree	12	11

<b>Total</b>	<b>77</b>	<b>100</b>
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Source: Field data 2015

#### 4.2.3 Occupation of respondents

Respondents in the study area have different occupation. Table 7 shows that (52%) of respondents were secondary students. This is because the most targeted population were the girl students who can sense the problem, hence analyze the issue critically more than other respondents. 48% of respondents were teachers, heads of school and the DESLO. Table 4.4 presents this information.

**Table 4.3 Occupation of respondents**

	<b>Results</b>	
<b>Occupation</b>	<b>Number of response (n=100)</b>	<b>Percentage (%)</b>
Student	40	52
Teacher	32	41
Head of school	4	5
DESLO	1	2
<b>Total</b>	<b>77</b>	<b>100</b>

Source: Field data 2015

#### 4.2.4 Class teachers work experience

An item was included in the class teacher's questionnaire which sought information on work experience. Figure 4.1 presents information on class teachers work experience.

Years

**Figure 4.1: Secondary Teachers Work Experience**

Source; Field data 2015

The study revealed that 30% of secondary teachers as respondent had a work experience of between 1 to 5 years, 15% between 6 to 10 yrs., 45% between 10 to 15 years and 10% had work experience of above 16 years. The study indicated that majority of the respondents had work experience of between 10 to 15 years. Those included ordinary teachers and heads of school. Therefore majority of teachers have more work experience which enable them create and sacrifice more of their time in handling indicators leading to drop out among female students. These teachers can also give thoroughly counseling to the female students.

#### **4.3 Factors Leading to Drop Out of Students in Secondary Schools**

Considerable research has been undertaken to define the characteristics of dropouts and to develop means to save the children “at risk” of dropping out of school. It has been repeatedly observed that low-achievers and students from low socio-economic backgrounds are at much higher risk of dropping out which could be due to many reasons such as inadequate parenting, inability to afford the educational expenditure, distance from school, poor environment for girls, de-motivated teachers, pressures to augment family income, accompanied by a view that schooling has limited economic returns; peers with low aspirations; and too few role models in the community.

For policy makers and local educational stakeholders to develop effective interventions, it is essential to establish which factors are most important for identifying school leavers as dropouts are not a homogenous group but early warning signs can help identify those most at risk and suitable strategies could be grown for

them. However, one of the key problems is that students don't usually dropout for a single reason. Multiple factors are at play and no single risk factor can accurately predict who will dropout. The study categorizes three sets of factors that concern with child related, school based factors and household that primarily contributes to the phenomenon of drop out. At the same time it may be remembered that these reasons do not influence dropout independently but intertwined with each other producing a net effect of dropout. As an illustration one can argue that academic inability to cope with academic objectives and inability to tolerate the expenditure on school costs interact and lead to dropout.

Questions were presented with various items related to; student's characteristics, family economic base, socio beliefs and school based factors in the questionnaires and interview schedule.

The first research question asked by the researcher was; what was the school based factors that lead to female students dropping out of secondary schools? Heads of schools, secondary teachers, students and the DESLO responded to this question.

#### **4.3.1 Students discrimination by teachers**

The study sought to establish whether there were cases of students' discrimination by teachers in school.

The study revealed that none of the respondents reported the girl to be discriminated by teacher or repetition of the students in a class was noted. There was no any case of



a girl student dropped out just because of a teacher or any school community quarreled against her. Either no case of dropout because she scored below the stated average. But the study did not go further to find out where do in disciplined girl student end with. In literature review, Rumberger (2011) in USA revealed that girl's dropout was caused by behavioral engagement, such as attendance/absenteeism, disciplinary issue, involvement in school related- activities. Meaning that, to some schools excluding Tanzania ward secondary schools, but especially private schools or other countries students can be dropped out either by being discriminated by teachers or school management because of misbehaving or failure to meet the require pass marks stated.

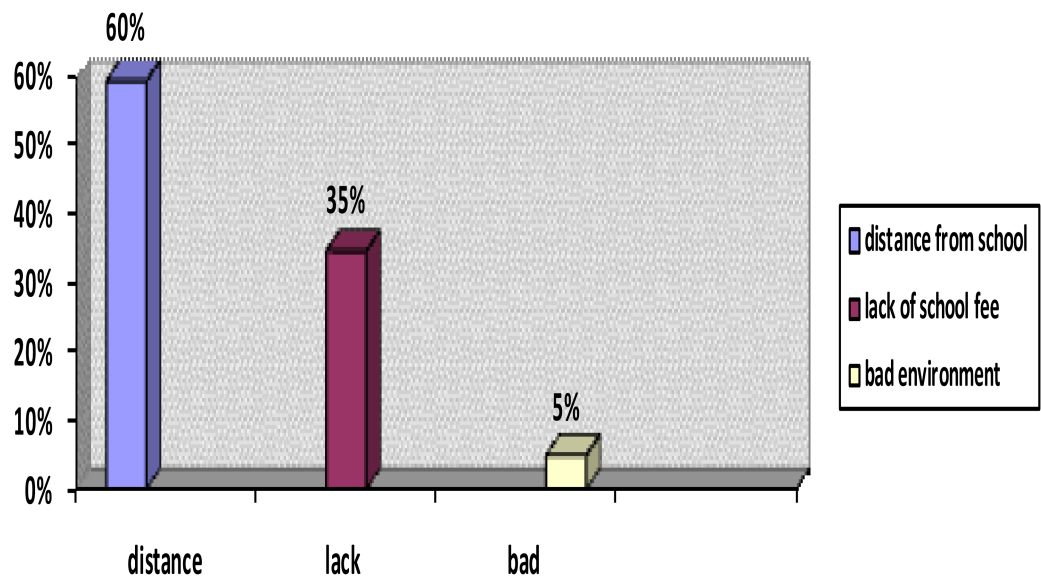
#### **4.3.2 Students' sexual harassments**

An item was included in the questionnaire for heads of school, secondary teachers and students which sought any kind of sexual harassment to students within the school or nearby. The study revealed not any kind of sexual forces by male teacher or male students. While Liu (2004) who carried his study in China identified teachers' use of verbal abuse as an issue that might lead to absenteeism and dropouts. Also Hunt (2007) who took the study in South Africa claims that bullying and physical violence emanates from both teachers and students. More over Hunt found that corporal punishment is frequently used in several countries, even though it is illegal, which might result in dropouts. The finding by Liu and Hunt both show teachers treat unfair students leading to dropout. Contrary to the study finding, none of the respondent reported such a case.

