

**FACTORS LEADING TO PROBLEMS OF DROP OUT IN
PRIMARY SCHOOL PUPILS IN TEMEKE DISTRICT**

SALEHE IDDI SEGUMBA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDY AT OPEN
UNIVERSITY OF TANZANIA**

2015

CERTIFICATION

The undersigned certify that I have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled: **Study on the causes of dropout among the primary school pupils: A case of Temeke District**, in partial fulfillment of the requirements for award of the degree of Masters of Education in administration planning and Policy studies (MED APPS) of the Open University of Tanzania.

.....

Dr Ogondek
(Supervisor)

Date

COPY RIGHT

This dissertation is copy right material protected under the Berne convention, the copy right Act of 1999 and other national and international enactments in that on behalf on intellectual property. No part of this dissertation may be reproduced ,stored in any retrieval system or transmitted in any form by means ,electronic, mechanical, photocopying ,recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf

DECLARATION

I **Salehe Iddi Segumba** declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university of higher institution of learning for a similar or any other degree award.

.....

SALEHE IDDI SEGUMBA

Date.....

DEDICATION

I dedicate this project to my dear parents: my father Iddi Rajabu Segumba and my late mother Batuli Salehe for having given me the opportunity to excel in my academics.

ACKNOWLEDGEMENT

My deepest appreciation and gratitude go to my wife Farida Mwaimu, my daughters Batuli, Badria and Barke for their understanding and support. To my supervisors thank you for putting me on the academic road of research for I am researcher in waiting. Thanks to my friends who motivated me in one way or another on completing this task

I am solely responsible for any shortcomings, errors of omission and commission found in this study.

ABSTRACT

This study investigated the factors that contribute to drop out problem among the primary school pupils in Temeke district and find the solution on how to manage it. The study was guided by the following objectives; to establish school factors which contribute to pupils dropping out of school, to assess the influence of parent's education level on pupils dropout and to investigate which group between boy and girl pupils are more dropout than the other. The sample consisted of six primary school, 30 teachers, 36 dropout pupils and 1DEO whom were interviewed, 30 continuing pupils and 6 head teachers were supplied with questionnaires. Also six dropout pupils and six teachers were involved in focus group discussion. The study adopted simple random Sampling and purposive sampling techniques to sample its respondents. The study employed both quantitatively and qualitatively approaches. The study consists of five chapters. Chapter one provides the introduction of the research problem, the conceptual frame work, objective of the study, research questions and the significance of the study. Chapter two provides literature review. Chapter three gives research methodology and chapter four offers the research finding. Chapter five provide the conclusion and recommendations. The research findings concluded that school factors that causes dropout among pupils included fear of teachers, excessive corporal punishment, overcrowded classrooms, ineffective teaching, persistence poor performance, long distance from school, lack of food provision in school and poor administration. Also the research findings indicated that children from uneducated parents are more likely to dropout from schools than children from educated parents. Furthermore the finding pointed out that girl pupils dropped out more than boy pupils. Not only that but also the study suggests measures to combat dropout in the district where the research was under taken. In conclusion, despite the government efforts through PEDP to improve the quality of education with emphasis to equal access for boys and girls, still the dropout is an alarming issue where by the girl pupils dropped out more than boy pupils. The parents should be sensitized on the importance of education so as to understand their role and involvement in their children education affecting their children education.

TABLE OF CONTENT

CERTIFICATION	i
COPY RIGHT	ii
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	vi
TABLE OF CONTENT	vii
LIST OF TABLE	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER ONE.....	1
1.1 Introduction.....	1
1.2 Background of the Problem	1
1.3. Statement of the Problem.....	9
1.4 General Objective of the Study.....	10
1.5 Specific Objectives of the Study.....	10
1.6 Research Questions	10
1.7 Significance of the study.....	10
1.8 Scope of the Study	11
1.9 Limitations of the Study.....	11
1.10 Conceptual Framework	12
1.11 Operational Definition of Terms.....	13

1.12	Organization of the Study	14
CHAPTER TWO: LITERATURE REVIEW		15
2.1	Introduction.....	15
2.2	Global Situation of School Dropout	15
2.3	School Dropout Situation in Africa	17
2.4	School Dropout Situations in Tanzania	18
2.5	Theoretical Literature.....	19
2.5.1	Social capital theory.....	19
2.6	Factors Affecting/Leading to Drop Out of School.....	22
2.6.1	School factors as related to school dropouts.....	22
2.6.2	Teacher pupil’s relationship.....	23
2.6.3	Teaching approaches.....	23
2.6.4	School curriculum	24
2.6.5	Distance from school	24
2.6.6	Corporal punishment.....	26
2.6.7	School management style.....	27
2.7	Gender as Related to School Dropout.....	30
2.8	The Influence of Parent’s Education Level to Pupils ’Dropout.....	32
2.9	Empirical Review and Knowledge Gap.....	34
CHAPTER THREE: RESEARCH METHODOLOGY		37
3.1	Introduction.....	37
3.2	Area of the Study	37
3.3	Research Design.....	37

3.4	Research Approaches	38
3.5	Population	38
3.5.1	Target population	38
3.6	Sample size and Sample Technique.....	39
3.6.1	Sample size	39
3.6.2	Sampling technique.....	39
3.7	Data Collection Methods and Instruments.....	40
3.7.1	Questionnaire	40
3.7.2	Interview	41
3.7.3	Focus group discussion	42
3.8	Source of Data.....	42
3.8.1	Primary data	42
3.8.2	Secondary data	42
3.9	Data Analysis Plan.....	43
3.9.1	Qualitative data analysis	43
3.9.2	Quantitative data analysis	44
3.9.3	Validation of instruments and data	44
3.10	Ethical Consideration.....	44

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND

	DISCUSSION.....	46
4.1	Introduction.....	46
4.2	School Factors Contributing to Pupils Dropping out of School	46

4.2.1	The findings on the school factors contributing to pupils' dropout among the pupils	50
4.3	The influence of Parents Educational Level to Pupils Dropouts	56
4.3.1	The findings on the influence of parent education level to pupils dropouts	59
4.4	Which Group between Boys and Girls Pupils is More Dropout than the other?	61
4.5	Finding of Which Group Between Boy And Girl Pupils is More Dropout Than The Other?	63

CHAPTER FIVE: SUMMAARY, CONCLUSION AND

	RECOMMENDATIONS	66
5.1	Introduction	66
5.2	Summary	66
5.3	Conclusion	66
5.3.1	The school factors which contribute to pupils dropping out of school	67
5.3.2	To assess the influence of parents' education level on pupil dropping out from school	67
5.3.3	To determine which group between boys and girls are dropping out than the other?	68
5.4	Recommendation	69
5.5	Areas of Further Studies	71
	REFERENCES.....	72
	APPENDICES.....	86

LIST OF TABLE

Table 1	School factors contributing to pupils' dropout	47
Table 2:	Distribution of dropouts' parent response on their education Level.....	57
Table 3:	Level of education of Parents of the continuing pupils	58
Table 4:	Overview of the selected schools by Enrollment and Dropout Rates according to sex of pupils	62

LIST OF FIGURES

Figure 1: Factors that lead to primary school dropout 13

Figure 1: School factors that contribute to pupils' dropout 48

Figure 2: Education level of parents of dropout pupils..... 57

Figure 3: Educational level of parents of continuing pupils 58

LIST OF ABBREVIATIONS

APA	American Psychological Association
DEO	District Education Officer
EFA	Education for all
GDP	Gross Domestic product
GER	Gross Enrollment ratio
GNP	Gross national product
MDGS	Millennium Development goals
NER	Net enrolment ratio
PEDP	Primary education development program
UN	United Nations
UNESCO	United Nations Educational Scientific and cultural organization
UNICEF	United Nations Children Fund
UPE	Universal primary education
URT	United Republic of Tanzania
USA	United states of America

CHAPTER ONE

1.1 Introduction

Dropout is the serious problem in our schools in which this problem start in primary school and continue in Secondary School which makes an early intervention necessary to try to prevent pupils from continuing on this path through their educational experiences. Dropout is an alarming issue, which affects the socio economic development. Pupil's dropout does not only affect the community they belong but also affect the nation at large. Pupils' dropout from schools leads to wasteful utilization of scarce educational resources without achieving the nation's educational aspirations. This does not mean for healthy educational system and would have negative effect on the economy of a state because those who dropout may create higher future cost .The objective of primary education in Tanzania is to provide pupils with academic and vocational skills as well as moral ethics but it is unfortunate that these objectives have not been fully achieved due to the high level of pupils' dropout among the primary school pupils

1.2 Background of the Problem

Education brings many benefits to both individuals and societies. Education is viewed as being a fundamental to the development of individuals and as such, the right to primary education is legally guaranteed in most countries in the world (UNESCO, 2005). Education is regarded as a prime mover for the socio-economic development of countries and accounts for as much as 20% of the annual Gross National Product (GNP) of developing nations (Alvares, Gillies, & Biadsher, 2003). This is considered so because education has been found to improve the productive

value of human beings by imparting knowledge, skills, attitudes and behavior traits referred to as human, social and cultural capital which are required in producing goods and services (Lazear, 2002). In addition to the productive value, education promotes harmonious co-existence, population control, healthy living, effective citizenship, nutritional adequacy and child upbringing (Psacharopoulos & Woodhall, 1985). UNESCO (2005) support this notion by indicating that education is one of the most effective ways to reduce poverty, give people opportunity in civil society. With the realization that primary school is important for the achievement of National development, many governments have made access to primary education a basic human right.

Many governments might fail to meet Education for All (EFA) Goal 3 which aims at promoting learning and life skills for young people and adults by 2015 if dropout rate among learners is still rampant. If students are dropping out of school, there is no way in which their learning needs can be catered for. According to Coombs (1970:14) educational planning, in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. Nations cannot achieve the goal of educational development if students who start a cohort dropout of the system for whatever reasons. Students should find it an obligation to complete an educational cycle with aim of meeting their needs and that of society. The main reason why governments make education available to all is that education is considered to develop the individual's intellect, behaviors, attitudes and abilities. Such knowledge and skills

empower the individuals so that they become more productive in society. It is not ideal therefore to drop out of school for one would not acquire the necessary talents that make one highly functional in society. It is argued that a high dropout rate diminishes the pool of well qualified people from diverse backgrounds who will enter the professional and political ranks that make important policy decisions (APA, 2010).

International human rights conventions recognized the right to education. The right to education has been ratified succession of UN Conventions, starting from the Universal Declaration of Human Rights in 1948 to the Convention on the Rights of the Child in 1989, which received the status of international law in 1990. According to Article 28 of the Convention, governments have the responsibility of making primary education compulsory and available for free to all. Education is recognized as crucial not only to human development and to the eradication of poverty but also to enable all people to live in dignity (Wils et al., 2006). The Education for All (EFA) movement and the Millennium Development Goals (MDGs) have resulted in more attention being paid to issues of both participation and completion in education. Universal primary education is goal number two of both EFA (Jomtien, 1990; reaffirmed in Dakar, 2000) and the millennium development goals (MDGs), and was adopted by UN Member States in 2000 (UNESCO, 2005).

UNESCO (2012) global report on education quoted Hendrik van der Pol, UNESCO Institute for Statistics director as saying: The world has just a few short years to make good on the promise to fulfill every child's right to primary education by 2015. School systems are reaching more children but losing them due to inefficiencies

which lead to early school leaving. It is far more difficult and costly to reach children once they leave school than to address the barriers and bottlenecks in the systems (UNESCO, 2012, p.1). The major concern out of the report is that of global dropout rates, that do not seem to have gone down over the years. In many countries of the world there are high rates of pupils leaving school, worse in the developing world including Tanzania

The objective of primary education in Tanzania is to provide students with academic and vocational skills as well as moral ethics but it is unfortunate that these objectives have not been fully achieved due to the high level of pupils' dropout among the primary school pupils. Primary education in Tanzania is seven years education cycle .It is compulsory in terms of enrollment and terminal in the sense of being complete in itself. In attempt to improve access to education and achieving universal primary education, the government of Tanzania embarked on country wide programmed(PEDP) both phases (I,2002-2006 and II,2007-2011) to ensure that every eligible child gets quality education(Ngodu, 2011)

The findings of UNESCO (2006) study on global gains made towards attainment of Universal Primary Education (UPE) indicated that many countries have relatively high initial enrolment figures but poor Primary school completion rates

UNESCO (2012) Global Report on education stated that there was an urgent need to address the high numbers of children leaving school before completing primary education. The findings by UNESCO (2011) on the global picture towards attainment of Universal Primary Education (UPE) indicated that about 31.2million

primary pupils in 2010 dropped out of school globally and may never return. Bledsoe (2002) pointed out the irony that the richest and poorest countries share the problem of dropout. He contended that in the United States, over 30% of pupils leave school prematurely and this for the most part, condemns them to marginal part in the cultural and economic life of the country.

Bacolod and Ranjan (2005) indicated that the annual number of high school dropouts in the USA alone in 2012 was estimated to be about 3,030,000 translating into 8,300 dropouts per day. In many Latin American countries basic education is near universal, completion rates are low because of high drop-out and repetition rates attainment (Birdsall et al., 2005). Failure to complete is a particular problem for children in poor families, trapping them in poverty. UNESCO (2003) indicated that three surveys done in Canada place the national dropout rate at 18%. In Asia, the problem of wastage through drop-out is rampant. A look at the pattern of survival for the system as a whole reveals big differences in the proportion class on entrants who reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%. Indonesia, Nepal, the Philippines, Singapore, and Srilanka have a moderately high survival rate of 20% (Bledsoe, 2002).

