FACTORS THAT INFLUENCE TRUANCY IN COMMUNITY SECONDARY SCHOOLS IN MTWARA DISTRICT (RURAL)

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CERTIFICATION

The undersigned certifies that they have read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled **"The Factors That Influence Truancy in Community Secondary Schools:** A focus on Mpapura and Mayanga Divisions in fulfillment of the requirements for the Degree of Master of Education, Administration Planning and Policy Studies.

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Date

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DECLARATION

I, **Rajabu Issa Mgonja,** do hereby declare that this dissertation is my own original work and that it has not been, and will not be, presented to any other University in a similar or any other degree award.

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Signature

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Date

DEDICATION

This work is dedicated to my beloved wife Aniana A Kaluwa,my parents, Bakari Mgonja, Halima Msangi and Elizabeth Mshana. Also to my Uncles, Salehe Msangi and Mahamoud Msangi who contributed to my well-being through love, respect, moral and financial support which enabled me to accomplish this level of education. I really appreciate, may almighty God bless you.

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ABSTRACT

The purpose of this dissertation was to explore factors influencing truancy in community secondary schools in Mtwara District. This study was guided by three objectives namely; to explore the level of truancy in community secondary schools in Mtwara District, to identify factors influencing truancy in community secondary schools in Mtwara District and distinguishing the impact of truancy in community secondary schools in Mtwara District. Data was collected by using questionnaires, interview guide and documents. The analysis involved quantifying frequencies of responses which were later presented in Tables. The study had a sample of 99 participants. The study revealed factors which influence truancy in secondary schools include:- Lack of administrative strategies by heads of school on student truancy, corporal punishments offered to students, low expectation of students from what happens in schools, poor peer groupings, distance from home to school, unreliable transport to school, weather aspect especially in rain season, variation in socio economic status of parents (SES), family divorce, lack of clear policy on managing student truancy in secondary schools, parents keeping themselves distant from their children academic performance and teachers to be not close enough to their students, Thus, the study recommend the government through Ministry of Education and Vocational Training (MoEVT) to introduce compulsory attendance law similar to that in primary education, to involve parents in their children education and Teachers are recommended to develop a habit of being attentive to problems raised by students for better assistance.

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LIST OF ABBREVIATIONS

BEST   Basic Education Statistics in Tanzania

DEO   District Education Officer

MoEVT   Ministry of Education and Vocational Training

SES   Social Economic Status

U.S.A   United States of America

USE   Universal Secondary Education

WDC   Ward Development Committee.

WEO   Ward Education Officer

CHAPTER ONE

1.0 INTRODUCTION TO THE STUDY

1.1   Introduction

This chapter covers the background to the problem, statement of the problem, purpose and objectives of the study, research questions and tasks, the significance and conceptual framework.

1.2   Background to the Problem

Truancy is defined as unauthorized absence from school. Desocio *et al* (2007) argued that the major problems facing schools were how to effectively deal with student truancy. When students had not attended school for a long period of time or frequently missing school, were classified as truants.

That incidence of truancy was widely known to be a problem in formal education systems locally and internationally. A study by Reid (2005) titled "The causes, views and traits of school absenteeism and truancy: in analytical review"; was basically about school absenteeism and truancy. The study was conducted in England and had the following findings; nonattendance and truancy continued due to social inequalities, poverty, education attitudes, and incompetence of some parents, peer pressure, unattractive school buildings and climate. The recommendations made were, preventing and combating absence was expensive in terms of staff time, costly for schools and the nation. Therefore more studies in seeking more causes of truancy were needed to be taken.

Another scholar called Florence (2009) conducted a study titled, "The incidence and causes of Truancy in Senior High Schools: Implication for Counsellors and Parents, in Cape Cost Metropolis in Ghana. The study sought to investigate various incidences and causes of truancy in the senior high schools in the cape. The author came up with the following findings, truancy was caused by, family related causes, school related causes; teachers related causes and community related causes.

The recommendations he made were; firstly, there should be a national-wide research in all institutions, from basic to the tertiary level on the incidence and causes of truancy in schools. Secondly, there should be a comparison in truancy among endowed schools as well as in single sex schools and mixed schools.