#### **4.3.3 Other school based factors**

An item was included in the questionnaires for class teachers, and students which sought for school based factors leading to female students drop out from school.

Figure 4.2 represents this information.



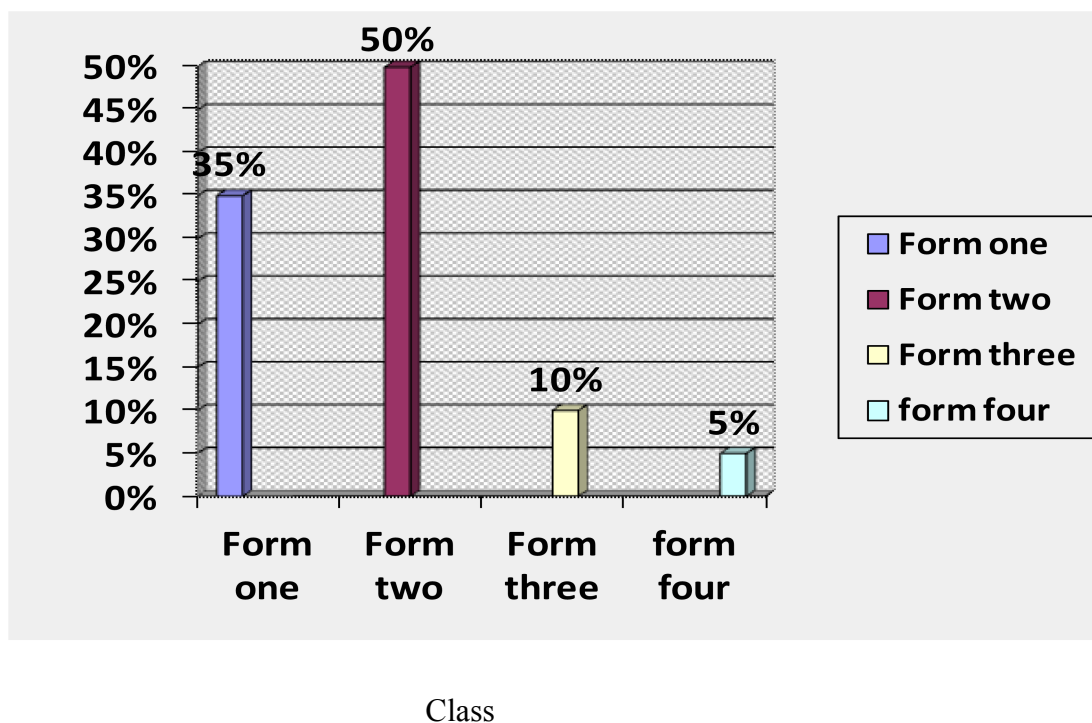
**Figure 4.2: School based factors leading to students drop out of school**

Source; Field data 2015

The study revealed other factors leading student's dropout; distance from school 60% lack of school fees recorded 35%, lack of conducive school environment for matured girls 5%. The research revealed that most of girls left school because of distance from school to their home, this is because most of them are required to leave with their parents or guardians who are at the nearby villages, almost 6 to 10kms away to reach their ward secondary school.

Therefore a student was supposed to walk the average of 12kms every five days a week. Some of the girls opted to rent a room during school days. Research study for instance Kimitei (2010) in Kenya proved the same, Kimitei found that, in rural district there are no roads and vehicles hence children have to walk for a long distance through difficult terrain and dangerous environment which consequently affects their academic performance.

An item was included in the heads of school questionnaire which sought for drop out of female students according to the classes in Masumbwe division. Figure 4.3 represents this information.

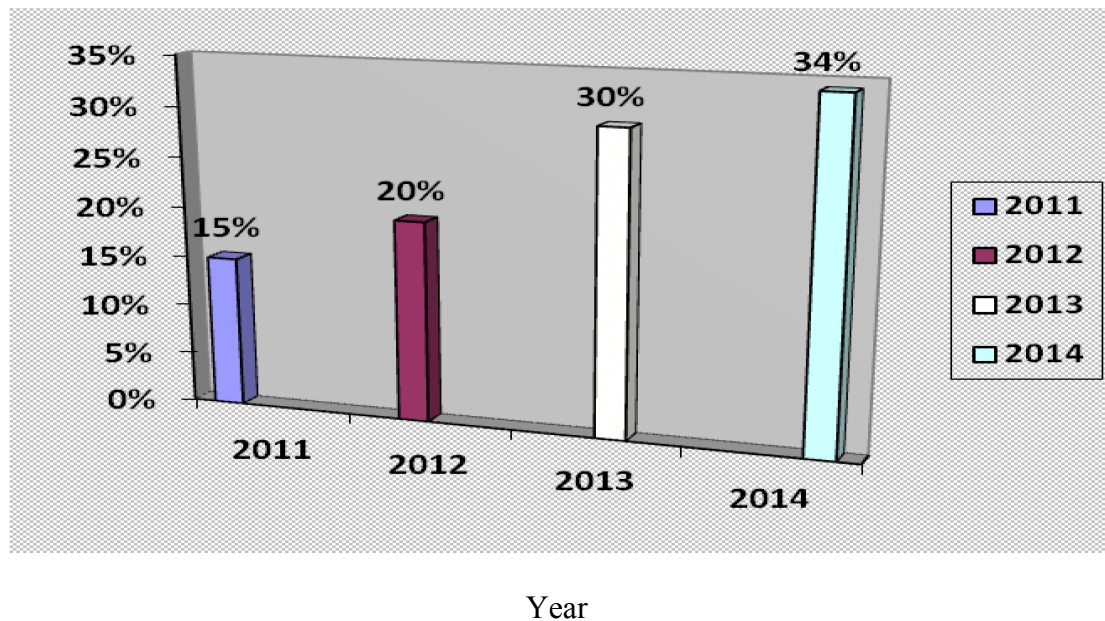


**Figure 4.3: Class with the Highest Number of Drop out by Female Students**

Source; Field data 2015

The study revealed that form two class seems to have the highest number of female students dropping out of school which was 50%, followed by form one that was 35%, form three 10% and form four 5% which was the least. Wanyoike (2003) pointed out that peer group pressure lead to devastating results among the youth. Form 2 class is the pick of adolescence which is characterized by peer pressure. If we look at above figures we find that the age significantly influences the dropout rate. Largest number of children dropped out at form two when their age normally ranges at 14 to 16 years, but the study did not reveal whether the dropout was caused by adolescent factor or not. In addition to that students living in ghetto rooms or far away to school are more likely to have friends for company as dropouts which may also influence the decision of others to discontinue school.