In South and West Asia, out of every 100 pupils who start primary school, 33 leave before reaching the last grade. While in Latin America and the Caribbean, 17 per cent of pupils leave school before completing primary education. South Asian countries, sees 13.54 million of its children leave school before completing primary education. Pakistan has the highest rate of dropouts in the region at 38.5 per cent

followed by Nepal with 38.3 per cent and Bangladesh comes third with 33.8 per cent, (UNESCO 2012)

UNESCO (2012) revealed that Africa has the world's highest drop-out rate. 42% of African school children will leave school early, with about one in six leaving before Grade 2. This means that more than two in five children who start school will not reach the last grade of primary education.

Africa has been relatively good at getting children into primary school, but poor at inducing them to complete their primary education. This problem of drop-outs affects many African countries. They spend large amounts of money teaching children who do not stay in school long enough to acquire any qualification. In a study by Oxfam (Watkins, 2000), for example, it was discovered that fewer than one third of the boys and one tenth of the girls aged between 6 and 11 start school and one quarter of those who do start drop out during the first two grades. Girls are more likely to drop out in early stages than the boys are. The average time spent in school by those who drop out is 2.7 years. In Mozambique, the situation was found to be even worse because fewer than half of those who enter grade one reach grade five.

This situation seems to envelop other parts of Africa. For example, a progress report on Africa by Mingat et al. (2001) says that in Senegal 65% of each age cohort enters grade 1 and 40% of the entrants reach the end of the cycle, whereas in Chad the figures are 83% and 19% respectively.

The study by Sabates et al (2010), on primary school completion rates indicated low primary school completion rate in 2005 for countries like Benin and Democratic

Republic of Congo, due high dropout rate. As a result of substantial rates of drop out and non-completion of primary school, many children are leaving schooling without acquiring the most basic skills. According to Ngodu (2010) a total of 67million primary school age children were out of school in 2008. That some 43% of them live in Sub-Saharan Africa

Hadley (2010) indicated that Sub-Saharan Africa region has the highest dropout rate, which rose from 40% to 42% between 1999 and 2009. This meant that more than two in five children who start school may not reach the last grade of primary education. Dropout rates were highest in Chad (72%), Uganda (68%) and Angola (68%), where more than two out of three children starting primary school were expected to leave before reaching the last grade. In contrast, dropout rates were lowest in Mauritius (2%) and Botswana (7%).

In Tanzania Rajani and Robbinson (1999) reported a substantial increase in dropout rates in the school year 1996/1997, especially in standards 5 and 6, increasing from 3.5 percent to 13.6 percent.

The objective of primary education in Tanzania is to provide students with academic and vocational skills as well as moral ethics but it is unfortunate that these objectives have not been fully achieved due to the high level of pupils' dropout among the primary school pupils. Primary education in Tanzania is seven years education cycle. It is compulsory in terms of enrollment and terminal in the sense of being complete in itself. In attempt to improve access to education and achieving universal primary education, the government of Tanzania embarked on country wide

programmed(PEDP) both phases (I,2002-2006 and II,2007-2011) to ensure that every eligible child gets quality education(URT, 2011)

Despite of the government efforts through PEDP to double the enrolment rates in primary school for stance in 2004 more than 7million children were enrolled in primary school, an increase of nearly 2.2million children as compared to 2001(a 44% increase in pupils enrolment in three years).These figures also show that the GER and NER have reached 108.3% and 90.5% respectively which suggests that UPE is closed to being accomplished (URT,2008).But unfortunately many pupils among them do not complete the primary education due to various reasons including pregnancy among the girls, illness, death, house hold work etc. For stance in 2004 about 32469 primary school pupils which was 77% dropped out from school and in 2005 about 44603 primary school pupils which was 77.6% also dropped out from school (Basic Education Statistics National Data ,2009). In 2011 about 57085 primary school pupils which was 74.9% dropped out from school (Basic Education Statistics National Data 2011)

Girl's pupils seemed to be more affected with dropout than boy's pupils. For example according to Barozi (2013) stated that thousands of girls in Tanzania have their journey to obtaining an education cut short every year as a result of pregnancy. Also further argued that, Tanzania is said to have one of the highest adolescent pregnancy rate in the World, affecting girls' health, education, and future employment and reaching their full potential in life, every year more than 8000 girls out from school due to pregnancy in which Mtwara seems to be region with the highest dropout rate about 55%. Also according to Guardian (2007) President

Kikwete said that the current data indicated the primary school dropout raised from 32469 pupils in the year 2005 to 44742 in 2006. This is unacceptable as a Nation we must seek ways to end this problem so that every child can both study and graduate
 “Kikwete said”

1.3. Statement of the Problem

The objective of primary education in Tanzania is to provide students with academic and vocational skills as well as moral ethics, but it is quite unfortunate that these objectives have not been fully achieved due to the high level of pupils dropping out. Despite the efforts undertaken by the government of Tanzania through PEDP to improve the quality of primary education, there has been a growing concern throughout the country that many pupils do not complete primary education and hence dropout. , for instance in 2004 more than 7 million children were enrolled in primary school in Tanzania, an increase of nearly 2.2million children as compared to 2001(a 44% increase in pupils enrolment in three years). These figures also show that the GER and NER have reached 108.3% and 90.5% respectively which suggests that UPE is closed to being accomplished (URT, 2008). But unfortunately many pupils among them did not complete primary education due to various reasons including pregnancy among the girls, illness, death, house hold work, poverty etc

For instance in 2004 about 32469 (77%) primary school pupils which was dropped out from school and in 2005 about 44603 (77.6%) primary school pupils which was also dropped out from school (Basic Education Statistics National Data ,2009). In 2011 about 57085 (74.9%) primary school pupils dropped out from school for various reasons (Basic Education Statistics National Data 2011) .Due to high

level of dropout in primary schools the study focused on the factors leading to dropout in primary school pupils in Temeke district and find the solution on how to alleviate the dropout problem

1.4 General Objective of the Study

The general objective of the study was to examine the factors leading to dropout in primary school pupils in Temeke

1.5 Specific Objectives of the Study

1. To examine the school factors which contribute to pupils dropping out of school?
2. To assess the influence of parents' education level on pupil dropping out from school
3. To assess which group between boys and girls are dropping out than the other?

1.6 Research Questions

1. What factors in schools contribute to pupils dropping out of school?
2. How does parent's education level influence pupils dropout from school?
3. Is the rate of dropout more among which group between boy and girl pupils during the period under study?

1.7 Significance of the Study

This study was considered to be useful in the sense that it provide detailed information on the reasons for pupil dropping out from primary schools as the

findings assisted in developing ways for alleviating the problem, The recommendation and suggestions given were considered useful for improving children's' right for education and overcome the pupils from dropping out from schools for the benefit of the children themselves, their families and nation. The study was useful to student who are studying administration in the field of education as it gave them an insight on how to handle dropout pupils. The results of this study provide suggestions to policy makers at the Ministry of Education and Vocational Training in Tanzania to come up with interventions that enhance pupils' retention in schools.

The study also helped in the discovery of the fundamental aspects of dropout that is mostly found among pupils, with this proper guidance and counseling was given to them to enable them make the best out of education. The study also provided valuable information about pupils drop out which would be used for further research and reference.

1.8 Scope of the Study

This study was conducted in six primary schools in Temeke District. The study focused on the causes of dropout in primary school pupils. It is mainly limited to public primary school pupils in Temeke.

1.9 Limitations of the Study

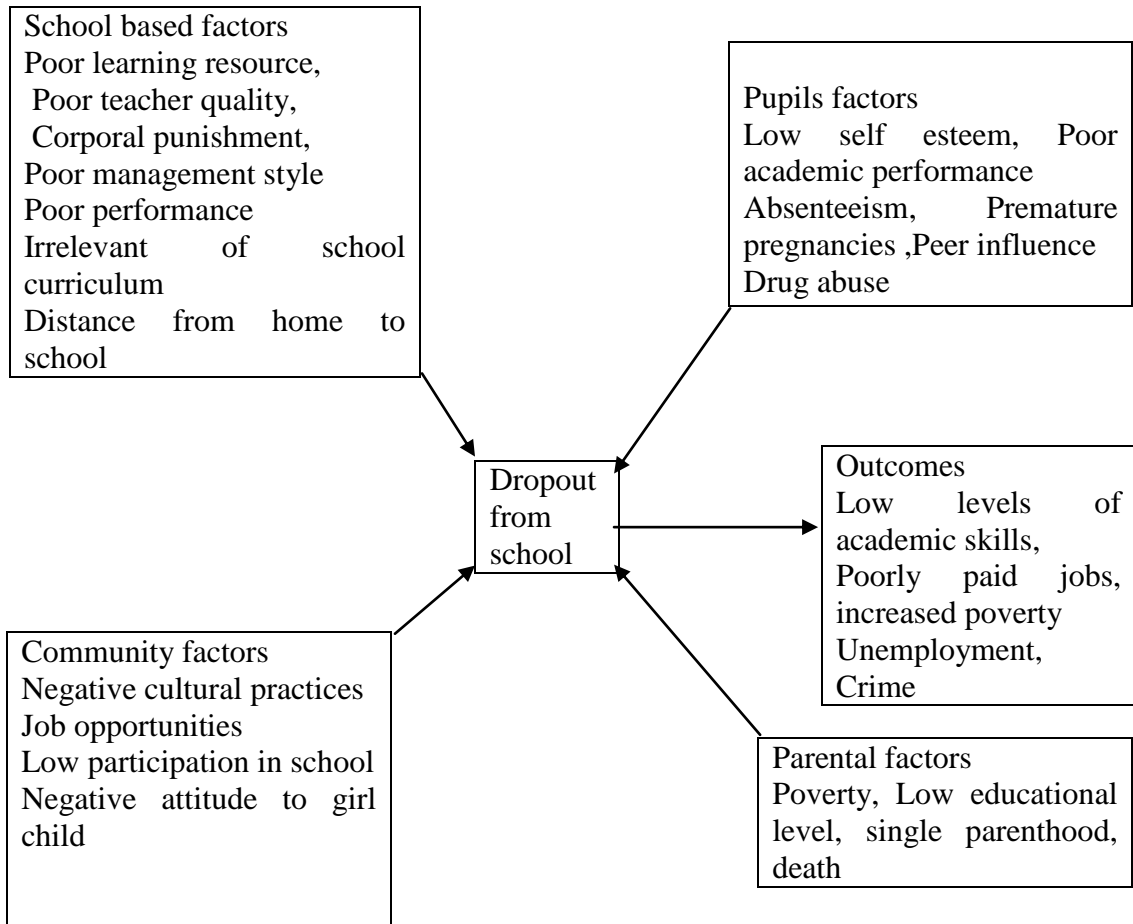
Due to financial and time constraints, the research study was confined to primary schools in Temeke districts. The major problem which the researcher faced was

inadequate financial assistance in which researcher traveled from one place to another to collect data from the respondents.

1.10 Conceptual Framework

This study was conceptualized within a framework that specifies component parts of a school system as performing specific component roles (independent variable) that are necessary if the school has to achieve its desired goals (dependent variables). These components are the parents, the students, the school environment and the community and must play their respective roles effectively to ensure the pupils participate in schooling and complete their primary education successfully. The roles performed by the four components are complimentary to one another. In the event of one of them malfunctioning, the whole system most likely not achieves its intended goals. The end result is wastage and missing out on the opportunity to achieve the educational goals. Figure1. Shows how variables within the school and the community interact and affect the students, making them not to enroll in schools, repeat classes and leave school prematurely as dropouts

Figure 1.1: Factors that Lead to Primary School Dropout



Adopted from Gachungi, (2005)

1.11 Operational Definition of Terms

The following are definition of terms as used in this study

School dropout- In this study refers to a child who was once enrolled in school but has since left school for various reasons other than completion

‘At Risk’ – Pupils who exhibit characteristics that correlate to dropping out, though they may not necessarily drop out of school.

Pull factors- Factors in the environment outside the school that lead to children dropping out of school.

Push factors- Factors in the school environment that lead to children dropping out of school.

1.12 Organization of the Study

This study report has five chapters. Chapter one deals with the background to the study, statement of the problem, purpose of the study, research questions ,scope, significance of the study, limitation of the study, conceptual frame work and definitions of the terms as they have been used in this study as well as organization of the study. Chapter two contains review of related literature while research methodology is presented in chapter three. Chapter four contains the findings of the study, analysis and discussion. Chapter five provides summary, conclusion and recommendations of the study. The last part of the report provides a list of references as well as instruments for data collection that were used for the study and research clearance letter

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the problem of school dropout in Tanzania and elsewhere in the World. The chapter discusses statistics available on school dropout in various parts of the world. Also review of the literature focus on school factor, the influence of parent's education level and pupils gender as predictor variable and school dropout among primary pupils as the outcome.

2.2 Global Situation of School Dropout

UNESCO (2012) Global Report on education stated that there was an urgent need to address the high numbers of children leaving school before completing primary education. The findings by UNESCO (2011) on the global picture towards attainment of Universal Primary Education (UPE) indicated that about 31.2million primary pupils in 2010 dropped out of school globally and may never return.

The findings of UNESCO (2006) study on global gains made towards attainment of Universal Primary Education (UPE) indicated that many countries have relatively high initial enrolment figures but poor primary school completion rates. This due to continued dropping out of school making attainment of Universal Primary Education (UPE) difficulty in several countries of the world like Malawi, Bangladesh, Pakistan, Bolivia to name a few. Completion rates provide a much stronger test of UPE than enrolment rate alone.

Studies by Lloyd, Mete and Grant, (2009) in rural Pakistan on primary completion rates found that though Pakistan had a national enrolment of 83% its completion rate was only 48% as a result of high dropout rate. Cameron (2005) conducted studies on dropout rates in the United States of America (USA) and Canada. He found that USA national dropout rate in 2011 stood at 25% with some places like Mississippi having a dropout rate of as high as 38%.