There was also a study by Monkie (2004) in the District of West Central Wisconsin. The title was, "The Nature of Truancy and the Life World of Truants in Secondary Schools." The purpose of the study was to investigate the phenomenon of truancy and then to characterize the nature and associated truancy factors, to ensure appropriate management. He adopted a quantitative method in which questionnaires were used. The study indicated that the majority of participants were aware of the occurrence of truancy in schools. The study further noted that, factors which contributing to truancy were categorized into the following aspects, personality aspects, which involved poor social skills, low self-esteem and learning difficulties.

The study of Monkie (op.cit) had the following recommendations; firstly, learning difficulties should be included in all interventions that were aimed at reducing truancy. Secondly, schools were needed to arrange and conduct training workshops

for parents in order to inform them about their roles with regard to enlightening them on how to assist children academically or to monitor their progress and attendance. Apart from what had been noted, in Tanzania one notes a study conducted by Barongo (2007), titled "Assessment of truancy and dropout among primary school pupils in Rufiji District". The author argued that there were both social and school related factors in influencing truancy and dropout among primary school pupils. Such factors ranged from poor or little involvement of parents or guardians in making sure that their children attended school regularly, misleading cultural practices that encouraged truancy and dropout, pupil participation in agricultural activities, poor physical infrastructure at school like enough classroom or desks, punishment and bad relationship between teachers and pupils.

In summary studies noted so far have common factors related to truancy of students in secondary schools which are firstly, social factors, secondly school factors, thirdly students' factors and fourthly teacher related factors. According to Basic Education Statistics in Tanzania (BEST), 2003 – 2007 and 2007 – 2011) truancy was one of the leading reasons for student dropout in secondary schools as shown in the Table I (a).

Table 1.1 Dropout by Reason at Secondary School

YEARS	2002	%	2003	%	2004	%	2005	%	2006
Truancy	8612	67.0	8071	63.2	6912	60.0	7734	62.6	9600
Pregnancy	668	5.2	776	6.1	772	6.7	993	8.0	904
Death	89	0.7	77	0.6	180	1.6	11	0.1	5
Illness	0	0.0	0	0.0	0.0	0.0	149	1.2	156
Parent/Guardian Illness	0	0.0	0	0.0	0.0	0.0	42	0.3	15
Lack of school needs	0	0.0	0	0.0	0.0	0.0	884	7.2	727
Others	3482	27.1	3853	30.2	3649	31.7	2550	20.6	2554
Total	**12851**	**100.0**	**12777**	**100.0**	**11513**	**100.0**	**12363**	**100.0**	**13961**

Source: BEST (2003-2007)

Table 1.2 Dropout by Reason in Secondary Schools

YEARS	2006	%	2007	%	2008	%	2009	%	2010	%
Truancy	9600	68.8	6016	33.2	33120	58.7	11264	36.2	48026	72.7
Pregnancy	904	6.5	3965	21.9	4965	10.3	6345	20.4	5346	8.1
Death	5	0.0	1254	6.9	664	1.4	2030	6.5	927	1.4
Illness	156	1.1	1124	6.2	500	1.0	1682	5.4	656	1.0
Parent/Guardian Illness	15	0.1	469	2.6	291	0.6	373	1.2	293	0.4
Lack of school needs	727	5.2	2348	12.9	4414	9.2	4344	13.9	1609	2.4
Others	2554	18.3	2956	16.3	4263	8.8	5103	16.4	65	0.1
	13961									

Source: BEST (2007 – 2011)

Table 1.1 and 1.2 indicate that truancy was prevalent in secondary schools in Tanzania. In 2003 the drop-out rate was 67 percent; 62.6 percent in 2006, in 2009 32.9 percent and 62.6 percent in the year 2006. While Table 1.2, shows that dropout due to truancy in secondary schools stood at 36.2 percent in 2009 and 72.7 percent in 2010. For the researcher's purpose of clarity, these two years, (2009 and 2010) were sampled to show the trend of truancy rate in Tanzania.

This study intended to widen the horizon by exploring further causes of truancy in community secondary Schools in Mtwara Rural District; specifically in Mpapura and Mayanga divisions were sampled for the study due to their accessibility. Mtwara rural district comprised six divisions, namely; Nanyamba, Mayanga, Ziwani, Mpapura, Dihimba and Kitaya. Before 2005, Mtwara rural had only four schools namely;Nanyamba, established in 1990, Nanguruwe, established in 2002 Msimbati and Ziwani secondary schools, all were established in 2004. After the introducing of Secondary Education Development Program (SEDEP), most secondary schools at the community level were established. Secondary schools had risen from four to

twenty in Mtwara rural from 2004 to 2008. Therefore, rapid expansion of secondary schools in Mtwara rural had triggered a number of challenges; one of them is truancy among students.