An item was included in the DESLO interview schedule which sought to compare female students drop out of school in Masumbwe Division for four years. Figure 4.4 presents this information.



**Figure 4.4: Female Students Drop out of School in Masumbwe Division**

Source; Field data 2015

The study revealed that in Masumbwe division the year 2014 registered the highest number of drop out which was 34%, 2013 was 30%, 2012 was 20. %, 2011 was 15.5 %. The study revealed that the rate of drop out grow up from 2011 to 2014 by 19 %. The study revealed that the rate of dropout increased because the students lacked model from their elders who graduated with division zero in the first few years when the introduction of ward school began. Although there is a slight increase, it should not be ignored.

#### **4.4 Social Cultural Factors Leading to Drop Out of Secondary School**

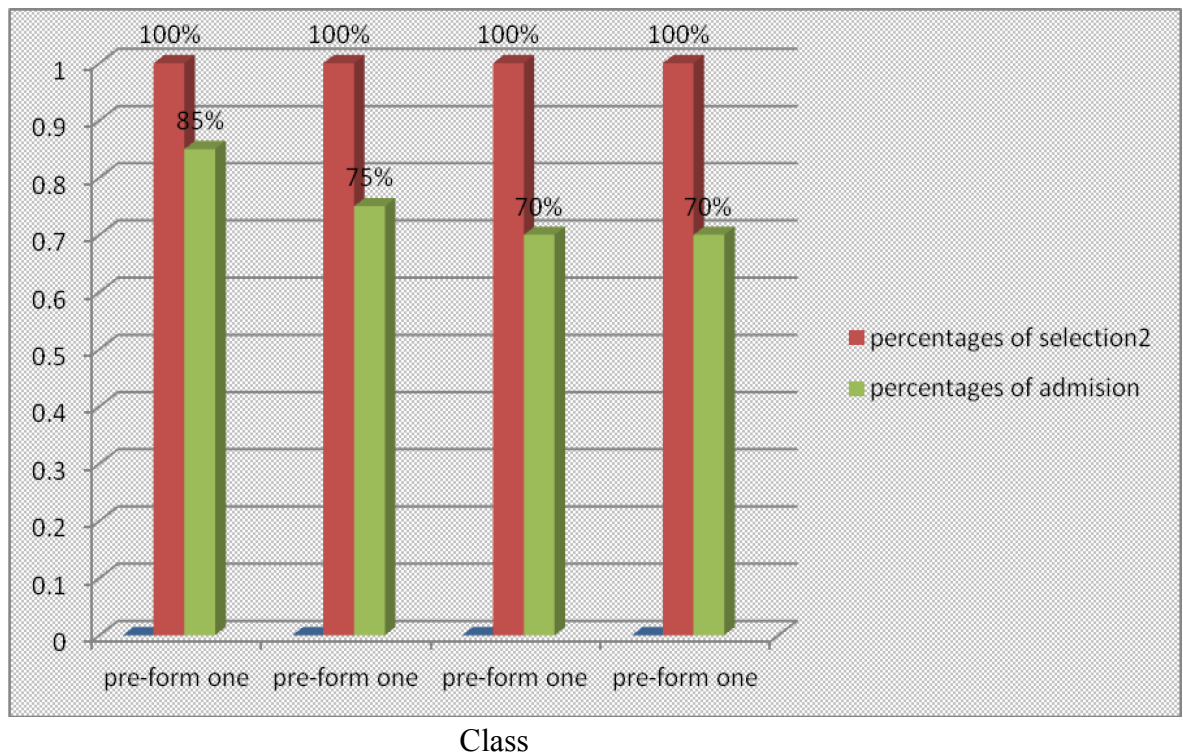
Social cultural factors are the family set ups in the society, their values and beliefs. The second research question asked by the researcher was; what social cultural factors lead to drop out of secondary school female students in Masumbwe division?

The heads of school, secondary teachers, and DESLO were presented with various items related to family set up and beliefs, early marriages and family economic status, in the questionnaires and the interview schedule.

#### **4.4.1 Students' family set up and beliefs**

Students' family set up means the composition of the family in terms of siblings of parents and their beliefs. This was included in the study because they affect female students since all of the respondents came from day secondary schools and interact with their family every day. The study sought to establish whether family set up and beliefs affect drop out of secondary school students.

An item was included in the DESLO interview schedule and in the questionnaire of heads of school which sought to determine the influence of culture to female students to drop out of school in Masumbwe division in transitional time. Figure 4.5 presents the information.



**Figure 4.5: Rate of girls' dropout at pre-form one to form one**

Source; Field data 2015

The study revealed that 25% of all form ones dropped out during the transitional time from standard seven to form one, however the research did not reveal if that dropout was due to early marriage or economic hardship, rosters and lists of pre-form one showed that 125 students did not join secondary studies in every 4 consecutive years of records. 35% of 77 respondents reported that some of parents believe that girl' education is wastage of time.