Bacolod and Ranjan (2005) in their study on dropouts in America found that the annual number of high school dropouts in the USA alone in 2012 was estimated to be about 3,030,000 translating into 8,300 dropouts per day.

UNICEF (2003) showed worrisome report from sub-Saharan Africa where the number of girls out of school rose from 20 million in 1990 to 24 million in 2002. The report also indicated that 83% of all girls out of school in the world live in sub-Saharan Africa, South Asia, East Asia and the Pacific.

Policies to improve school progression and reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved. Children are starting primary school in greater numbers than ever before but dropout rates are significant and lead to low levels of primary school completion in many countries. In Benin, for example, the primary school completion rate in 2005 was 62 percent, although it increased steadily from 38 percent in 2000. In the Democratic Republic of Congo, the primary school completion rate in 2007 was 51 percent, which was the same completion rate for the country in the early 1990s. . As a result of substantial rates of drop out and non-completion of primary school many children

are leaving schooling without acquiring the most basic skills. Their brief schooling experience consists frequently of limited learning opportunities in overcrowded classrooms with insufficient learning materials and under-qualified teachers (Alexander, 2008).

2.3 School Dropout Situation in Africa

Policies to improve school progression and reduce the numbers of children dropping out of school are critical if UPE is to be achieved. In Africa evidence indicate that children are starting primary school in greater numbers than ever before but dropout rates are significant in many countries. For, example, the study by Sabates et al (2010), on primary school completion rates indicated low primary school completion rate in 2005 for countries like Benin and Democratic Republic of Congo, due high dropout rate. As a result of substantial rates of drop out and non-completion of primary school, many children are leaving schooling without acquiring the most basic skills. The same study by Sabates et al. (2010), found that failure to complete a basic cycle of primary school not only limits future opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of primary education. They cited the World Bank 2007 report on the Government of Malawi for example, which allocated 4.2 percent of Gross Domestic Product (GDP) towards public educational expenditure in 2007, which represented around 195 million dollars. Of this, 55 percent was allocated towards primary school. With a primary school dropout rate of 65 percent in 2007, it is estimated that children, who fail to complete primary school, took up nearly half a million-school places. In monetary terms, this broadly represented an annual expenditure of 60

million dollars, 1.3 percent of GDP in 2007, on the education of children who probably left schooling without any basic skills.

A study by Hadley (2010) on primary school dropout rates of Sub-Saharan Africa region found that the region has the highest dropout rate, which rose from 40% to 42% between 1999 and 2009. This meant that more than two in five children who start school may not reach the last grade of primary education. Dropout rates were highest in Chad (72%), Uganda (68%) and Angola (68%), where more than two out of three children starting primary school were expected to leave before reaching the last grade.

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 (2002) observed 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 relation to school drop among the pupils

2.4 School Dropout Situations in Tanzania

The objective of primary education in Tanzania is to provide students with academic and vocational skills as well as moral ethics but it is unfortunate that these objectives have not been fully achieved due to the high level of pupils' dropout among the primary school pupils. Despite of the government efforts through PEDP to

double the enrolment rates in primary school for instance in 2004 more than 7million children were enrolled in primary school, an increase of nearly 2.2million children as compared to 2001(a 44% increase in pupils enrolment in three years).These figures also show that the GER and NER have reached 108.3% and 90.5% respectively which suggests that UPE is closed to being accomplished (URT,2008).But unfortunately many pupils among them do not complete the primary education due to various reasons. For instance in 2004 about 32469 primary school pupils which was 77% dropped out from school and in 2005 about 44603 primary school pupils which was 77.6% also dropped out from school (Basic Education Statistics National Data ,2009). In 2011 about 57085 primary school pupils which was 74.9% dropped out from school (Basic Education Statistics National Data 2011

It is now estimated that in Tanzania about half of enrolled pupils dropout before completing primary education (Tanzania today)

2.5 Theoretical Literature

The researcher employed social capital theory on study of management of problems of dropout in primary school pupils

2.5.1 Social capital theory

Meier, (1999) and Coleman, (1988) argued that three factors are responsible for children well being which are family income, parental education level and social capital.

Smith et.al. (1992:75) providing the importance of social capital in studying dropout states that one of the more promising theoretical approaches to the study of the problem of high school dropouts is social capital theory. Social capital refers to social networks and social interaction that facilitates educational attainment. Social capital may occur both within and out-side the family. Coleman (1988) suggests a relationship between a child, his/ her family, friends, community, and school could translate into higher academic achievement (Meier, 1999). Within the family, social capital is represented by the amount of positive parent-child interaction which allows children to translate the financial and human capital present in the family into human capital or some other attribute that in-creases well-being (Coleman, 1988, Teach man et. al. 1996). Outside the family, density of social interactions among parents in different families and among parents and institutions in the community, particularly schools, serves to increase closure intergenerational relations (ibid). Social capital exists in the norms, social networks, and interactions between adults that facilitate or support educational attainment at the community level (Smith et. al.1992).

Isreal & Beaulieu (2004) further simplified the social capital theory by dividing into different categories. First, they describe 'family social capital' by saying that family structure and resources affect the extent of social capital. Coleman (1990) states that family social capital represents the norms, social networks, and relationships between parents and children which are valuable for children while growing up. Family income and educational attainment of parents represent important resources that can influence a child's academic aspirations and success. The greater the socio-economic resources present in a home, the better the academic performance and

school completion rates of students (Isreal & Beaulieu, 2004:37). In relation to my study, The researcher assume that if the family or parents lack socio-economic resources and have low education background it becomes difficult for parents to give continuation to children's schooling.

'Interactive social capital' within the family deals with the scope and quality of a parent's relationship with their children. It includes parent's nurturing activities, such as helping children with their homework, discussing important school activities with them, and expressing high educational aspirations for them (Downey, 1995). In relation to this study, the researcher assume that if parents are uneducated, they might not feel the importance of educating children. Those parents expect the ultimate benefit for their children in an early age and push them to work. Families with high educational expectations choose to spend more family time on activities that support learning for children

(Isreal & Beaulieu, 2004). Family social capital and academic achievement can be moderated by geography as well. Rural families tend to have larger number of children with limited education and income that fall below the poverty line which affect the quality and quantity of parent-child interaction and, in turn, children's academic achievement and aspirations (Beaulieu & Israel, 1997). Large number of siblings in a family might create difficulties for parents to fulfill every demand such as schooling of children.

School social capital includes the composition of the student body, the size and resource base of school, and the nature of the climate evident in the school and

classroom (Stockard & Mayberry, 1992). Smaller schools often tend to have lower student-teacher ratio, teachers can give closer attention as per the needs of students, and consequently students have higher academic performance. Increased school size is often associated to greater absenteeism of students, lower academic performance, lower participation in school activities, and lower high school completion (Beaulieu & Israel, 1997). The researcher assume that the attraction towards schooling and education decreases with the increase in higher pupil-student ratio, lack of quality teaching, learning behavior and physical facilities available at school. 'Community social capital' which includes community structure, available resources and socio-economic capacity determine children's Schooling whether high or low (Beaulieu & Israel, 1997).

2.6 Factors Affecting/Leading to Drop Out of School

Factors are categorized as follows;

2.6.1 School factors as related to school dropouts

School level factors also play a role in increasing pressures to dropout such as teacher absenteeism, school location and poor quality educational provision (Alexander, 2008) .The system of educational provisional at the school level generates conditions that can ultimately have an impact on the likelihood of children dropping out from school. Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Molteno et al., 2000), as have various aspects of teaching and learning processes. Teaching

practice and behaviour can particularly influence a pupil's decision to drop out. Smith (2003) found that in some schools in Zimbabwe's Southern Province teachers did not prepare lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and implicit lack of in-service teacher development has serious implications for retention.

2.6.2 Teacher pupil's relationship

Students with poor relationship with teachers avoid school in order to avoid their teachers. Fornwalt (1947) argued that teachers who subject their students to shame sarcasm, name calling, ridicule and humiliations are the contributing factor towards dropping out.

2.6.3 Teaching approaches

Miles (2000) argued that certain teachers still employ authoritarian types of teaching which could result in learner's absenting themselves from school. The educator's instructional approach and his or her feelings towards his or her work may be one of the factors that cause some learners to engage into absenteeism and latter drop out. An enthusiastic educator instills enthusiasm and motivation in learners. On the other hand a demoralized educator who shows little interest in his or her work discourages learners. Furthermore, the educator's attitude towards his or her work could either be negative or positive is contagious and often affects the Learners. (Donald, Lazarus and Lolwana, 1997:115). Enthusiastic and motivated educator may be perceived to have positive attitude towards their work and are more likely to be Keen to vary their instructional approaches. Also Deal and Celotti (1980) found that 47% of pupils

dropout because they are bored, unmotivated and disengaged due to poor teaching methods with heavy reliance on lecture, drill and test preparations

With regard to cognitive style, described by Rayners and Riding (1996:447), a teaching style which is restricted to one approach tends to exclude some learners. It is possibly difficult for some learner particularly the low ability groups to compensate which results in a likelihood of resorting to absenteeism and consequently drop out. Van Petegam.(1994:276) acknowledges the effects of teaching style by stating that incongruence between teacher's approach and what the learners are interested in leads to a decline in motivation and consequently pupils dropout

2.6.4 School curriculum

King and Schielmann (2004) argued that, if school curriculum does not reflect the pupil's society it affects negatively the ability for students to relate what they learn to their work and educational goals and equally impacts negatively on their decision to complete education cycle resulting in dropping out. The current curriculum provides few options, if any, for students. For example, Sabates et al. (2010) found that in Tanzania the curriculum assumes children have had some pre-primary skills are ready to begin formal instruction. Urban children are the ones who are more likely to have attended pre-primary school than rural

2.6.5 Distance from school

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 et al., 2000; Nekatibeb, 2002). Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, the likelihood of children attending school decreases the greater the distance to the nearest school.

According to Nekatibeb (2002) distances from school has been another deterrent for girls' education in many countries in Africa. A large number of studies in the region have reported that the long distances girls travel to school has two major problems including: one related to the length of time; and the energy children have to spend to cover the distance, often on an empty stomach, this relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implications for the motivation of pupils 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 (Ibid). Similarly, research by Ainsworth et al (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer.

Mirsky (2003) argued that long journey to and from school and often on an empty stomach makes school going on unpleasant routine for the poor children leading to their dropping out of school. 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).

Distance travelled to school has some measure of relationship to ills like absenteeism, delinquency, truancy, lateness, indiscipline, and non-attendance to school. These ills, either singly or combined ultimately affect achievement at school. Also, when the distance travelled to school is too far for the child, besides fatigue, there is the tendency for the child to lose interest at school and begin to be truant and may drop out of school completely (Arubayi, 2005; Duze, 2005).

It has also been observed that cases about where children travel up to five kilometers to school on foot. Even when they could afford to travel by car, motorcycle or bicycle for such long distances, the stress of commuting to school weighed the children down, and the exigencies of the road left parents and guardians worried until their children returned home safely. If students walk over one kilometer to school, the outcomes would not be in the best interest of both the child and the school because set goals and objectives may not be truly achieved. But today, it does appear that many Nigerian children still travel long distances to and from school (AIT News Hour, 2008).

2.6.6 Corporal punishment

According to the Society for the Protection of the Rights of the Child, about 35,000 school children in Pakistan dropout from school each year due to corporal punishment. Such beatings at schools are also responsible for one of the highest dropout rates in the world, which stands at 50% during the first five years of education (United Nations, 2008). Despite growing awareness regarding the issue, many school teachers remain convinced that some degree of corporal punishment is necessary to instruct children. Although all the provincial governments of Pakistan

banned corporal punishment in schools since 1999 and issued directives to all teachers not to use corporal punishment on children, the fact is that the directives remain poorly implemented which causes a high dropout at primary level.

A study done by Hussain (2011) in Pakistan titled causes of dropout in primary schools revealed that corporal punishment was one of the major reasons for dropping out of pupils from school. Beatings at school are considered culturally acceptable to ensure obedience. In 1989, 52% of Pakistani teachers were found to use physical punishment with their students (United Nations, 2008).

2.6.7 School management style

The work of school leaders nowadays is more complex than ever before. They are expected to perform managerial and instructional roles. By virtues of their positions the school managers oversee all activities taking place in a school and become accountable to activities within the school compound.

The core business of school managers is the success of the school by making teaching and learning more effective. Studies have cited school management styles as a school factor that has the potential to contribute to pupil dropouts. The community expects more than anything else the school management to produce high academic achievement and reputable moral ethos. If the school fails to sustain good academic performance and moral aptitudes the school management is bound to be underrated by those the school is accountable to.

As alluded to one of the causes of students' dropout is poor academic performance, this implies that the school leaders should play the role of an instructional leader. Instructional leadership involves setting goals, managing curriculum, allocating resources and evaluating teachers regularly to promote effective teaching and learning in the classroom. According to Strauss (2013) instructional leadership behavior has shown to be the most crucial role to improve teachers' performance and students' academic achievement. Knowing what happens in the classroom makes school managers to be innovative, visionary and perseverant. Once the students become aware that the school administration is concerned about their performance they tend to remain in the school.

In order for the school management teams to enhance retention they should be instructional leaders. Successful instructional leaders should possess excellent planning and observation skills as well as proficiency in research and evaluation of both teachers and students performance (Strauss, 2013). Failure to become instructional leaders may seriously affect the retention role of school managers.

A study by Hammond et al. (2007) recommended the need for administrators and teachers to design strategies to make the school a more attractive place for pupils to be. The same study found that school policies associated with dropout include raising academic standards without providing supports, tracking, and frequent use of suspension. The study observed methods schools used to regulate pupils' behavior had a relationship with dropping out. The study defined pupil control ideology as the teacher's stated belief regarding the control of students in classrooms and schools. A custodial pupil control ideology stresses the maintenance of order, impersonality,

unilateral downward communication, distrust of pupils, and a punitive, moralistic orientation toward the control of students. At the other end of the scale, a humanistic pupil control orientation emphasizes the psychological and sociological bases of learning and behavior, an accepting, trustful view of pupils, and confidence in their ability to be self-disciplining and responsible.