Table 1.3: Truancy in Community Secondary Schools, Mtwara Rural 2011 – 2013

Year	Enrollment	Attended	Truancy	%
2011	2298	1850	448	81%
2012	2927	1399	1928	47.8%
2013	2479	1128	1351	45.5%

Source**:** District Education Office, 2013

Data in Table 1.3 shows the enrollment as well as the rate of truancy of Form one students from 2011 to 2013. Data indicates variation in the level of truancy percentage; figures revealed that 81percent, 47.8percent and 45.5 percent did not attend school in 2011, 2012 and 2013 respectively.

Table 1.4 indicates how dropout due to truancy affected four community secondary school in Mpapura and Mayanga divisions

Table 1.4: Truancy in four sampled schools in Mpapura and Mayanga Division

School Name	2007	2010	Dropout	2008	2011	Dropout	2009	2012	Dropout	2010	2013	Dropout
	I	1V	Percent	I	IV	Percent	I	IV	Percent	I	IV	Percent
Kisiwa	97	63	34%	83	45	38%	93	46	47%	53	39	14%
Libobe	98	91	7%	120	74	46%	111	77	34%	70	61	9%
Ndumbwe	00	00	00	63	44	19%	83	45	38%	105	61	44%
Mayanga	54	30	24%	104	34	70%	105	39	66%	87	62	25%

Source: Mpapura and Mayanga Division Students Registration Log Book, 2014

NB: Kisiwa and Mayanga from Mayanga division While Libobe and Ndumbwe from Table 1.4(d), indicates that Kisiwa secondary school in 2010, the average dropout rate was 34 percent. For 2011 and 2012 the averages of drop rates was 47 and 14 percent respectively. These figures revealed that in summary at Kisiwa secondary school 33percent of the registered students habitually failed to attend school.

The remaining three schools in the same period (2010-2013) averages of drop out were 24; 25.3 and 46.3 percent for Libobe, Ndumbwe and Mayanga respectively.

That being the cases, un-health condition circumscribed proper school attendance in community secondary schools in Mayanga and Mpapura divisions, which had prompted the researcher to explore further the causes of truancy among students in the noted areas.

1.3   Statement of the Problem

Educational   systems all over the world, school enrollment and proper attendance were two sides of the same coin. In Tanzania communities had responded to the call of the government on establishing community secondary schools. Mtwara region as well as its districts was not left behind in that developmental strategy.

However, in the process of trying to promote the provision of secondary education to the majority; Truancy is one anomaly appeared to interrupt the process towards universal secondary education (USE). The current study intended to explore the

factors that influencing truancy in community secondary schools in the Mtwara district. Basing on the figures obtained from the District Education Office, great existed variations between the number of students who were registered and those who regularly attended classes.

If that trend of affairs would be left to prevail; for sure the target of the government as well as local communities by providing secondary education to the majority would automatically be tempered. Given that situation where schools registered reasonable numbers of students, but for reasons which were not established, where students abscond schooling; necessitated a need to conduct a study so as to enlighten the government as well as the public on the real causes of high dropout rates due to truancy in community secondary schools in the district.

Some researchers had explored the causes of truancy in some other parts of the world different from the district noted. Were there any other causes or were the noted causes in other parts of the world similar to those operating in the district? Why was the number of truants bigger among male students as opposed to female? Why was there poor attendance in a particular season? Were parents cooperating with teachers to find the causes of truancy and strategies to eradicate the anomaly? Such questions and others activated a necessity of making more explorations on factors influencing truancy in community secondary school in Mtwara district: A focus on Mpapura and Mayanga divisions.

1.4   Purpose and Objective of the Study

The purpose of the study was to explore factors which influenced truancy in community secondary schools in Mtwara District. Specifically, the study intended to determine causes of truancy in community secondary schools.

1.4.1 Specific Objectives of the Study Were

i) To explore the level of truancy in Community Secondary Schools in Mtwara District,

ii) To determine the causes of truancy in Community Secondary Schools in Mtwara District

iii) To explore the effect of truancy in Community Secondary Schools in Mtwara District.