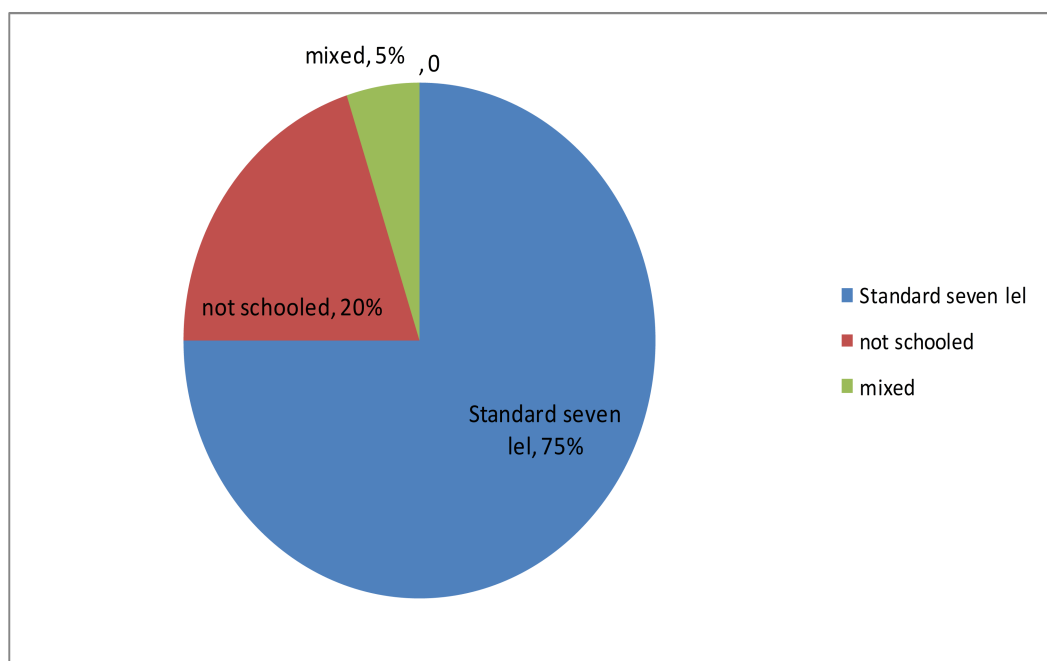
While 10% of form four dropped out because of mobility of the family. The contradiction is that not only girls who dropout during the transition time even boys do for 5%. In other context the pastoralists in searching pastures for their cattle, their



students fall into victim of dropout. The mobility of the households also causes dropout of the students though no proper records has noticed by the researcher. The above findings is mostly proved as Chage and Sifuna (2006) have shown that culture favors education for the boys as opposed to that of the girls; therefore boys received more parental support than girls did.

#### 4.4.2 Family background

An item was included in only student's questionnaire which sought to determine the influence of family education as a back ground to female students to drop out of school in Masumbwe division in transitional time. Figure 4.2 represents this information.



**Figure 4.6: Influence of education on the dropout in Masumbwe division**

Source: Field data (2015)

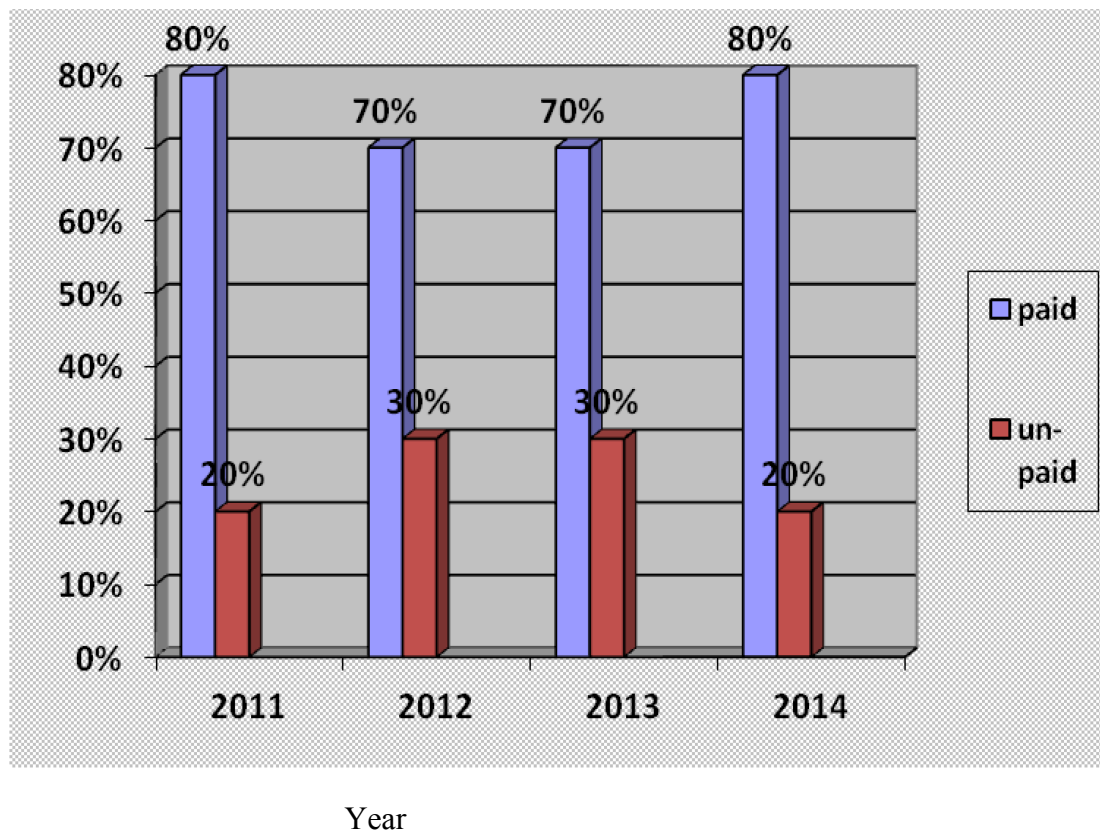
The study revealed that 75% of the respondents reported to have parents of standard seven level of education, while 20% of respondents reported to have parents with not attended any education level and the 5% of respondent reported to belong with mixed of form four and form six level of education. The same finding of Ashraf and Popola in Kinango district, Kenya (2010), dropout constitutes as low as two percent in the households with a graduate, four percent in those with a matriculate and nine percent in those with primary school education as the highest education in the family.

#### **4.4.3 Early marriage**

Early marriage means girls engaging into marriage relationship before the age of 18 years or before completing secondary school education. The study sought to establish whether early marriage affect drop out of female students from secondary schools. This was an item in the head teacher's questionnaire. The research revealed only 20% of the respondent stated that female students drop out of school to get married. As the NCES (2014) in Philadelphia, USA found the same that 25% vs 6.2% dropout out of school because they became parents. While the study by Fatuma and Sifuna (2006) in Kenya reported that worse still in some communities is where such girls are viewed as adults and are forced to early marriages. Though in this study there was no proper records that indicate whether the dropped out girl has got marriage or not. The rest 80 percent for dropout was for other factors. However, the study did not reveal whether the girls are forced into early marriage or not.

#### **4.4.4 Family economic status**

Family economic status means the total amount of resources a family has in order to meet the domestic needs like education, food and shelter. The study sought to establish whether family economic status affect drop out of female students from secondary school. Figure 4.6 presents this information.