The study found that a custodial pupil control ideology is associated with high dropout rates. Positive school climate is associated with lower rates of dropout. The findings of the study indicated that statistically significant relationships exist between teacher pupil control ideology and the quality of school life as perceived by pupils.

A study on pupil control ideology and the quality of school life by Lunenburg and Schmidt (1989) showed that the general attitude pupils hold regarding their school determined what pupils viewed as the quality of life in a school and had an influence on their decision to drop out. They identified three factors that contribute to the quality of life in a school: level of pupils' general reactions to school, the level of pupil's interest in work prompted by the educational opportunities available and the nature of the student-teacher relationship. The study found that pupils with low personal satisfaction with various elements of school life are more likely to drop out.

The study by Hussain (2011) in Pakistan also indicated some of the administrative factors which are contributing towards high dropout rate. The findings indicated that about two-thirds (73%) of the respondents stated that careless supervision and weak administration is one of the major causes of high dropout. Similarly, 77% of the

participants affirmed that in-different attitude of administrative and supervisory personnel towards teaching community also contribute towards high dropout. (Government of Pakistan, 2009)

2.7 Gender as Related to School Dropout

According to Nkinyangi (1980), girls tended 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 girls dropout. It is wise to say that those children who do not continue or dropout from school at early years usually belong to poorer families. The majority of such children are girls. The question that arises is why? Colclough et. Al. (2000) state gender roles in the society change the balance between boys and girls to attend school.

Colclough et. Al. (2000) He further adds that several household contexts and cultural practices also increase these gender disparities. In societies where men are regarded as the main leaders of the society, girls are generally married earlier and girls future are seen as being devoted to home and family, the intensives for girls to attend and continue schooling is generally lower than boys (ibid). Girls are generally more expected to perform household chores and to look after their younger siblings. These variables increase demand of girls to stay at home rather than going to school which affects their regularity to school and finally leads to high rate of dropout

UNICEF (2003) showed worrisome report from sub-Saharan Africa where the number of girls out of school rose from 20million in 1990 to 24 million in 2002. The

report also indicated that 83% of all girls out of school in the world live in sub-Saharan Africa, South Asia, East Asia and the Pacific.

According to Economic Survey (2006), Enrolment rates in Kenya were almost the same at primary school for both boys and girls. The gap started to widen in upper primary as more girls left school than boys in certain parts of the country.

UNICEF report (2004) indicated that girls' primary school completion rate is far behind that of boys, at 76% compared with 85% for boys. This gender gap means that millions more girls than boys are dropping out of school each year. This goes to show that the majority of children not in school are girls.

Gender of pupils has effect on school dropout. Apparently, there is no remarkable difference in pupils' dropout between girls and boys. Both leave school for specific reasons: girls (pregnancy and marriage) boys (employment, behavioral difficulties). But boys are more prone to withdrawal from school system than girls. Furthermore boys dropout of school because they want to acquire a skill early in order to earn their living. Some boy's dropout of school to pursue business that is lucrative in nature. (UNICEF, 2004)

According to the Economic Survey (2011), more than 400,000 pupils in Kenya who enrolled in school under free primary education program did not complete standard eight. They were forced to drop out or repeat and only 59 percent of the pupils completed. A greater percentage of the dropouts were girls. This caused concern on the high level of wastage in the education system attributed to repetition and dropout.

UNICEF (2004) report indicates that girls' education leads to more equitable development, stronger families, better services, better child health and effective participation in governance. Despite the obvious benefits of Education to national development, research findings indicate that girls' dropout rate from school is higher than that of boys.

Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school and hence they prefer to invest more in boys education rather than girls education.

UNICEF (2004) report indicates that some 121 million children are out of school for various reasons and 65 million of them are girls. With the educational rights of 65 million girls unmet, something should be done to ensure that they complete their education. The same report indicates that Nigeria is one of the 25 developing countries of the world with low enrolment rates for girls, gender gap of more than 10% in primary education and with more than 1 million girls out of school.

2.8 The Influence of Parent's Education Level to Pupils 'Dropout

Ersado (2005) argues that parents' education is the most consistent determinant of a child Participation in education. It has been documented that the higher the education of the parent or the household head, the greater the chances of increased access,

regular attendance and lower dropout rates (Ainsworth et al., 2005; Connelly and Zhen, 2003; Duyear, 2003)

Barongo (2007) revealed that children, whose parents or guardians occupations were peasantry, fishing or involved in petty trade were likely to be truants and in the long run drop out from school. On the other hand children, whose parents or guardians had formal employment like teachers and nurses, were less likely to fall under the category of irregular attendance. Such phenomenon could have largely resulted from the fact that educated parents know the value of education for their children and insist them to attend school regularly. Apart from this, they are in a position to assist their children academically or find someone who can do remedial teaching to the young ones. The trend of pupils dropping out from school is connected to the low educational status of the parents or relatives in the homes in which a child is grown up. Nkoma (1979) in his study on truancy and school dropped out in Pangani in Tanzania revealed that, children who played truant or dropped out of school belong to not only economically poor families, but also to the parents with little formal education. It was found that educated parents tend to motivate their children in matters related to schooling and support them academically. They are very keen to make follow up visits to school for the academic welfare of their children.

The educational level of the family is one variable that has the most consistent relationship with the aspects of schooling. The level of the highest educational attainment by any member of the family is found to influence enrolment rates and regularity in attendance positively and dropout population among children negatively. There were 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 of their influence over their children's academic performance in schools. They were also actively involved in the education process of their children, for instance, supporting the pupil's basic learning and development at home. Illiterate parents are not able to do this effectively; therefore, their children are highly disadvantaged and as a result can withdraw from school early (Epstein & Conoley, 1987)

2.9 Empirical Review and Knowledge Gap

A study done in America by Coley (1995) on high dropout rates in the United States of America found that learners with higher educational expectation are associated with Low dropout rates than those with low expectation. Pupils who want to go far in their educations are less likely to drop out.

The study done by Hussain (2011) in Pakistan titled causes of dropout in primary school revealed that curriculum related factors contributed towards high dropout rate. Analysis indicated that two-thirds (66%) of the participants agreed that in Pakistan curriculum at primary level is not in harmony with the needs and abilities of children. They feel boring and not satisfy with the prescribed curriculum which forces them to leave school. Similarly, 67% of the participants stated that the prescribed curriculum at primary level do not fulfill the needs of the community. Therefore, students do not take interest in their education and they leave the school and join a workshop or factory. They also stated that heavy load of school bag also compel students to dropout at early stages.

A study by Ampiah and Adu-Yeboah (2009) on mapping the incidence of school dropouts in northern Ghana identified some school factors that contributed to pupils dropping out of school. These included grade repetition, low achievement, over age enrolment and regular absenteeism or previous temporary withdrawals from school. It is unclear whether grade repetition increases the chances of completion, but what was apparent in this study was that grade repetition extends the age range in a particular grade, and thus increases the possibility of repeaters dropping out. The study found that children who were made to repeat grades with a view of improving their performance ended up dropping out of school.

Research evidence through studies by Lewin, (2009) in sub-Saharan Africa, Akyeampong et al. (2007) on basic education in Ghana and by Ampiah et al. (2010) in Ghana all identified grade repetition as one school factor (variable) associated with dropout. Grade repetition increases the age in grade, which in turn increases opportunity cost for repeaters. A research study by Nkoma (1987) on the factors, which influence persistence absenteeism and dropout in rural primary school in Mainland Tanzania, found that broken family and low level of formal education of parents or guardians were among the causes of school dropout. A research study by Barongo (2007) on truancy and school dropout in Rufiji Districts showed that traditional practices such as 'jando and unyago' contributed to school dropout

Makame (1998) conducted study to find out the reasons contributing to drop out in primary schools in Zanzibar. In his study overcrowded classes, fishing and agricultural activities and lack of qualified teachers were identified as reasons for primary school dropout. His study revealed that parent of the pupil's were not able to

provide the children with school facilities such as school uniforms, school fees and exercise copy book .He further argued that due to lack of parent students dropped out from school because they lack humanitarian support and therefore engage in per business.

Essau (2005) studied on the persistence truancy and school dropout in Iringa region. In his study he argued that despite the effort made by the government of Tanzania to promote primary education truancy is still a major cause for school dropout

Through the analysis of empirical studies done in various places, it shows that the school dropout in schools is a great phenomena and the research done in Tanzania and other countries worldwide shows that school dropout exists in schools and needs to be combated using different ways in order to ensure the realization of universal education. Most of the researchers who researched on this matter have came up with crucial intervention towards eradicating school dropout problem basing to the facts that the research environment are differ from one area and another. The dropout problem still is persisting in our primary schools. Therefore there is a gap to be filled. Therefore the study attempted to examine the leading factors to school dropout and find out the way towards alleviating the problem of dropout in primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods which were employed in this study. The chapter constitutes the following: research approach and research design, target population, sample size, sampling procedure, research instruments, ethical considerations and data analysis procedure

3.2 Area of the Study

The study was conducted in six primary schools in Temeke District ,Dar es Salaam region. These schools were Mjimwema, Maweni, Ungindoni, Mikwambe, Toa ngoma and Kibugumo. This area is strategically selected due to its various social economic factors.

3.3 Research Design

Kothari (1990) define research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. For the purpose of this study a researcher employed descriptive design .This is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It is used to collect information about people's attitudes, opinions, habits or social issues such as education (Frankel and Wallen, 1990).The researcher employed this design in order to collect information direct from the respondents

3.4 Research Approaches

The study employed both qualitative and quantitative research approaches. The reason behind to use those approaches is due to the nature of study which involve data that needed to be described and quantified. Niglas (2004) points out that quantitative and qualitative method can be combined at different stages of the research process in the study of the same phenomena. Several researchers advocate combining the two methods not only for the purpose of triangulation but also for the Purpose of drawing from the strength of both methods since both has their own strengths and weaknesses.

Creswell (2006) argue that qualitative and quantitative methods should be viewed as complimentary rather than as rival camps so that combining them allows the researcher to offset their weaknesses to draw on the strengths of both in order to ensure that the results are valid and not a methodological artifact

3.5 Population

3.5.1 Target population

According to Omari (2011) a population is the totality of any group of units which have one or more characteristics in common that are of interest. The target population for this study comprised all head teachers, teachers, currently enrolled pupils, dropout pupils and District Education Officers

3.6 Sample size and Sample Technique

3.6.1 Sample size

Omari (2011) also defined a sample as a small proportion of a population selected for observations and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is carefully drawn. The sample comprised one hundred and twelve (103) respondents consisting of 1 District Education Officer, 6 head teachers, 30 teachers, 30 current enrolled pupils and 36 dropout pupils.

3.6.2 Sampling technique

Kothari (2004) defined sampling technique as the process by which a representative portion of the population is selected for analysis. The study employed simple random and purposive sampling technique

Enon (1995) defined simple random sampling as the type of sampling which provides equal chance to every member in the population to be included in the study. It gives equal opportunity to every individual in the population to be selected as a sample in order to avoid biasness. The researcher employed Simple random sampling technique in selecting the teachers and current enrolled pupils because each teacher and current enrolled pupils had equal chance to participate in the study.

Omari (2011) defined purposive sampling as process which involves picking units most relevant or knowledgeable in the subject matter, and study them .It is a technique whereby the researcher judges who is to be included in the sample to give the right information which not easily obtained from any other respondents. The head

teachers, District Education Officer, and dropped out pupils were purposively selected. Kombo and Tromp (2006: 82) state that, “the power of purposive sampling lies in selecting participants who provide the richest depth analysis related to the central issue being studied”.

Brown (2001) defined questionnaire as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing

3.7 Data Collection Methods and Instruments

In this study both primary and secondary data was collected and three data collection instruments were employed including questionnaire, interview and focus group discussion

3.7.1 Questionnaire

Questionnaire is very usefully in the study because it permits greater depth in understanding the issues at hand, permits probing to obtain more complete data and makes it possible to establish and maintain rapport with respondents, or at least determine when rapport has not been established (Omari, 2011). In this study, both open ended and closed ended questions as the methods of data collection were administered to collect both quantitative and qualitative data for the study. The use of open ended questions gave respondents a greater freedom to answer the questions because they answer in a way that suits their interpretation while close ended questions limit the number of possible answers to be given, (May 2001) .The use of close ended questions entailed the respondents to choose from the provided

responses. The closed ended questions are preferred because they are normally easy to fill in, take little time and effort, keep the subjects to the point, giving them a wide range of choice (Frankel and Wallen, 1990) A questionnaire was used to collect information from current primary school pupils and head teachers .The researcher used both open ended and closed questions

3.7.2 Interview

Interview is another research instrument that was used by the researcher to collect data.

Kothari (2004) define an interview as a technique that can be employed to collect information that involves oral and questioning of respondents. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone (Easwaramoorthy & Zarinpoush, 2006).The interview is advantageous because it is quite flexible, adaptable and can be used for many people (Frankel and Wallen, 1990). Detailed information can be obtained and well explained, more over an interview can gather other supplementary information and quality information by probing for more information .However the interview can be disadvantageous since the interviews may be subjective in responding to the questions and the responses being biased.