1.5   Research Questions

The study was guided by the following research questions

i) What is the level of truancy in community secondary schools?

ii) What are the factors causing truancy in community secondary schools?

iii) What are the effects of truancy in community secondary schools?

1.6   Research Tasks

1. Investigating the level of truancy in community secondary schools.

The following specific questions are formed.

i)   How alarming is the level of truancy among students?

ii)   Who are leading in the frequency of truancy, girls or boys?

iii)   In which season do students fail to attend school?

iv)   What are the activities which instigate students to abscond schooling?

2. Exploring the factors influence truancy in community secondary schools.

Questions:

i)   How does the community involve itself in encouraging school attendance?

ii)   How is the school in general involved in promoting or hindering truancy among student?

iii)   What is the school physical factors that influencing truancy?

3. Determining the impacts of truancy in community secondary schools.

   Questions:

i)   How does poor attendance affect student performance?

1.7   Significance of the Study

i)   This will create awareness among school administrators and other stakeholders on the causes of truancy in community secondary school,

ii)   The study will help policy makers to come out with policies and programs capable of promoting work skills among students; and

iii)   The study will reveal to the public sustainable strategies capable of eradicating truancy among students in community secondary school.

1.8   Conceptual Framework


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          ┌─────────────────────────────┐
          │ Community Related Factors   │
          │ - Socio economic status of a│
          │   parents (SES)             │
          │ - Marital status of a parent.│
          │ - Education Act.            │
          └──────────────┬──────────────┘
                         │
                         ▼
┌──────────────────┐  ┌──────────┐  ┌────────────────────────┐
│ School Related   │  │ Student  │  │ Physical Related Factors│
│ Factors          │─▶│ Truancy  │◀─│ - Buildings            │
│ - Teacher        │  │          │  │ - Teaching and learning │
│ - Students       │  │          │  │   materials            │
│ - School Leadership│ │          │  │ - Weather              │
└──────────────────┘  └──────────┘  └────────────────────────┘
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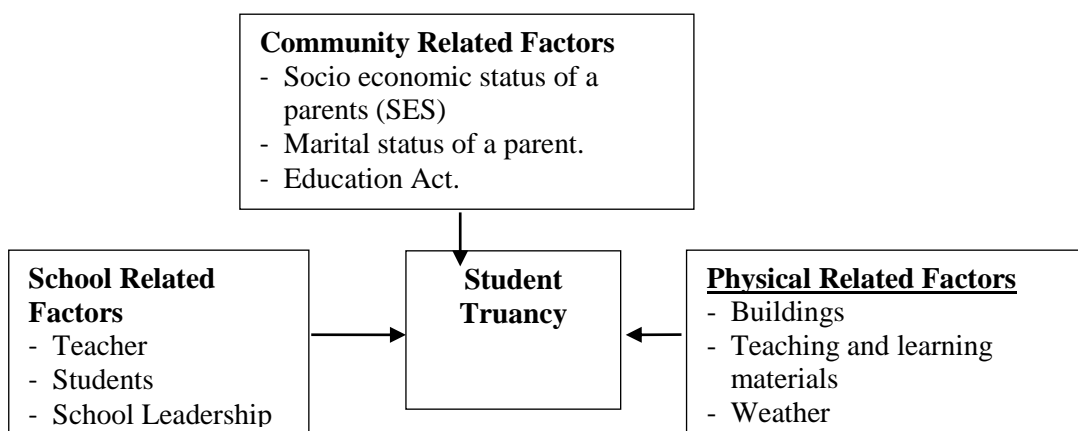
Figure 1.1: Model Thought To Explain Factors Influencing Truancy in Community Secondary Schools In Mtwara Rural

Source: Research Design, 2014

The model is composed of four rectangles. The central part signifies the presence **of** truancy in community secondary schools. On top of it, is a rectangle which embodies community related factors, which are socioeconomic status of parents (SES), marital status of parents and education Act. On its left there is a rectangle which represents, school related factors, namely teachers, students and school leadership. On the right there is a rectangle which carries physical related factors like buildings, teaching and learning materials and weather. These factors were considered to have an influence on either promoting or undermining proper school attendance in Mayanga and Mpapura divisions in Mtwara district.