**Figure 4.7: Students completed and un-completed fees per year**

Source; Field data 2015

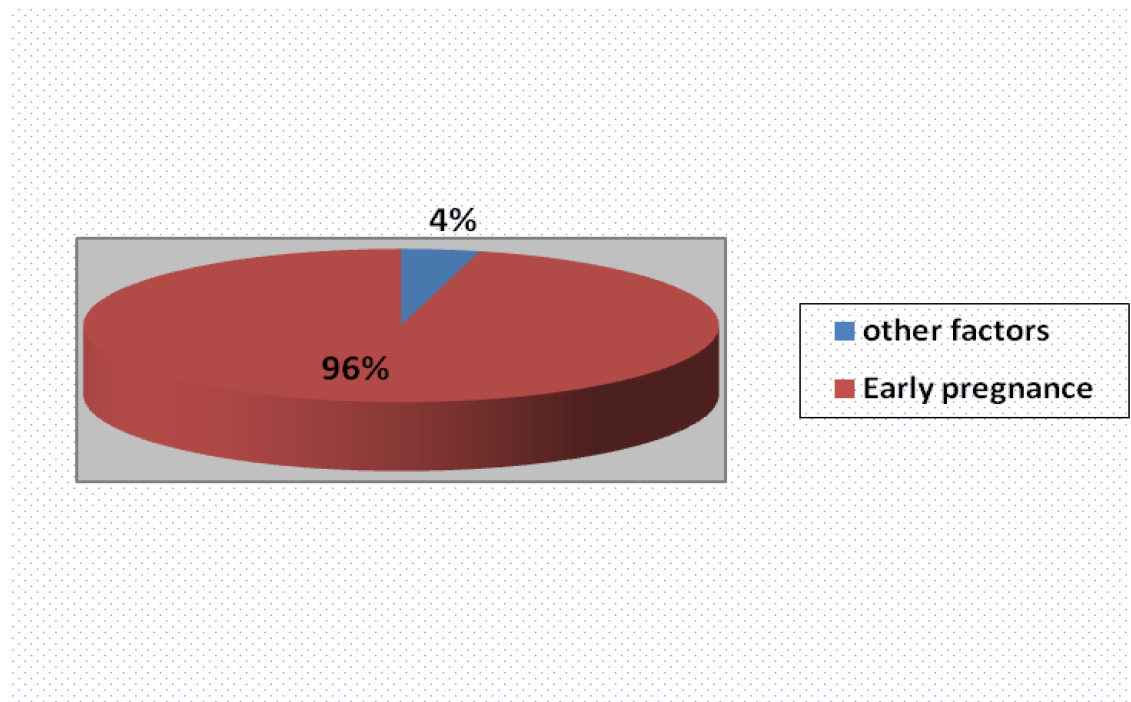
The research revealed that 24% of the whole students do not pay school fees on time each year of study and even skipping the following year unpaid. The students are expected to pay various charges to school which includes; fees, remedial teaching,

supplementary examination and others (MoEVT, 2008). When these charges are not paid in right time the school management takes two measures.

The heads of school stated that the 24% are given time to pay, when it comes the second semesters of the study students are sent home to collect the levies. Poverty problem was a factor for parents not able to pay school fees and other contributions on time leading to dropout. The same finding by UNESCO (2010) in Kenya indicated that found life hardship force household to cut off educational expenditure especially to girls than boys. Also in U.S.A which is the super power nation in economic the NWLC (2012) report reveal that some girls dropout because of low socioeconomic status. This results show that economic aspect is a great challenge to education.

#### **4.5 Students Personal Factors Leading to Drop Out from School**

Students' personal factors are the students personal attributes such as characteristics and discipline. The third research question asked by the researcher was; what personal factors lead to female students drop out from secondary school? The heads of school, school teachers and form four students were presented with various items related to students' characteristics and pregnancy, in the questionnaires and the interview schedule. The study sought to establish whether student personal factors lead to drop out of Student from secondary school. Figure 4.7 represent this information



**Figure 4.6: Students personal factors for dropout**

Source; Field data 2015

The research revealed that 96% of the respondent stated pregnancy as a factor leading to drop out from school while other factors contributed only the 4%. Other factors mean student's discipline, girls not interested in schooling, peer group influence and substance abuse. The factors which have to do with the student character in one way or another lead to girls drop out of school which the study revealed was to a small extent. Similar study conducted by Wanjiru (2006) in Mombasa revealed similar that pregnancy is great challenge to girls causing to drop out of school. Wanyoike (2003) pointed out that unguided peer group pressure can lead to devastating results like HIV aids and early pregnancies. The NWLC (2007)in America states that 'when asked, one-quarter to one-third of female dropouts say that pregnancy or becoming a

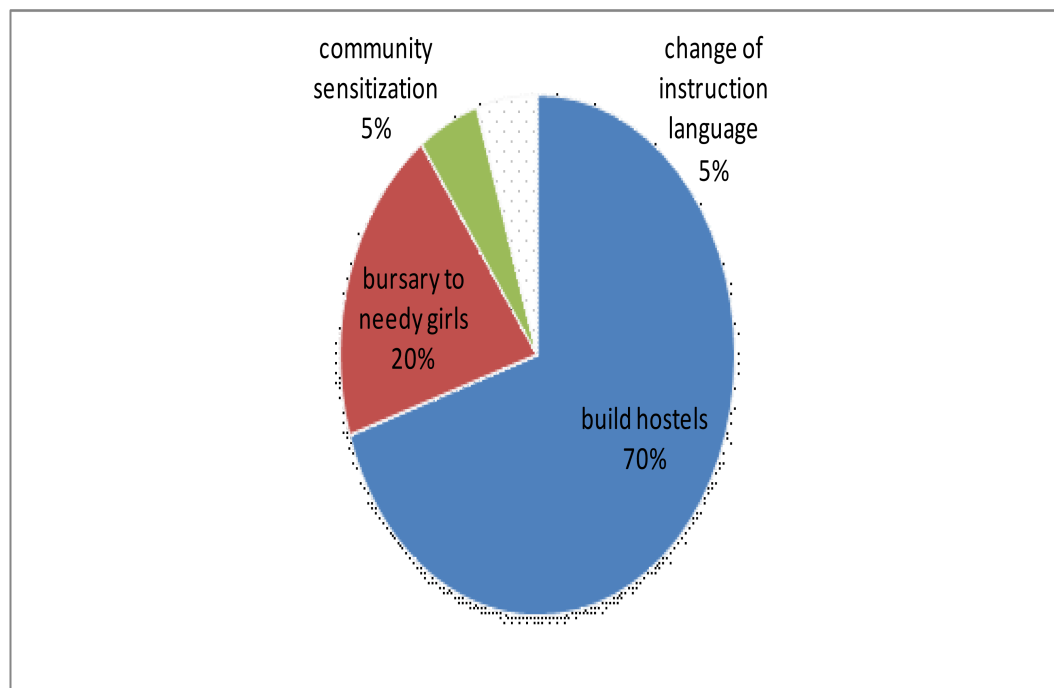
parent played a role in their decision to drop out', This research did not go far in revealing the nature of students pregnancies. But because of cultural influences in Africa and Tanzania respectively early pregnancy or parenting is pressurized by traditions. As Chege and Sifuna (2006) observe that parents tend to discourage their daughters to acquire too much education for fear that they would have difficulties in finding educated husbands or being good wives. In such cases, the cultural beliefs of the households influence their attitudes and practices in relation to girl child education.