The researcher employed both structured and unstructured interview questions to collect information from District Education Officer, dropout pupils, and Teachers

3.7.3 Focus group discussion

Kombo and Tromp (2006) argue that focus group discussion is a data collection technique with the objectives of tapping relevant information from the selected respondents. Focus group discussion can produce a lot of information quickly and is good in identifying and explaining beliefs, ideas or opinion from the respondents. This method was used by the researcher because it helped the individuals who involved in the discussion to feel being part of the study, hence more ideas and views were contributed. The focus group discussions in this study involved six dropout pupils and six teachers on the attitudes, opinions and ideas about the causes of school dropout among the pupils

3.8 Source of Data

The study used both primary and secondary data

3.8.1 Primary data

Primary data are defined as original data collected from the field. These data allow the researcher to control the information provided by the respondents rather than depending on questions and information asked by another party perhaps with quite different intentions. In this study data were collected through questionnaires which were administered to current enrolled pupils and head teachers. Interview was used to collect information from dropout pupils, teachers and DEO

3.8.2 Secondary data

Secondary data are those data that are already available. They refer to data which have already been collected and analyzed by someone else for some other purposes.

The researcher used such data in order to gather relevant information for the study. Secondary data obtained through documentary review such as guidelines for pupil's enrolments, attendance register and pupil' dropout profile

3.9 Data Analysis Plan

Data analysis is the process of making sense out one's data. It involves scrutinizing the acquired information and making inferences (Kombo and Tromp 2006).The methods which are used in data analysis are influenced by whether the research is qualitative or quantitative. In this study therefore data were analyzed qualitatively and quantitatively.

3.9.1 Qualitative data analysis

Qualitative data is subjected to content analysis. Qualitative data were collected and used in interpreting, verifying and illustrating qualitative findings. According to Kombo and Tromp (2006) content analysis is a systematic procedure designed to examine and analyze the recorded information. Through content analysis ,the researcher was be able to synthesize and search for the general pattern by grouping data into meaningful categories. The information and data addressing a particular research question were put together and subdivided into coherent categories that helped in searching for the main themes which latter analyzed according to the research questions. Gender of pupil factors within the school and parent education level as related to school dropout were the themes to be analyzed. Some of the arguments from the respondents presented as quotations. Data were coded, transcribed and labeled according to the findings

3.9.2 Quantitative data analysis

Quantitative data were analyzed by computer using Microsoft Excel programmed. Consequently data were summarized ,compiled and presented using frequencies tables, percentages and graphs to enable comparison and for easy interpretation. Descriptive and analytical methods used to present the research findings.

3.9.3 Validation of instruments and data

The instruments are said to be valid id if they are accurate and actually measure what are intended to measure. The method which was used to validate data collection instruments in this study were trying them out. Before going to the field questionnaire and interview questions were administered to some members in schools to check if they are bringing about the required information. After this tryout, instruments were improved to remove weakness that was identified .Also experts were consulted to check if instruments were well designed in relation to the research objectives. To ensure validity and reliability of data, the researcher has used variety of methods in data collection. This method is called triangulation, a typical strategy for improving the validity and reliability of research findings. Creswell (202) described that triangulation means the use of different data sources of information by examining evidence from these sources and using them to build a coherent justification for theme.

3.10 Ethical Consideration

During the study a number of ethical principles were determined. The names of and identifying information about the participants and their families remained to be confidential. Each participant was given adequate time to read the information

concerning the study and its requirements. Participants also were given an opportunity to explain their right to ask questions and to withdraw from the study at any time

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study on the causes of dropout among primary school pupils in six selected primary schools (Mjimwema, Maweni, Kibugumo, Mikwambe, Ungindoni and Toa ngoma) in Temeke District. The findings are presented in relation to the following themes: School factors contributing to pupils dropping out of schools; which groups between boy and girl pupils are dropped out more than the others and the influence of parent's education level towards pupils dropping out from school

This chapter thus presented the data gathered through questionnaire, interview and focus group discussion attained from 30 teachers, 36 dropout pupils, 30 continuing pupils, 6 head teachers and 1 DEO

4.2 School Factors Contributing to Pupils Dropping out of School

The first objective was set to explore the school factors which contribute to pupils 'dropout from school. To achieve this aspect, 30 teachers, 36 dropout pupils, 6 head teachers and 1 DEO responded to the questionnaire and interview question presented to them. The question was: In your opinion, what are the major schools factors contributing to pupils drop out from school?

Table 1 shows the school factors and the number of responses each factor received out of the total of 73 responses as contributing to pupil dropouts

Table 1 School factors contributing to pupils' dropout

School factors contributing to pupils' dropout	Frequency	Percentage
Long distance from school	43	58
Persistent poor performance	49	67
Fear of teachers	64	88
Poor school administration	33	45
Overcrowded classrooms	58	79
Lack of food provision in school	39	53
Excessive corporal punishment	62	84
Some teachers are not teaching effectively	58	79

School factors contributing to pupils' dropout are well illustrated in figure 2

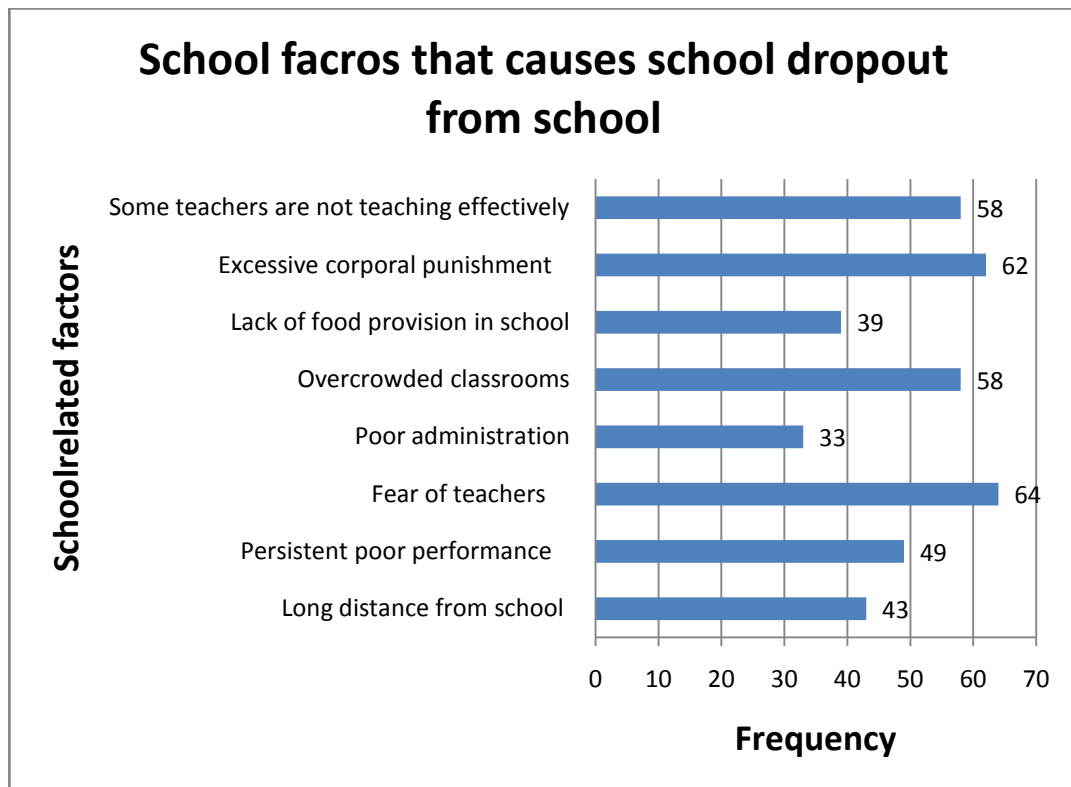


Figure 2: School factors that contribute to pupils' dropout

The fear of teachers was rated the highest factor about 64 (88%) of the responses causing dropout among the pupils. Excessive corporal punishment was rated second and accounted for almost 62 (84%). Overcrowded classrooms as well as ineffective teaching were rated third and each factor accounted for almost 58 (79%) of the responses. Persistence poor performance was another factor and it was accounted for approximately 49 (67%) of the responses. Other school factors that contribute to pupils' dropout included long distance from school, lack of food provision in schools and poor administration accounted 43 (58%), 39 (53%) and 33 (45%) respectively

The same question was posed to the pupils 'dropout and teachers through focused group discussion as a way to triangulate the information and qualify the quantitative

data. The question was what are the major school factors that contribute to pupil's dropout from school?

Focus group discussions with pupil's dropouts and teachers further supported the above findings. Majority of them indicated that poor school administration, corporal punishment, Long distance from school, lack of food provision in school, and poor teaching play an important role for the dropout among the pupils. For instance, in one of the discussions with pupils 'dropout and teachers the following statements were expressed:

Dropout 1

Sometimes, there is no breakfast in the house and my parents are not able to give me any pocket money to take to school, therefore I go to school without putting anything in the stomach, in the school also there is no any food provided so, I have to skip school to work to make money to support myself

Dropout 2

I beat up a fellow pupil and never returned to school after that incidence to avoid being punished because teachers are very harsh.

Dropout 3 my home is far from school, I always have to walk for a long journey, and several times teachers have been punished me because of being a late comer at school and therefore decided to leave the school

Teacher 1

Some children move very long distances to get to school and when you get them late they tell you how far they have moved, to avoid punishments because of being late decided to leave the school

Teacher 2

Children come to school when they do not have what to eat and they do not understand what is being taught to them at class, they keep yawning and eventually escape back home to look for what to eat they engage into truancy behavior and later dropped out

Teacher 3

A teacher is not motivated, he has very many problems but he is expected to perform, can you imagine a hungry teacher teaching a hungry pupil, what do expect negative results only, yes only, if they do not also fail sick and dodge class to look for more money then, they may never survival, in this situation teachers does not well prepared for teaching, hence they teach poorly in turn the pupils don't understand what they are taught as the results receive poor grade and eventually dropout

4.2.1 The findings on the school factors contributing to pupils' dropout among the pupils

The study has revealed that fear of teachers was rated the highest factor about 64 (88%) of the responses causing dropout among the pupils. Luneburg and Schmidt (1989) identified that pupil teacher relationship influenced dropping out of school

because it affects pupils' attitude towards school. A negative pupil teacher relationship leads to development of a negative attitude towards school in pupils putting them at risk of dropout

Excessive corporal punishment was rated second and accounted for almost 62 (84%) of the responses causing dropout among the pupils. Many children who have been subjected to hitting, paddling or other harsh disciplinary practices develop depression, fear and anger. These students frequently withdraw from school activities and disengage academically. Victims of corporal punishment often develop "deteriorating peer relationships, difficulty with concentration, lowered school achievement, antisocial behavior, intense dislike of authority, somatic complaints, and a tendency for school avoidance and school drop-out

Corporal punishment places parents and teachers in positions where they may have to choose between educational advancement and students' physical well-being. For instance, some parents who learn that their children are being struck at public school find themselves without recourse, unable to effectively opt-out from the practice, and unable to obtain legal or other redress when their children have been paddled against their wishes. Ultimately some parents find that the only way they can protect their children from physical harm is to withdraw them from school. Moreover, a public school's use of corporal punishment affects every student in that school, including those who are not personally subjected to hitting or paddling.

The prevalent use of physical violence against students creates an overall threatening school atmosphere that impacts students' ability to perform academically. Often,

children who experience or witness physical violence will themselves develop disruptive and violent behaviors, further disturbing their classmates' learning as well as their own, consequently dropout from school

Long distance was also indicated by 43(58%) of the respondents as a cause for school dropout among the pupils. Long distances make children drop out of school basing that sparsely populated areas have schools that are 10 kms away from the clusters that people live which is a very long distance and this discourages children from going to school because in most cases they are caught for late coming which calls for punishment and also by the time they get to school they are extremely tired. This is supported by Arubayi, 2005; Duze, 2005) who pointed that long distance travelled to school has some measure of relationship to ills like absenteeism, delinquency, truancy, lateness, indiscipline, and non-attendance to school. These ills, either singly or combined ultimately affect achievement at school. Also, when the distance travelled to school is too far for the child, besides fatigue, there is the tendency for the child to lose interest at school and begin to be truant and may drop out of school completely

Overcrowded classrooms as well as ineffective teaching were rated third and each factor accounted for almost 58 (79%) of the responses causing dropout among the pupils .Overcrowding in the school leads to a high pupil-teacher ratio causing a lack of individualized learner attention to the learners by the teachers, difficulty in identifying and monitoring discipline problems among the pupils. Munsaka, (2009) found that overcrowding in classes leads to deprivation of individual attention that pupils may require leading to pupils being disengaged from school activities and

ultimately dropping out of school because school has nothing for them. This problem of overcrowded classes mainly affects schools in urban settings more than rural schools

Ineffective teaching accounted 58 (79%) of the responses causing dropout among the pupils. According to Deal and Celotti (1980) pupil's dropout because they are bored, unmotivated and disengaged due to poor teaching methods with heavy reliance on lecture, drill and test preparations. This is also supported by Miles (2000) who argued that certain teachers still employ authoritarian types of teaching which could result in learner's absenting themselves from school. The educator's instructional approach and his or her feelings towards his or her work may be one of the factors that cause some learners to engage into absenteeism and latter drop out. An enthusiastic educator instills enthusiasm and motivation in learners. On the other hand a demoralized educator who shows little interest in his or her work discourages learners

Persistence poor performance was another factor and it was accounted for approximately 49 (67%) of the responses, repeated poor performance in class makes many children give up on studies when they see that their performance is constantly poor, they instead leave school and join peer groups, engaged themselves in truancy and become criminals among all other bad habits. Some children claim that when they do not perform well and may be are requested to repeat a class they are embarrassed because they are laughed at by their fellow friends in the class which makes them feel out of place hence leading to school drop outs, This is in line with Liu, (2004) who indicated that while pupils who perform exceptionally well

academically at an early age are often given preferential treatment by teachers in order to pass exams, others who perform poorly are made aware how slim their chances are of rising very high in the education system; and pupils who feel left out very quickly become disheartened. In schools where great emphasis was placed on the maintenance of very high academic standards, children with poor academic results were 'allowed' to dropout. In effect, pupils were encouraged to leave school

Bacolod et al. (2005), also in their study on why children work, attend school or stay idle: observed that, lower scores on measures of cognitive ability are associated with higher rates of dropout. Pupils with low ability are often the victims of grade repetition, which in most instances does not improve their performance but rather increases their chances of dropping out.