1.9   Definitions of Key Terms

Truancy in this study means unauthorized student absence from school, either in a certain lesson, whole day or more than one day in a week, month or quarter of a school term.

Community secondary schools; are schools which are constructed by community members in collaboration with the government in specified geographical communities.

1.10 Delimitations of the Study

The study explored factors that influence truancy in community secondary schools in Mtwara District. The study was conducted in two divisions, Mpapura and Mayanga out of six divisions found in Mtwara District, namely Nanyamba, Mayanga, Ziwani, Mpapura, Dihimba and Kitaya. That was because of the vastness of the area; which in a way might have created some transport problems to the researcher.

1.11 Limitation of a Study

Best and Khan (2006), defined limitation of study as a condition beyond the researchers, control that may place limits on study conclusion and its application to other situations. The researcher accounted a number of limitations during the cause of the study. These involved family problems which took four months consecutively followed by a number of duties in working station. Also, some of the head of schools hesitated to give out truancy and dropout data for what they said was confidential. Another limitation was a bureaucratic process in issuing regional data. Getting data from the regional educational office, the researcher spent a lot of time but ended up getting nothing.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   Introduction

This chapter presents the literature review related to the study. The exploration was based on school related factors, community related factors and physical related factors.

2.2   School Related Factors on Influencing Truancy in Community Secondary Schools

2.2.1 School Leadership

Shelton (2010), observed that, effective school leaders created vision, development, support school staff and strengthened school culture. Such leading shared leadership roles among teachers and other school staff to enhance school academic performance and encouraged students toward attendance. Parrett and Budge (2012) concluded that effective leaders served as catalysts for the specific actions that in turn drove the success of school actions and built leadership capacity. Focus on students, staffs and fostered safe, healthy and supportive learning environment. Therefore, effective school leadership had better position to determine students who were truant and gave out the best strategies which dealt with student attendance and truancy. Damon and Paco (2009) added that there were positive relationship between school leadership and school performance. This implies that strong and effective school leadership facilitated good student attendance, unlike weak school leadership. Similarly Norma (2013) asserted that an effective leader utilized the leadership abilities of strong

teacher leaders, which helped to put strategies and interventions in place which helped at risk students. Other scholars like Michael and Elizabeth (2006), Haruni and Mafwimbo (2014)noted that school leaders in the best performing schools did the right things, shared power, demonstrated higher moral and ethical behaviour. That included specialized administrative functions which focused on attendance and discipline.

School leadership had a great role to play in dealing with student truancy; Jane (2012) argued that school leadership included not just the head and the senior staff, but all those who had the responsibility to lead, such as class teachers.

Ige (2012) pointed out that, secondary school leadership should be more alive to its responsibilities. It should double its efforts at ensuring that there was higher level discipline, especially working towards truancy prevention. Therefore, if the school leadership failed to control attendance procedures at school fell into a chaotic kind of leadership, which did not care about disciplinary issues which finally promoted student truancy.

In connection to that Rumberger (2004) argued that, ineffectiveness of the administration's practice to support students gave rise to truancy in schools. Furthermore, National Centre for School Management (2011) argued that lack of commitment of the school leadership had been identified as a risk factor for student truancy. In addition, Reid (2008) noted that schools and their organization as well as rule systems were becoming outdated to the extent of causing truancy and other forms of non-attendance to increase.

2.2.2 Teacher Related Factors

For effective and attractive teaching and learning, good relationship between teachers and students was highly encouraged and this mostly relied on how teachers treated their students. Odalipo (2009) noted that teachers needed to help students within and outside the school setting. Teachers should understand their student characters, traits and values. Therefore, among key roles teachers had been to guide and counsel students so as to create harmony between them. Braddock (2001), conformed by arguing that the purpose of guidance and counselling was to improve academic achievement, foster positive student attitudes and habits, which finally decreased student truancy and dropouts in school. Mgheno et al (2013) noted that, that was an indication that the service offered helped students to build positive attitudes toward their studies including regular attendance.

Contrary to that, Somers and Piliawsky (2004) observed that, lack of teacher peer respect, a disinterest in students, lack of teacher expectations for student achievement made them to treat student unfair, leading to truancy as a measure to avoid harshness. Lorenzo (2006) revealed that, disrespect of students from staff and simply feeling uncomfortable to stay at school. Moreover, Malcolm et al (2003) noted that, many students disliked teachers who taught them, some students had no respect for teachers who shouted a lot and got angry.