An item was included in the DESLO interview schedule and in the questionnaire of heads of school which sought to determine the influence of academic if it might acts as the barrier leading to girls' dropout from school in Masumbwe Division.

The study revealed that none of the respondent reported of exclusion to either some girls neither boys because of poor academic performance though there are some examinees scorers very little in their annual tests including Form Two National Examinations which is 30 marks. The study did not find out if the poor performance was caused by un- familiar in the language of instruction or other variables such as regular absenteeism at school.

#### **4.6 Measures that can be taken to curb the Drop Out of Female Students in School**

In summary the factors leading to female student drop out of school was as follows:-distance from school to home 40%, pregnancy 30%, lack of school fees 15%, dropped out in pre form one 10% and other factors like peer pressure influence, students discipline, girls not interested in school and unfamiliar in the language of instruction 5%. The fourth research question asked by the researcher was: What are the possible ways of enhancing retention of female students in secondary school? The heads of school, teachers, form four students and DESLO were presented with an item related to possible ways of enhancing retention of female students in the questionnaires and the interview schedule. Figure 4.8 presents information on the various ways of enhancing retention of female students in secondary schools.



**Figure 4.9: Measures to control Drop out of Female Students dropout in School**

Source; Field data 2015

The study revealed that 65% of the respondents suggested building dormitories/ hostels for girls and 20% suggested provision of bursary to the needy girls. Other suggested ways includes: community sensitization on the importance of girl child education 5%, change instructional language 5%, parents need to guide and give material support and proper monitoring of their girls 5%.

The study sought to establish possible ways of enhancing retention of female students in secondary school. All the respondents suggested various ways of enhancing retention of female students in school. As Fatuma and Sifuna (2006) recommend the curriculum to address the need of girls who acts the role of mothers and the gendered thinking in education material of practice. Chugh (2011) recommends that an inter-sectoral approach aiming at holistic development, at both central and state levels, is necessary keeping in view the complexity of the problem. Thus, considering the original causes of dropout, an integral policy adopting preventive and curative approach needs to be formulated.





## **CHAPTER FIVE**

### **SUMMARY, FUTURE RESEARCH, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter covers summary of the study, aspects for future research, conclusions and drawn from the study as well as recommendations based on the study findings.

#### **5.2 Summary of the Study**

The study sought to find out the factors leading to drop out among female students. In chapter one of the thesis, the background information was well outlined. The statement of the problem was well stated as well as the problem under investigations. Objectives to guide the study were developed. These were: to determine the school based factors that lead to drop out of female students in secondary schools, to disclose socio cultural factors that leads to drop out of female students in secondary schools, and to explain students' personal factors that leads to drop out from secondary schools . Research questions were reflected from the objectives of the study. The significance of the study was well outlined. The scope of the study was stated. The study was confined to heads of school, secondary teachers, form four students and DESLO in Masumbwe division, Mbogwe district. The assumptions of the study were well outlined.

Literature review was presented in chapter two. Related literature is presented under the following sub topics: personal, socio cultural, school based factors leading to students drop out from secondary school, theoretical and conceptual frame work. Chapter three of the thesis presents the methodology used in this study. The study was conducted using descriptive survey research design to investigate factors leading to drop out among female students in secondary schools. Descriptive survey research design was the most appropriate because it described recorded and analyzed the situation of drop out among female students in secondary schools.

The study was conducted in Masumbwe division, Mbogwe district. The targeted population for this study was secondary school students, secondary teachers, heads of school and District Education Statistics and Logistics. There were 860 students, 98 secondary teachers, 6 heads of school in 6 public mixed day secondary schools and 1 DESLO. The accessible population was 20 girls and 20 boys of form four, and 36 secondary teachers, 4 heads of school and 1 DESLO. Stratified random sampling procedures were used to select students and secondary teachers while purposive sampling was to heads of school and DESLO to participate in this study.

Three types of questionnaires for the heads of school, secondary teachers and form four students and interview schedule for the DESLO was used to collect data. Instruments were developed, piloted with heads of school, secondary teachers, form four students and District Education Statistics and Logistics of Siloka division of nearby District of Bukombe which has similar social cultural set up and the schools

have similar formal set up like Masumbwe division. Validity of the instruments was ensured through piloting and the assistance of the supervisors.

Research permit was received afterwards from the Open University of Tanzania. The researcher then administered the instrument to all the respondents. The research findings were entered, coded and processed by an experienced data analyst. The research findings were then analyzed using SPSS version 11.5 and the data presented in frequency tables, percentages, bar graphs and pie charts. The study found that although the school administration takes some initiative to retain students in school; there are still some female students who drop out of secondary school. The study concluded that deliberate strategies are required to be + put in place by the school management, parents, community and the government in order to enhance retention of female students in secondary schools.

### **5.3 Conclusion**

The participants' reasons must be put in perspective to understand the origin of the reason to drop out. What is the root of the different reasons? Do the reasons have the same origin? We believe most reasons actually do, not surprising that of poverty: on an individual and national level. Reasons like not being able to afford expenses to pay for school, not being too chaotic distance to school, limited education quality and lack of role models all have the

Common denominator: poverty. Therefore, we believe that reducing poverty can help students avoid vicious circles and lead to lower dropout rates for young females. But at the same time, to educate girls is to reduce poverty, which reverses the vicious circle on a macro level; and therefore makes it even more important.