Poor school administration also was pointed by 33 (45%) of the respondent as the cause for school dropout. Most of head teachers are not effective in their management; they do not supervise their subordinates effectively towards daily curriculum implementation such as checking lesson plan, scheme of work, and the use of teaching aids .The teachers who are not well prepared cannot teach effectively as the results the pupils will not understand what they are taught, hence poor performance and eventually dropout from school. Some teachers are doing business in the classroom and force the pupils to buy those items which have been sold by them and whenever they denied it were heavily punished, unfortunate the head teachers keep silence, consequently pupils lose interest towards school and tend to avoid school and later dropout .The core business of school administrator is the success of the school by making teaching and learning more effective, the school

leaders should play the role of an instructional leader. Instructional leadership involves setting goals, managing curriculum, allocating resources and evaluating teachers regularly to promote effective teaching and learning in the classroom.

According to Strauss (2013) instructional leadership behavior has shown to be the most crucial role to improve teachers' performance and students' academic achievement. Knowing what happens in the classroom makes school managers to be innovative, visionary and perseverant. Once the pupils become aware that the school administration is concerned about their performance they tend to remain in the school. In order for the school management teams to enhance retention they should be instructional leaders. Successful instructional leaders should possess excellent planning and observation skills as well as proficiency in research and evaluation of both teachers and students performance (Strauss, 2013). Failure to become instructional leaders may seriously affect the retention role of school managers.

This is supported by Hussain, (2011) who indicated that careless supervision and weak administration is one of the major causes of high dropout.

By virtues of their positions the school managers oversee all activities taking place in a school and become accountable to activities within the school compound.

Therefore school administration has critical roles in making sure that pupils remain in schools and achieve their academic and social goals. This corroborates the idea that schools can make a difference in student retention (Berger, 2001; Rumberger & Lim 2008).

39 (53%) of the respondents mentioned Lack of food provision in school as a cause for school dropout among primary school pupils. some children drop out of school because they have no food to eat at school and even back at home there is nothing, so staying at home and looking for what to eat seems better than being at school and starving. Above all, students have a hard time retaining information when they are hungry, so in the long run they end up failing and get fed up with school and dropping out. Children who do not eat breakfast may not want to stay in class, preferring to look for opportunities to find food. Hungry children are more likely to drop out of school because they are unable to concentrate in class

The findings showed that school factors that causes pupils dropout from school were fear of teachers, excessive corporal punishment, overcrowded classrooms, ineffective teaching, persistence poor performance, long distance from school, lack of food provision in school and poor administration. This is supported by Alexander (1996) who argued that school factors play a more important role than other factors in causing pupils from school)

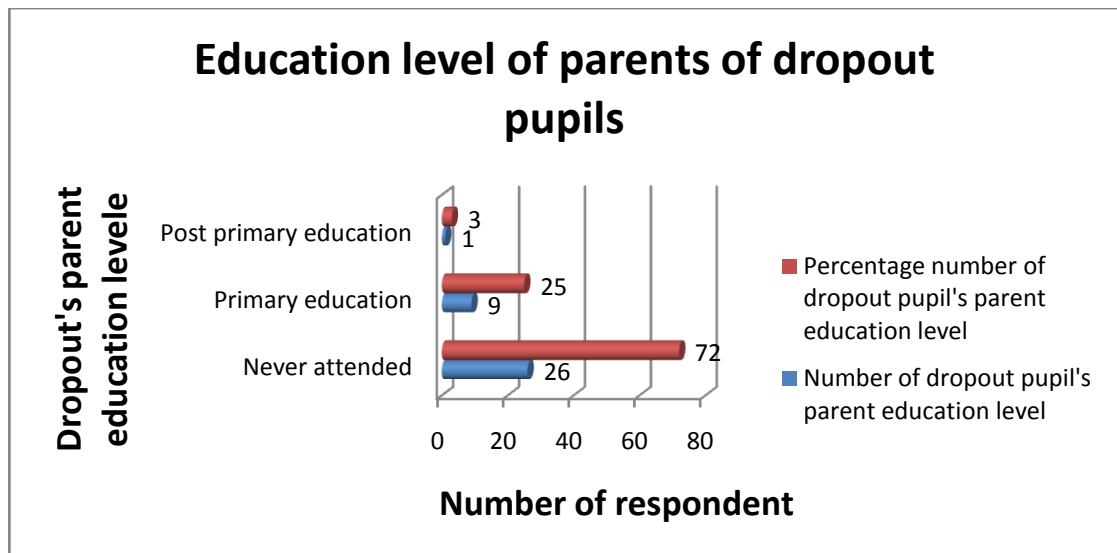
4.3 The influence of Parents Educational Level to Pupils Dropouts

The third objective of the study aimed to assess the parent's education level to pupil's dropout in primary schools in Temeke District. To achieve this aspect, 30 continuing pupils and 30 dropout pupils responded to interview question presented to them. The question was: How do parents education level influence pupils dropout from school?

Table 2: Distribution of dropouts' parent response on their education Level

Education Level	Dropout pupils response from interview (N= 36)	
	Frequency	Percentage
Never attended	26	72
Primary education	09	25
Post primary education	1	03
Total	36	100

The data in table 2 is well illustrated in figure 3

**Figure 3: Education level of parents of dropout pupils**

Data in table 2 indicated that the majority of parents of the dropout pupils, 26 (72%) had never attended primary schools and 9 parents (25%) had received primary education and only 1(3%) parent of dropout parents had received a post primary education level.

The education level of parents of the continuing pupils were also obtained through interview and table 3 below summarized their responses

Table 3: Level of education of Parents of the continuing pupils

Education Level	Response from interview (N= 30)	
	Frequency	Percentage
Never attended	2	7
Primary education	16	53
Post primary education	12	40
Total	30	100

Source: Field Data (2015)

The data in Table 3 is well illustrated in figure 3

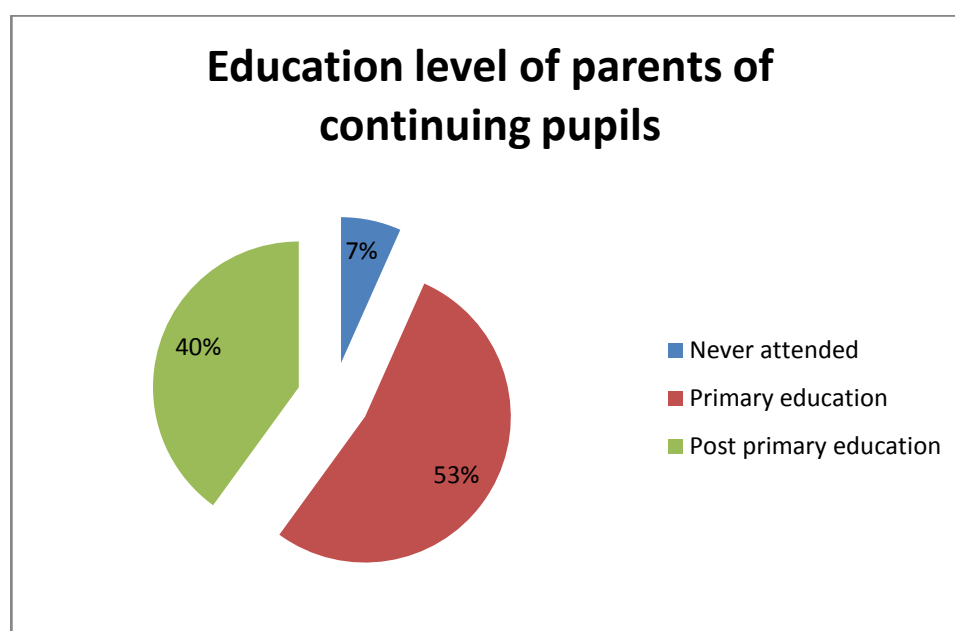


Figure 4: Educational level of parents of continuing pupils

Data in table 3 indicated that the majority of parents of the continuing pupils, 16 (53%) had attended primary schools and 12 parents (40%) had received post primary education and only 2 (7%) parent of continuing pupils had never attended school

The same question was posed to teachers through focused group discussion as a way to triangulate the information and qualify the quantitative data. The question was how do parents education level influence pupils dropout from school?

Focus group discussions with teachers further supported the above findings. Majority of them indicated that uneducated parents did not encourage their children to go to school as they would find it better for them to stay at home and assist them with house hold chores. Also parents with low level of education neglected to make follow up of their children's education and schooling, hence resulting to school dropout on the other hand pupils from educated parents were more likely to continue with school because educated parents act as role models for their children and are able to assist their children academically, it appears that children whose parents have high level of education and regularly communicate with their children, check homework, and have high expectations for their children thus positively influence pupils educational outcomes that guarantee pupils retention at school

4.3.1 The findings on the influence of parent education level to pupils dropouts

Academic attainment of parents is a key factor that influences the chances of a child dropping out of school. Most of the dropout pupils who had been interviewed 26

(72%) were coming from parents who had never attended school, followed by 9 (25%) of the pupils who were coming from parents who had primary education level. There was only 1(3%) dropout pupil who was coming from parent with post primary education level.

Respondents argued that most of the children from uneducated parents are more likely to dropout from schools because illiterate parents or parents with low level of education might not feel the importance of educating children. Those parents expect the ultimate benefit for their children in an early age and push them to work. Pupils from uneducated parent only depended on teachers at a school and when it happened that they did not understand their subjects at school, no academic support can received at home from their parents. This can led to poor performance and consequently dropout from school. Families with high educational expectations choose to spend more family time on activities that support learning for children; on the other hand children from educated parent are not likely to drop out from school. Most of educated parent are formally employed in different sectors, hence they are able to provide their children with school requirements. Also educated parents can help their children with their homework, discussing important school activities with them, and expressing high educational aspirations for them. They were also actively involved in the education process of their children including monitoring and helping with home work, attending school conferences and functions and providing learning environment support

This finding is also supported by Ersado (2005) who argued that parents' education is the most consistent determinant of a child participation in education. It has been

documented that the higher the education of the parent or the household head, the greater the chances of increased access, regular attendance and lower dropout rates (Ainsworth et al., 2005; Connelly and Zhen, 2003; Duyear, 2003)

4.4 Which Group between Boys and Girls Pupils is More Dropout than the other?

The third objective of the study aimed to determine the dropout rate according to sex of pupils so that to determine which group of pupils between boys and girls is more dropout than the other. To achieve this aspect 6 head teachers were required to fill in the questionnaire the number of pupils enrolled and dropped out in their respective school. The question was: Is the rate of dropout more among which group between boy and girl pupils during the period under study?

**Table 4: Overview of the Selected Schools by Enrollment and Dropout Rates
According to Sex of Pupils**

CADEMIC YEAR	ENROLMENT OF PUPILS		PERCENTAGE	NUMBER OF PUPILS WHO DROPPED OUT		PERCENTAGE
2005-2011	BOYS	406	48	BOYS	134	33
	GIRLS	432	52	GIRLS	221	51
	TOTAL	838	100	TOTAL	355	42
2006-2012	BOYS	404	49	BOYS	135	33
	GIRLS	413	51	GIRLS	204	49
	TOTAL	817	100	TOTAL	339	41
	BOYS	420	51	BOYS	105	25
	GIRLS	405	49	GIRLS	262	65
	TOTAL	825	100	TOTAL	367	44
2007 - 2013	BOYS	403	48	BOYS	96	24
	GIRLS	430	52	GIRLS	268	62
	TOTAL	833	100	TOTAL	364	44
2008- 2014	BOYS	412	49	BOYS	110	27
	GIRLS	436	51	GIRLS	219	50
	TOTAL	848	100	TOTAL	329	39
2009- 2015	BOYS	426	49	BOYS	149	34
	GIRLS	441	51	GIRLS	285	66
	TOTAL	867	100	TOTAL	434	50
MAIN TOTAL	BOYS	2471	49	BOYS	728	33
	GIRLS	2557	51	GIRLS	1459	67
	TOTAL	5028	100	TOTAL	2187	100

Source Field Data, 2015

The table indicated that about 2557 (51%) girl pupils and 2471 (49%) boy pupils were enrolled respectively. within the same period the table also indicated that 1459 (67%) girl pupils and 728 (33%) boy pupils dropped out from school and this accounted for 43.49% of the total number of student who did not complete their course of study.

Group discussions with the teachers also revealed that girl pupils dropped out more than boy pupils

4.5 Finding of Which Group Between Boy And Girl Pupils is More Dropout Than The Other?

Table 2 shows that girls enrolment and dropout figures of 2557(51%) and 1459 (67%) respectively were observed to be higher than that of the boys pupils of 2471(49%) and 728(33%) respectively. This means that there were two girls dropout than boys in the period of study. Also within the same period, two thousand, one hundred and eighty seven (2187) pupils dropped out from school this accounted for 43.49% of the total number of student who did not complete their course of study.

According to finding 1459 (67%) girl pupils dropped out more than 728(33%) boy pupils. Therefore study concluded that girl pupils dropped out more than boy pupils. This is supported by UNICEF (2004) report which indicated that girls' education leads to more equitable development, stronger families, better services, better child health and effective participation in governance. Despite the obvious benefits of education to national development, girls' dropout rate from school was higher than that of boys. Further, report indicated that girls' primary school completion rate was

far behind that of boys, at 76% compared to 85% for boys. This gender gap means that millions more girls than boys are dropping out of school each year. This goes to show that the majority of children not in school are girls.