Eva (2013) argued that, when teachers used their power wrongly, created a poor relationship which discouraged students to enjoy learning. In connection to that Ndibalema (2013) argued that when teachers were no longer taking moral

responsibility to the children under their students that could cause some negative effect on their attendance that finally led to poor academic performance.

Robinson et al (2005) argued that corporal punishment could lead students to run away, fear of teachers, feeling of helplessness and humiliation; eventually students could become disinterest to attend school. Monkie (2009) concluded that many students decided to be truant because of poor relationship with teachers.

On the other side, teaching style could either build positive teacher student relationship or negative relationship. That was become of poor teaching style. Contrary to that, if teaching style was boredom to students, students disliked a particular subject and tended to skip a lesson where finally resulted into poor relationship between teachers and students ending up into truancy. Jodi (2003), concluded that teaching style contributed to student truancy as a result of boredom; created by incompetent teachers.

Gay et al (2007), Florence (2009) and Ayayi and Ekunduyo (2010), found that poor method of teaching bored students. That being the case teachers tended to experience low expectations for student achievement which finally created a poor relationship between teachers and students and ending up into truancy.

Meanwhile, it was noted that class teachers who lacked consistence in the attendance record keeping, gave room for students to be truants. To support that idea U.S. Department of Justice (2001) argued that, schools often had inconsistent procedures for dealing with truancy despite the availability of attendance registers. Linda (n-d)

found that, many students seemed to take advantage of the lack of consistency in attendance and their enforcement by both teachers and administrators. Similarly Yeide et al (2009), Jane (2012) added that, poor consistent registration of absenteeism (excused and non-excused) brought chances for student to be involved in truancy. It was believed that consistency and systemic attendance record gave the room for school management to enforce strategies toward truancy. Freda (2005) argued that the strategy should ensure that policies on student registration were rigorously and consistently enforced, that common standards were applied throughout all schools with respect to punctuality.

2.2.3 Student Related Factors

Student related factors involved, peer groups, learning difficulties or poor academic performance. Gava and Davis (2006) argued that, peer group of an adolescent contributed a world of its own with its customs tradition manners and even its own language. They developed that neither at school nor at home attitudes. Peer group could extraordinary influence each other particularly to academic aspirations and attitudes towards school, like being truant. Asmawat et al (2009) ,Reid (2005), Idu and Ojedapo (2011) revealed that peer ship had influenced student truancy. Also Adowele (1999) as was cited by Fareo (2013) Rosa et al (2011), Otopa (2009) stressed that peer influence at school was strongly associated with truancy. Chudi (2013) concluded that, the peer groups as well as classmates had effects on the students' truant behaviour.

On the other hand, student academic performance could motivate or discourage

student's attendance. That was because students who performed better always enjoyed learning and could perform any homework or assignment given to them contrary to students who performed poorly in different subjects. That by itself was a factor which led to absconding classes. In connection to this, Reid (2005), (2008), NCSE (n-d) argued that lack of career aspiration and poor academic performance leads to low self-esteem to student finally causing students to be truants. Similarly Monkie (2004), Children's law Office (2005), Otopa (2009) found that there was a significant dependency between learners having poor academic problems and truancy.

Connie (2000) noted that students on the edge of dropping out because of poor academic performance could choose to withdraw rather than face the humiliation of failing an exit exam or of falling further behind. Other scholars like Learner and Janet (2000), Cited by Igwue and Ashani (2013) noted that learning difficulties included short memory and poor reasoning, poor reading skills and difficulty in calculations. Students could refuse to work hard because efforts were deemed worthless. For that matter Igwue and Ashani (2013) confirmed that, social common signs of learning difficulties were truancy and aggressiveness on the part of teachers. Furthermore, Nasir et al (2013) found that assignments and tests or incomplete assignments also affected the tendency of skipping classes among students due to the unfairness of being asked and punished by their teachers. Catherine (2001) concluded that, poor academic performance was a strong school indicator of students who could drop-out of school due to truancy. While Kampmann (2007) found that

among the key reasons why students slapped or intentionally opted truancy for were difficult take home exercises.