#### **5.4 Recommendations**

Based on the study findings, the study makes the following recommendations for action and further study

##### **5.4.1 Recommendations for action**

Several aspects were noticed in the study which should be adopted by the heads of school, secondary teachers, community, and the government in order to reduce drop out among female students from secondary schools. The following recommendations were made by the researchers;-

- i. Socio-economic status variables like socio economic background, family structure, etc. are unlikely to change but alterable variables such as access to schooling facilities,
- ii. attendance, improvement in infrastructure, flexible curriculum and teacher motivation
- iii. could be modified to improve the retention rate of these children.
- iv. Access to schooling facilities may be improved. Efforts can be made to build hostels around those places where they are needed the most. To make the challenge of distance be resolved.

- v. As dropout is influenced by financial constraints; children may be given stipends, scholarships, free uniform, free text books, free stationery items up to secondary level of education. For children of poor socio-economic background, these incentives will be useful in improving the retention rate.
- vi. Since the symptoms of dropping out such as absenteeism, poor performance in the school examination, etc., begin to show at the elementary school level, prevention strategies need to be initiated at this stage itself. Meanwhile, to reduce dropout rate at secondary levels, the education system needs to ensure that the students do not have academic deficiencies at the elementary levels of education. The pass mark to join secondary education should again observe and rearranged.
- vii. For improving the performance of children at secondary level of education, issues like curriculum needed for Tanzanians' today, instructional language, teacher preparedness and their ability to handle the teaching of modern science and mathematics need to be reviewed.
- viii. Differentiated curriculum may be followed in the schools and the students should be allowed to opt for since ordinary level or advanced level of the curriculum. More skill oriented courses like carpentry, electric, motor mechanic, computer related course need to be introduced, with the students being given the option to choose a course of their choice, as for a large proportion of children, secondary school is a terminal stage of education.

- ix. An inter-sectoral approach aiming at holistic development, at both central and state levels, is necessary keeping in view the complexity of the problem. Thus, considering the original causes of dropout, an integral policy adopting preventive and restorative approach needs to be formulated.
- x. For adopting the preventive measure, the teachers need to be familiar with and oriented to the specific problems and issues of the children living in these areas. For this purpose, a detailed profile of each child may be prepared from the primary stage and the tracking may be done up to the completion of school education. The advice of counselors may be taken to identify their psychological, emotional and behavioral problems.
- xi. Teachers also have to make an extra effort to counteract dropout by understanding, stimulating, supporting, and guiding the students in their studies.
- xii. Besides the preventive dropout strategies, a restorative policy is also necessary, which will ensure that dropouts are offered a second opportunity to acquire the necessary Knowledge and skills, in order to increase their chances in the labour market. For this the central and state need to insist on technical or athletics education.

#### **5.4.2 Recommendations for further research**

The topic of girl student's reasons for dropping out of school is one that demands future research. A wide arrangement of approaches could be used to better

understand females' reality. Methods could be qualitative or quantitative, depending on the research perspective. To start with, every reason found either in literature or in this study could represent a separate area of research. Another research area could be to investigate the connection between reasons and the role of vicious circles in relation to school dropouts. It will most likely bring light to how education quality affects young females' schooling. Tactics for reducing females to drop out of school could be investigated.

And because it is a fact that dropped out girl students become wastage material, research could also be conducted on which alternative education then suits those females dropped out making them fit in the societies. Other methods could conduct a geographical comparative study, both around rural areas and urban areas.



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## APPENDICES

## APPENDIX 1: A QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to collect data on the factors influencing dropout among female students in Masumbwe divisions. Your school has been sampled to take part in the survey.

# Introductions

- Please answer the whole items in the questionnaire
- The information you will give will be treated with confidentiality
- Indicate your choice by a tick (✓)

## Section A

Please indicate your Sex.....Occupation..... Level of  
Education..... Working experience (in years).....

## Section B

**Please answer whole questionnaire**

1. Do you agree that there are few girls compared to boys around this school just because girls have left school?

Yes No

2. How often have you heard cases of dropout around this division because of girls' scandals of being sexy, indiscipline dressing....?

A) More than once      (B) At once      (c) Never heard      (d) Not known

3. For how many have you heard that girls have left school because they have failed to pay school contributions like academic contribution, fees ..... (In estimate times)

(a) 5      (b) 10      (c) 15      (d) 16 and above

4. Are there facilities to enable matured girls to monitor their cleanness and to enable them not dropping out of school?

a) Yes present ☐      b) Not present ☐      c) I don't know ☐

5. What do you suggest as the best ways to safe and retention of girls at Masumbwe division? Mention at least five (5)

i. ....

ii. ....

iii. ....

iv. ....

v. ....

6. Do you agree that many girls leave school because of distance from school?

(A) Yes      (B) No      (c) Not known

7. In the table below instead of tick (✓), put number 1 if the reason influences in a little bit, number 2 if the reason influences in a moderate and number 3 if the reason influences greatly

Question: What are the factors influencing girl students to leave schooling in this school?

Distance from school to home	
Sickness in the family	
Lack of interest in studies	
Got marriage	
Poor academic performance	
School environment not safe to girls' sanitation	

Failure to pay fees and contributions	
---------------------------------------	--

*Thank you for cooperation*

## **APPENDIX 2: A QUESTIONNAIRE FOR HEADS OF SCHOOLS**

The purpose of this study is to investigate the causes of dropout among female students in secondary school in Masumbwe division. Feel free to respond to all the questions as the responses will be used only for purpose of the study.

### **Introductions**

- Please attempt whole questionnaires
- The information you will give will be treated with confidentiality
- Indicate your choice by a tick (✓) or short statement as appropriate

### **Section A:**

Please indicate your Sex.....Occupation.....and Level of  
Education.....Working experience (in years).....

### **Section B**

#### **Questions**

- What are personal girls' characteristics that influence girls to leave school in your school?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

2. What are the economic factors that lead to female students to ignore and leave school in Masumbwe division?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

3. In your own opinions what can be done to enhance completion of school of female students around this division?

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_

4. Please indicate the number of girls admitted during form one and graduated in their form four in the last four years.

Year	Number of girls who admitted as form one	After four years, number of girls who graduated
2011		
2012		
2013		
2014		

Total		
-------	--	--

5. In the table below instead of tick (✓), put number 1 if the reason influences in a little bit, number 2 if the reason influences in a moderate and number 3 if the reason influences greatly

Question: What are the factors influencing girls' students to leave school in this school?