Research evidence shows that education of female is paramount to the development of a nation. Credible visionaries and world leaders such as former UN secretary General Kofi Annan continuously highlight the role and powerful impact of girl's education (World Conference on Education, 2001). Speaking at the launch of a non-governmental report on girls' education in March 2003, he noted that:

Study after study has taught us that there is no tool for development more effective than the education of girls. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health, including the prevention of HIV/AIDS than that one of educating girls. No other policy is as powerful in increasing the chances of education for the next generation.

(World Conference on Education, 2001)

He described girls' education as an accelerator of progress and human development. What remains to be done is to make it totally apparent that education with a `gender lens` benefits girls and boys and that education programmed without the lens will always produce inequitable results and hamper quality.

UNESCO, (2003) indicated that female education is pre-requisite for greater social autonomy for women and for improving the socio-economic status of families for

example it is noted that countries with smaller gender gaps in education have better indicators of social welfare. For example, lower fertility rate, lower infant mortality rate, improved nutrition, increased life expectancy and better opportunities for their children in the next generation are social benefits that were accrued from more females being provided with proper education. Not only are a large number of girls denied the right to education, but many who attend school receive their education through under-resourced and over-crowded classrooms, poorly-trained or untrained teachers, and emotional and physical abuse through bullying, insults, physical punishment and sexual harassment. This hinders girls' participation in education

CHAPTER FIVE

SUMMAARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the main study of findings, general conclusion, recommendations and lastly areas for further studies. Specifically it tries, in a nut shell to go through each objective there by showing the extent to it was achieved.

5.2 Summary

The focus of the study was to investigate the causes of school dropout among primary school pupils. The study was governed by three objectives, to establish the school factors which contribute to pupils dropping out from school, to assess the influence of parents' education level on pupil dropping out from school and to determine which group between boys and girls is dropping out more than the other.

Six primary schools in Temeke District with high dropout rates were examined. The participants of the study comprised one hundred and three (103) respondents consisting of 1 District Education Officer, 6 head teachers, 30 teachers, 30 current enrolled pupils and 36 dropout pupils.

Through, Interview, questionnaires, and focus group discussion, data were collected and the results were tabulated and statistically treated

5.3 Conclusion

This study revealed that school dropout among the pupils still is a serious problem in education system in which this problem start in primary school and continue in

Secondary School which makes an early intervention necessary to try to prevent pupils from continuing on this path through their educational experiences.

The results of the study investigated the causes of school dropout among the primary school pupils in Temeke district as given by Teachers, dropout pupils, continuing pupils, Head teachers and District Education Officer (DEO)

5.3.1 The school factors which contribute to pupils dropping out of school

In the study of school based factors which causes the pupils' dropout rate, study revealed that many factors within the school have the probability of causing school dropout among the pupils. Therefore the study concluded that the school related factors that causes school dropout among primary school pupils were fear of teachers, excessive corporal punishment, overcrowded classroom, poor teaching, and persistent poor performance, long distance from school, lack of food provision in school and poor administration and

5.3.2 To assess the influence of parents' education level on pupil dropping out from school

In the study to assess the influence of parents' education level on pupil dropping out from school, the study indicated that academic attainment of parent is a key factor that influences the chances of a child dropping out of school. The study indicated that majority of dropped out pupils were coming from parents who had never attended school, followed by the pupils who were coming from parents who had primary education level. There was only one dropout pupil who was coming from parent with post primary education level.

Therefore study concluded that children from uneducated parents are more likely to dropout from schools than the children from educated parent.

5.3.3 To determine which group between boys and girls are dropping out than the other?

In the study to determine which group between boys and girls are dropping out more than the other, the results of the study found that girl's pupils dropped out more than boy pupils. For stance study indicated that more girl pupils 1459 (67%) dropped out into the primary schools than boy pupils 728(33%). Therefore study concluded that more girl pupils dropped out more into the primary schools than boy pupils

From these findings, study can conclude that pupils 'dropout from schools is an alarming issue, affects socio economic development. It does not affect only the community they belong but affect the nation at large. Pupil's dropout from schools leads to wasteful utilization of scarce educational resources without achieving the nation's educational aspirations. This does not make for healthy educational system and will have negative effect on the economy of a state because those dropping out may create higher future cost by way of rehabilitating them either through "second chance" formal or non – formal education. Those who drop finally into society may become social threats. In view of the above analysis, measures must be taken in order to reduce, if not to eliminate the dropout syndrome in Tanzania education system with particular attention to primary schools

5.4 Recommendation

Based on the findings of the study, the study comes with the following recommendations

- Every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problem affecting their children's education. These parents should be advised on the need to motivate their children to remain in school.
- Government should strengthen the sensitization of parents and guardians on their roles and responsibilities and a mechanism should be put in place to oblige parents to fulfill their primary parental responsibility of giving their children packed lunch, providing them with school requirements and doing everything possible to keep their children in school
- School management should well regular developed on school management professionalism through in service programmed, workshops and seminars
- Government should enforce the ban of corporal punishment in schools .Also the teachers have to be counseled on importance of using alternative methods in disciplining the pupils
- The government should regard the provision of education an utmost priority; enforce laws seriously against school dropout. Also there should be a better condition of service for teachers

- A legal provision should be put in place to impose sanctions against parents and guardians who fail to keep their children in school;
- Improve teaching and curricula to make school more relevant
- Government should give teachers sufficient salaries to motivate them to teach;
- More classrooms should be built so that classes decongested and the teacher pupil ratio is improved;
- The school in collaboration with other stake holder including the parents should establish the food programmed in the school to ensure that their pupils are fed while they are at school
- Sanctions should be imposed on primary school administrations that their schools have high dropout rate
- Primary school pupils should be enrolled on the school which is located nearby their residence
- Schools should offer effective remedial programmes for pupils who lag behind in a bid to improve their learning capacity and keep them on track.
- .
- Adult education programmed through open and distance learning (ODL) should be well enhanced so that the society could have an opportunity to

develop their education level towards helping their children academically and to enhance their economy. Therefore the society should be well sensitized on the importance of joining to the institution which offer the opportunity for education development

5.5 Areas of Further Studies

The researcher recommends the following to be researched further.

To investigate the causes of drop out from school among girl pupils in primary school

This study has covered a small portion of the Tanzania population. The finding might not reflect the situation of the whole country especially when we take into account that the rates of dropout from one region to another differs significantly. It is a high time the study cover wider population that could involve more regions and district so that to provide a clear nation image on school dropout basing on the fact that EFA goal call for African countries to achieve universal basic education by 2015. This goal cannot be achieved if the pupils in primary school continue to dropout from school.

REFERENCES

- Ainsworth, M. (2005). *Socioeconomic Determinants of Fertility in Sub-Saharan Africa: A Summary of the Findings of a World Bank Research Project*. Washington D.C.: The World Bank.
- Africa Independent Television (AIT) (2008). *In AIT News Hour*.
- Alexander, R. (2008). 'Education for All, the Quality Imperative and the Problem of Pedagogy.' CREATE Pathways to Access. Paper No 20. Consortium for Research on Educational Access, Transitions and Equity: University of Sussex.
- Alika, H.I. & Egbochuku, E.O. (2009). Vocational Interest, Counseling, Socio-economic Status and Age as Correlates of Re-entry of Girls into School in Edo State. *Edo Journal of Counseling, Vol. 2 (1), 9-16*.
- Allensworth, E. M., and Easton, J. Q. (2007). *What matters for staying on-track and graduating in Chicago public high schools: A close look at course grades, failures, and attendance in the freshman year?* Chicago: Consortium on Chicago School Research.
- Alvares, B, Gillies, J. and Biadsher, M. (2003). "Beyond Basic Education; Secondary Education in The developing World." Washington, D.C. The World Bank.

American Psychological Association (2010), *Facing the school dropout dilemma*.

Retrieved from <http://www.apa.org/pi/families/resources/school-dropout-prevention.aspx>

Arubayi, E.A. (2005) “Comparing average distance travelled to schools by students in primary and secondary schools in Delta and Edo States and its effect on attendance.” *Delsu Journal of Educational Research and Development*. 4 (1): 1-9.

Babyegeya, E. B. M. (2002). *Educational planning and Administration*. Dar es Salaam: Open University of Tanzania.

Birdsall, N et. al. (2005): Towards Universal Primary Education: investments, Incentives and institutions. *European Journal of Education*. Vol 40 (3), 337–349.

Bledsoe, C. (2002). 'School Fees and the Marriage Process for Mende Girls in Sierra Leone.' In Sanday, P.G. and R.G. Goodenough, 1990. *Beyond the Second Sex. New Directions in the Anthropology of Gender*. Philadelphia: University of Pennsylvania Press.

Brown, J. D (2001) *Using Surveys in Language Programs*. Cambridge University Press.

Cain, M.T. (1977). *The Economic Activities of Children in a Village in Bangladesh.* *Population and Development Review*, 3(3): 201-227.

- Cairns, R. B, Cairns, B. D., and Neckerman, H. J, (1989). Early School Dropout: *Configurations and Determinants Child Development Vol. 60, No. 6 (Dec., 1989), pp. 1437-1452*
- Cameron, L. (2005). 'Primary Completion Rates.' *EPDC Technical Paper WP-09-01*. Washington DC: Education Policy and Data Center.P.23.
- Coleman, J. S. (1988). Social capital in the creation of human capital [Electronic version]. *The American Journal of Sociology*, 94, S95-S120.
- Coleman, J.S. (1988). *Social Capital in the Creation of Human Capital. American Journal of Sociology*, (94):S94-S120.
- Coleman, J.S. (1990). *Equality and Achievement in Education*. Boulder: West view.
- Colclough, C., Rose, P. and Tembon, M. (2000). 'Gender Inequalities in Primary Schooling: The Roles of Poverty and Adverse Cultural Practice.' *International Journal of Educational Development*, 20: 5–27.
- Coombs, P. H. (1970), *what is educational planning?* International Institute for Educational Planning, *UNESCO*.
- Creswell, J.W., Plano Clark, V.L., Gutman, M.L. and Handson, W.E. (2006). *How much influence do (and can) education administrators have on classrooms?* *Phi Delta Kappan*, 61, 472-473.
- Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, Calif, London: Sage Publications

Duze, C.O. (2005) “*Attrition rates in primary schools in Anambra State*”,
Unpublished Monograph.

Easwaramoorthy, M & Zarinpoush, F (2006).*Interviewing for Research*. Canada.
Imagine

Economic survey, (2011, May 19). *More than 400,000 pupils did not complete
standard eight last year*. The Daily Nation.

Education Policy and Data Center (2009). ‘*Pupil Performance and Age: A Study of
Promotion, Repetition, and Dropout Rates among Pupils in Four Age
Groups in 35 Developing Countries.*’ Working Paper EDPC-09-02.
Washington DC: Education Policy and Data Center.

Epstein J. L., & McFarland, J. M. (1976). The concept and measurement of the
quality of school life. *American Educational Research Journal*, pp.13, 15-
30.

Ersado, L. (2005) *Child Labor and Schooling Decisions in Urban and Rural Areas:
Comparative Evidence from Nepal, Peru, and Zimbabwe*. *World
Development*, 33(3): 455-480.

Forn Walt, R. V. (1947) *toward an understanding of truancy*. *The school Review*, 55,
87 – 92.

- Hadley, S. (2010). '*Seasonality and Access to Education: The Case of Primary Education in sub-Sahara Africa.*' *CREATE Pathways to Access No 31*. Consortium for Research on Educational Access, Transitions and Equity: University of Sussex.
- Gachungi, (2005). *Factors contributing to Educational wastage in Public and private secondary schools in Municipality Division, Nyeri District*,
- Hakielimu. (2007) *what has been achieved in primary Education? Key Findings from Government Reviews Oct 2007: Dar es Salaam, Tanzania*
- Hall, A. (2008). '*Brazil's Bolsa Familia: A Double-Edged Sword.*' *Development and Change*, 39: 799-822
- Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout Risk Factors an Exemplary Program*. Clemson, SC: National Dropout Prevention Center, Communities in Schools, Inc.
- Hunt, F. (2008). '*Dropping out from school: A cross-country review of literature.*' *CREATE Pathways to Access No 16*. Consortium for Research on Educational Access, Transitions and Equity: University of Sussex.
- Israel, G. D., & Beaulieu, L. J. (2004). Investing in communities: Social capital's role in keeping youth in school [Electronic version]. *Journal of the Community Development Society*, 34(2), 35-57.

- Jordan, W. J., Lara, J., & McFarland, J. M. (1994), *explore the complexity of early dropout causal structures*. Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students, the John Hopkins University.
- Juneja, N. (2001). *Primary education for all in the city of Mumbai, India: the challenge set by local actors*. *School Mapping and Local-Level Planning*. Paris: UNESCO
- Kane, E. (2004). 'Girls' Education in Africa: What Do We Know About Strategies That Work?' Washington DC: The World Bank.
- Keys, W (1994) *what do students think about? Teaching and Learning in the secondary school* 21 – 34.
- King, L. & Schielman, S, (2004) *the challenges of indigenous education: perspectives and practice; education on the move*, Paris: UNESCO.
- Kimitei, W. J. (2010). *Determinants of transition rate to secondary education among primary school girls in Kenya: A case of Keiyo District*. Unpublished M.Phil. Thesis, Moi University, Eldoret, Kenya.
- Kombo & Tromp (2009). *Proposal and thesis writing; an introduction*. Nairobi: Pauline Publications Africa.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd Publishers.

- Lazear, E. (Ed.) 2002. "Education in the Twenty First Century" New York: Hoover Institution Press.
- Lehr, C. A., Johnson, D. R., Bremer, C. D., Cosio, A., & Thompson, M. (2004). *Essential tools: Increasing rates of school completion: Moving from policy and research to practice*. Minneapolis, MN: University of Minnesota, Institute on Community Integration, National Center on Secondary Education and Transition?
- Lewin, K. M. (2009). 'Access to education in sub-Saharan Africa: Patterns, problems and possibilities.' *Comparative Education*, 45(2): 151-174.
- Lewin, K.M. (2008). 'Access, Age and Grade.' CREATE Policy Brief No 2. Consortium for Research on Educational Access, Transitions and Equity: University of Sussex.
- Little, A.W. (2008). 'Size matters for EFA.' *CREATE Pathways to Access No 26*. Consortium for Research on Educational Access, Transitions and Equity: University of Sussex.
- Lloyd, C.B., Mete, C. & Grant, M.J. (2009). 'The implications of changing educational and family circumstances for children's grade progression in rural Pakistan: 1997-2004.'
- Lockheed, M.E. & Verspoor, A.M. (1990). *Improving primary education in developing countries*. Washington, DC: World Bank.

- Lunenburg, F. C., & Stouten, J. W. (1983). *Teacher pupil control ideology and pupil's projected feelings toward teachers. Psychology in the Schools, 20*, 528-533.
- Madumere, M.V. (1991) *Improving Primary Education in Developing Countries*. New York: Oxford University Press.
- Maxwell, J.A. & Loomis, D.M. (2003) 'Mixed Methods Design: An Alternative Approach', in A. Tashakkori and C. Teddlie (eds) *Handbook of Mixed Methods in Social and Behavioral Research*, pp. 209–40. Thousand Oaks, CA: Sage.
- Ministry of Education, (2006) *Learning Achievement at Middle Basic Level: Zambia's National Assessment Survey Report 2006*. Lusaka: Examinations Council of Zambia.
- Meier, A. (1999). *Social Capital and School Achievement among Adolescents*. CDE Working Paper No. 99-18. University of Wisconsin-Madison
- Ministry of Education, (2010) *2010 educational statistical bulletin*, Lusaka MoE.
HAIMO
- Ministry of Education, Science, Vocational Training and Early Education, (2013) *Solwezi District Primary School Dropout statistics*: District Education Board Secretary database unpublished.

- Ministry of Education, Science, Vocational Training and Early Education, (2013)
Minister's speech at the First National Conference for Headteachers,
Lusaka, Zambia.
- Mingat,A.,Jee-peng and soucat,a. (2001) *Enhancing Human Development in the
HIPC/PRSP Context-Progress in Africa During 2000*.Washington D.C:
World Bank
- Mirsky, J. (2003). *Beyond Victims and Villains: Addressing Sexual Violence in the
Education Sector*. London: The Panos Institute. Retrieved on 2th January
2015 from [www.panos.org.uk/resources/ report download](http://www.panos.org.uk/resources/report/download).
- Modisaotsile B. M, (2012) *The Failing Standard of Basic Education in South Africa.
Policy Brief: Africa Institute of South Africa, Briefing no.72, march 2012*
- Morgan, D.L. (1998) 'Practical Strategies for Combining Qualitative and
Quantitative Methods: Applications for Health Research', *Qualitative
Health Research* 8: 362–76.
- Munsaka, E. (2009). *Understanding school dropout among adolescents in rural site
of southern Zambia* (Phd. Thesis, University of Cape Town, 2009).
- Mwansa, D. M. (2004) *Growth and Impact on Girls education 1996 to 2004: Lusaka.*
FAWEZA
- Niglas, K. (2004) *The Combined Use of Qualitative and Quantitative Methods in
Educational Research*. Tallinn, Estonia: Tallinn Pedagogical University
Dissertation on Social Sciences.

- Nkinyangi, J.(1980). *Socio economic Determinants of Repetition and Early withdrawal at Primary school level and their implication for Educational planning in Kenya.*, California. Stanford University.
- The United Republic of Tanzania-URT (2008). *The Status of Implementation of EFA in Tanzania (2002-2007)*. Dar es Salaam. Ministry of Education and Vocational Training
- Ocholi, E.F. (2002). *The girl child is vulnerable in access to quality education. Counseling intervention for gender equality*. A paper presented at the 26th annual conference of the counseling association of Nigeria, Benin City
- Odaga, A and Heneveld, W. (1995).*Girls and Schools in Sub-Sahara Africa*. Washington: world Bank.
- Omari, I. M. (2011).*Concepts and Methods in Educational Research*. Dar es Salaam: Oxford University Press
- Onakpoma, V.O. (2008) “*Attrition rates in primary schools in Delta State*” Unpublished M. Ed. Dissertation, Delta State University, Abraka).
- O-Saki, K. M., & Obeleagu, A, A., (2002). *A Study of Classroom Interaction in primary schools in the United Republic of Tanzania, Prospects*, XXXII(1): 104-116.
- Osakwe, G., Osagie, J., Madunagu, B.I. & Usman, H. (1995). *Research Findings into Reproductive rights of Women in Nigeria*. International Rights Action Group.

- Oaster, E. & Thornton, R. (2009). *Menstruation and Education in Nepal*. Working Paper 14853. Cambridge: National Bureau of Economic Research.
- Psacharopoulos, G., and Woodhall, M. (1985). *Education for development, an analysis of invest and choices*. Washington, DC: Oxford University Press.
- Rumberger, R. W. (2004). *Why students drop out of school*. In G. Orfield (Ed.), *Dropouts in America: Confronting the graduation rate crisis*. (pp. 131-155). Cambridge, MA: Harvard Education Press.
- Rumberger, R. W., & Lim, S. A. (2008). *Why students drop out of school: A review of 25 years of Research*. California Dropout Research Project #15. Santa Barbra: University of California
- Sabates, R etal (July, 2010).Background paper for the Education for all Global Monitoring Report 2011.*The hidden crisis: Armed conflict and education School Dropout: Patterns, Causes, Changes and Policies*
- Smith, M. H., Beaulieu, L. J., & Israel, G. D. (1992). Effects of human capital and social capital on dropping out of high school in the south [Electronic version]. *Journal of Research in Rural Education*, 8(1), 75-87.
- Strauss, V. (2013).*School principals and the rhetoric of 'instructional leadership'*. [Online] Available:<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/04/18/school-principals-and-the-rhetoric-of-instructional-leadership/>/(April18, 2013).

Teachman, J. D., Paasch, K., & Carver, K. (1996). Social capital and dropping out of school early [Electronic version]. *Journal of Marriage and Family*, 58, 773-783.

Tanzania today dropout rate alarming retrieved from www.tanzania.co.tz/news/editorial

Unger, H. G. (2007), *Encyclopedia of American Education. 3rd Edition. Vol. 1*. New York, InfoBase Publishing.

UNICEF, (2003). *Girls' education progress analysis and achievement in 2002. Medium – Term Strategic Plan 2002 – 2005*, New York. 6, 11-15. .
UNICEF

United Nations Education Scientific and Cultural Organization. (2005). *EFA Global Monitoring Report 2005: Education for All, the Quality Imperative*. Paris: UNESCO Publishing.

United Nations Education Scientific and Cultural Organization. (2006). *EFA Global Monitoring Report 2007: Strong Foundations. Early Childhood Care and Education*. Paris: UNESCO Publishing.

United Nations Education Scientific and Cultural Organization institute of statistics, (2005). *Children out of school: measuring exclusion from primary education*. Montreal: UNESCO Institute of Statistics.

United Nations Education Scientific and Cultural Organization (UNESCO), (2001). *Education and poverty eradication. International Workshop On*

Education and Poverty Eradication, Kampala. From <http://www.unesco.org/education/poverty/news.shtml>.

URT (2009) *Basic Education Statistics*, Dar es Salaam, Tanzania Ministry of Education and Vocational Training,

URT (2011) *Basic Education Statistics*, Dar es Salaam, Tanzania Ministry of Education and Vocational Training,

United Nations Education Scientific and Cultural Organization. (2012). Stumbling blocks to universal primary education: Repetition rates decline but dropout rates remain high. *Global Education Digest 2012, 22.11.2012 issue UNESCO press*

United Nations Education Scientific and Cultural Organization institute of statistics, (2011) *Global education digest 2011*. Comparing education statistics across the world: focus on secondary education. Montreal: UIS.

United Nations Education Scientific and Cultural Organization, (2011), *Institute for Statistics Fact Sheet, June 2011, No. 12*.

United Nations Education Scientific and Cultural Organization. (2010). *EFA Global Monitoring Report 2010: Reaching the Marginalized*. Paris: UNESCO Publishing.

United Nations International Children's Emergency Fund (UNICEF), (1997) *A Regional Profile: children growing into the 21st century. Annual Report 1997*. UNICEF Eastern and Southern African Regional Office.

Watt, D., & Roessingh, H. (1994), *some you win, most you lose: Tracking ESL dropout in high school (1988-1993)*. *English Quarterly*, 26, 5-7

Wils, A. Zhao, Y. and Hartwell, A. (2006). *Looking below the surface: reaching the out-of-school children*. Collaborative Working Paper CWP-02- Education Policy and Data Center, Washington,

APPENDICES

APPENDIX A: RESEARCH INSTRUMENT -1

INTERVIEW GUIDE FOR SCHOOL DROPPED OUT

1. What is the Period since leaving school.....?

2. Do you think school is important in the lives of children?
.....

3. What are the factors in the school that contributed to making a decision to quit from the school?

4. What is the education level of your parents?
.....

5. What can motivate you to stay in school?
.....
.....
.....

6. What is your suggestion towards combating the school dropout problem in your school?
.....
.....
.....

THANK YOU FOR YOUR COOPERATION

APPENDIX B

RESEARCH INSTRUMENT -2

INTERVIEW GUIDE FOR TEACHERS

1. In your opinion, what are the major school factors contributing to pupils dropping out from school?

.....
.....
.....

2. In your opinion which group between boy and girl pupils dropped out more than the other?

.....
.....

3. Do pupils whose parents have low education level drop out more than the pupils whose parents have higher education level?

.....
.....

5. What is your suggestion towards combating the school dropout problem in your school?

.....
.....
.....
.....

THANK YOU FOR YOUR COOPERATION

APPENDIX C

RESEARCH INSTRUMENT 3

QUESTIONNAIRE FOR PUPILS CURRENTLY IN SCHOOL

Instructions: Fill in the background information and tick the appropriate response to each item out of the alternatives given. The information you give will be treated confidential and used for the purpose of the study

1. Gender: Male () Female ()

2. Age: _____years.

3. Grade_____

1. Some of your fellow pupil's dropout from school?

A. Strongly agree () B .not sure () C. Disagree ()

2. What are the factors within the school causing some of your fellow pupils to dropout from school?

.....
.....
.....

3. What is the level of education of your parent/ Guardian?

A. Basic education B. Secondary Education C. Tertiary Education D. Non attended any formal Education

4. What is your suggestion towards combating the school dropout problem in your school?

.....
.....

THANK YOU FOR YOUR CORPORATION

APPENDIX D**RESEARCH INSTRUMENT -4****QUESTIONNAIRE TO HEAD TEACHERS**

Instructions: Fill in the background information and respond to the questions asked.

The information you give will be treated confidential and used for the purpose of the study

1. Gender: Male () Female ()

2. Age: _____years.

3. Education level.....

1. Fill in the table below:

PUPILS' ENROLMENTS AND DROPOUTS:

ACADEMIC YEAR	ENROLMENT OF PUPILS		PERCENTAGE	NUMBER OF PUPILS WHO DROPPED OUT		PERCENTAGE
2005-2011	BOYS			BOYS		
	GIRLS			GIRLS		
	TOTAL			TOTAL		
2006-2012	BOYS			BOYS		
	GIRLS			GIRLS		
	TOTAL			TOTAL		
	BOYS			BOYS		
	GIRLS			GIRLS		
	TOTAL			TOTAL		

2007 - 2013	BOYS			BOYS		
	GIRLS			GIRLS		
	TOTAL			TOTAL		
2008- 2014	BOYS			BOYS		
	GIRLS			GIRLS		
	TOTAL			TOTAL		
2009- 2015	BOYS			BOYS		
	GIRLS			GIRLS		
	TOTAL			TOTAL		
MAIN TOTAL	BOYS			BOYS		
	GIRLS			GIRLS		
	TOTAL			TOTAL		

2. How many pupils are in this school?

.....

3. What factors within the school contribute to pupils dropping out of school?

.....

4. What are your suggestions towards combating the dropout problem in your school?

.....

THANK YOU FOR YOUR CORPORATION

APPENDIX E

RESEARCH INSTRUMENT -5

INTERVIEW GUIDE TO DISTRICT EDUCATION OFFICER

1. Is school dropout a problem in your District?

.....

2. If yes what are school factors that make the pupils to be attracted to get out of schools in your District?

.....
.....
.....

3. Which group between boys and girl pupils who dropped out more than the other?

.....
.....

4. Do pupils whose parents have low education level drop out more than the pupils whose parents have higher education level?

.....

5. What are your suggestions towards combating the dropout problem in your District?

.....
.....
.....
.....

THANK YOU FOR YOUR COORPORATION

APPENDIX F

RESEARCH INSTRUMENT -6

FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS

1. What are school factors that make the pupils to be attracted to get out of schools in Temeke district?

.....
.....
.....

2. Do school administration is a cause for pupil's dropout?

.....

3. Do pupils whose parents have low education level drop out more than the pupils whose parents have higher education level?

.....

4. In your opinion between boys and girls which group of pupils are more dropouts from school than the other?

.....

5. What are your suggestions towards combating the dropout problem in our Primary schools?

.....
.....
.....
.....

THANK YOU FOR YOUR COORPORATION

APPENDIX G

RESEARCH INSTRUMENT -6

FOCUS GROUP DISCUSSION GUIDE FOR PUPILS DROPOUT

1. What are the factors in the school that contributed to making a decision to quit from the school?

.....

2. Do parent's level of education influence the drop out from school?

.....

3. What are your suggestions towards combating the dropout problem in our Primary schools?

.....
.....
.....
.....

THANK YOU FOR YOUR COOPERATION