Reasons for dropout	Write numbers
Look after the young siblings	
Lack of school fees and other financial contributions	
Fear of rape on the way to school by males in the community	
Indiscipline wearing/ bad dressing style by girl at school , insults	
No need education for girls	
Girls feel school environment not conducive	

**Thank you for cooperation**

### **APPENDIX 3: A QUESTIONNAIRE FOR FORM FOUR SECONDARY STUDENTS**

The purpose of this study is to investigate the causes of dropout among female students in secondary school in Masumbwe division. Feel free to respond to all the questions as the responses will be used only for purpose of the study.

#### **Introductions**

- a. Please answer the whole questions in questionnaires
- b. The information you will give will be treated with confidentiality
- c. Indicate your choice by a tick (✓) or short statement as appropriate

#### **Section A:**

Please indicate your Sex.....Occupation.....and your Level of Education.....

#### **Section B**

##### **Questions**

1. What is the major reason for why female students in your school are absent from school?

(Tick one answer).

- a) Helping at home
- b) They failed in form two examinations
- c) Has married to the husband
- d) The school sanitation is not friendly
- e) Have got pregnancy

f) Lack of school fees and other school contributions

g) Others specify \_\_\_\_\_

2. How often do you hear cases that some girls have left school because of home economic difficulties?

a. More than once ☐

b. At once ☐

c. Never ☐

d. Not known ☐

3. What are some major causes that make female students leave school before completion? You may tick more than one answer but not all.

a) Prostitution of girls ☐

c) School sanitation situation does not encourage girls ☐

d) Failure to pay school fees and other school contributions ☐

e) Distance from school to home ☐

f) Belief that education for boys is better than for girls ☐

4. In your own opinion what measures can be taken to ensure the retention of girls in Masumbwe division?

a) \_\_\_\_\_

- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

5. In the table below instead of tick ( $\sqrt{\phantom{x}}$ ), put number 1 if the reason influences in a little bit, number 2 if the reason influences in a moderate and number 3 if the reason influences greatly

Question: What are the factors influencing girl students to dropout in this school?

Reasons	Numbers
School facilities are so poor	
Falling in examinations	
No effective teaching	
School appears to be far	
Early pregnancy	
Not known	

**Thank you for cooperation**





## **APPENDIX 4: AN INTERVIEW GUIDE FOR DISTRICT EDUCATION STATISTICS AND LOGISTIC (DESLO)**

The purpose of this study is to investigate the causes of dropout and possible ways to smooth transition among female students in secondary school in Masumbwe division. Feel free to respond to all the questions as the responses will be used only for purpose of the study.

### **Introduction**

- a. Please help me to answer the whole questionnaires that will be asked
- b. The information you will give will be treated with confidentiality

### **Section A:**

Please indicate your Sex.....Occupation.....and your Level of Education..... Working experience (in years).....

### **Section B**

#### **Questions**

1. Can you agree that dropout to girl's students is a big challenge in imparting education to society in Mbogwe district?
2. How many female students were admitted as form one this 2015 in Mbogwe district?
3. If the number of female students that had been admitted in Mbogwe district less compared to those who required to be admitted, what could be the reasons?

4. If you referring in the district students' record, how many of the original number of female students admitted were in form one that are currently 2015 are in form four? How can you explain this difference?
5. Can you describe the traditional reasons that can influence girls to leave school in Mbogwe district?
6. How can you explain the school environment as the factors that may cause girls to leave school in Mbogwe district?
7. It is obvious that dropout is a great challenge to females and realistic of educational goals. Now suggest five possible ways that can assist high retention of girls to secondary education in Mbogwe district.

***Thank for cooperation.***

## **Appendix 5: RESEARCH CLEARENCE**

**THE OPEN UNIVERSITY OF TANZANIA  
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE  
STUDIES**

P.O. Box 23409 Fax: 255-22-2668759 Dar  
es Salaam, Tanzania,

<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101  
Fax: 255-22-2668759,

E-mail: [drpc@out.ac.tz](mailto:drpc@out.ac.tz)

***To whom it may concern***

***RE: RESEARCH CLEARANCE***

*The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.*

*To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.*

*The purpose of this letter is to introduce to you Mr Jakob Komba HD/E/655 /T.13 who is a Masters student at the Open University of Tanzania. By this letter, Mr Jakob Komba has been granted clearance to conduct research in the country. The title of his research is "Dropping out and Girls' Education: What are the Factors Leading to Dropouts: A Case of Masumbwe division in Mbongwe district." The research will be conducted in Mbongwe district.*

*The period which this permission has been granted is from 11/07/ 2015 to 11/09/2015.*

*In case you need any further information, please contact:*

*The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820*

*We thank you in advance for your cooperation and facilitation of this research activity.*

*Yours sincerely,*

*Prof Hossea Rwegoshora*  
*For: VICE CHANCELLOR*  
*THE OPEN UNIVERSITY OF TANZANIA*

**APPENDIX 6: RESEARCH PERMIT**

***The United Republic of Tanzania***

***PRIME MINISTRY OFFICE'S***

***REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT***



***The District Commissioner's  
Office,  
Mbogwe District,  
P.o.BOX 13  
Masumbwe,  
MBOGWE.  
15 JULY 2015.***

***In reply please quote***

***Ref: No MBG/TR.53/01/17  
Mr. Jakob Komba,  
P.O.BOX 01,  
Masumbwe.***

**Ref: RESEARCH PERMIT FOR MR JACKOB KOMBA**

The captioned above is concerned.

I have received the letter from vice chancellor of Open University of Tanzania that clarify as Mr. Jakob Komba is a student of Open University of Tanzania and He intends to conduct a research at our district on the tittle "Dropping out and girls education: What are the factors leading to dropout". A case study at Masumbwe Division in Mbogwe District, *Tanzania*.

I kindly inform you that permission has been granted to conduct your research in Mbogwe district specifically Masumbwe division as according to your arrangement.

Thanks for cooperation.

***Selemani S Tajiri***

***FOR; DISTRICT ADMINISTRATIVE SECRETARY MBOGWE***