2.3   Physical Facilities

2.3.1 School Environment and Location

School location justified also distance from the catchment area, where students came from. Laraine and Austin (2010), noted that distance from school created a problem for students due to lack of transport facilities. Baleinakorodorwa (2009) argued that some of the student's encountered as late comers were influenced by distance from home to school. Disregarding this incidence of staying far from school, such students were grouped as truants. Other scholars like look (2005) Auditor 2010, Machumi and Minde (2010), Fredrick (2011) revealed that the distance from home to schools coupled with unreliable transport problem encourage students to be truant.

2.3.2 Weather

Weather condition contributed to students' truancy. Look (2005) stressed that wet weather often made country roads impassable. That incidence finally forced students fail to attend school. Other scholars like Sunita (2011) Jane (2012), Yeida at el (2009), Darmody et al (2007) and Heather et al (2003) noted that, some of the students became truants during wet seasons because of difficulties with work especially clearing and slashing school environment frequently.

2.3.3 Buildings

Carolyn (2008) revealed that school structure, including classrooms and playgrounds

influenced student attendance. Thus, there was a positive relationship between attractive classrooms and playgrounds with students' attendance.

Other scholars like Reid (2005 and 2008), Auditor (2004), Jane (2012) Sunita (2011) and McCluskey et al (2004)and Barogo (2007) argued that, unattractive school building influenced students lose interest in school. On the other hand, school structure reflected teaching and learning resources. Scholars like Auditor (2004) and Jane (2012) observed that inadequate learning resources had a direct relationship with students' truancy. However Dincer and Uyasal(2010) concluded that there was a weak relationship between resources and students attendance and achievement.

2.4   Community Related Factors

These factors influenced student truancy in aspects of social economic status of parents (SES), marital status and education Act. That was because students were always related to members of the community, both positively and negatively.

2.4.1 Socio Economic Status of a Parent

Families with low income were the ones with truant students compared to middle or higher income families.Tonisha et al (2011) and Malcolm et al (2003), argued that students from poor families (low socioeconomic status) failed to afford the necessities of schooling. That involved uniforms, school fees and other school equipment. On the other hand, higher life families tended to be more involved in their childrens, education which resulted in lower truant rates. In addition, Sheldon (2001), Teasly (2008) and Lorenzo (2007) showed that, for students from lower

economic status, absence rates were higher than the middle and upper economic status, families; for that matter such families had a greater risk of having truant students. That had an effect on the student's exposure to be both mentally and physical stressed. Jod (2003), Monkie (2004), Romero and Lee (2007) concluded that low socioeconomic status (SES) families contributed and was a predictor of school truancy due to failure of affording school needs. Jod (2004), stressed that (SES) aspect contributed highly to student truancy in schools.

2.4.2 Marital Status of a Parent

Finlay (2006), argued that students from single parent families were likely to miss school than students from two parent families. That was because single parent families were subjected to hardship, economic status and always concentrated on how to acquire daily needs like food. For that matter such families had minimal time to supervise and monitor their childrens attendance and academic matters in particular.

Jod (2003), found that single parent families contributed to student truancy. On the other had marital status associated with conflicts led to family breakdown. For that matter such students fell unhealthy with studies and finally dropped out due to being truants. Carville (1998) as cited by the Virginia Department of Education (2005) argued that, students who experienced family conflicts felt academically inferior which led to absconding schooling. Moreover Veenstra et al (2010) conducted a study titled "Truancy in late and early secondary education". The influence of social bonds and self control. The study found that low family bonding could increase the

likelihood of school absenteeism. Furthermore, Hunt and Hopko (2009), argued that lower levels of family cohesion or bonding contributed to student truancy. Asmawati et al (2012) found that family conflict in Malaysia was the second most factors in causing student truancy.

2.4.3 The Education Act

The Education Act in any nation had a key role in providing guideline and running education system. The Act should give a direction on school attendance and how should it be dealt with. For example the Tanzania Education Act of 1978, this was revised in (2000); under a subsection called "The primary school (Compulsory Enrolment and Attendance) rules 2002, states that;

"The enrollment and regular attendance of every child in primary school shall be compulsory as from the effective date and every child enrolled in primary school shall attend until the completion of primary education. Any parent to whom those rules apply, who fails to enroll his child commits an offense and liable on conviction, in the case of a first offense to a fine not less than thirty thousand shillings and exceeding six months or not, both such a fine and imprisonment for a term not exceeding six months or to both such fine and imprisonment or fine of not less than fifty thousand shillings or a imprisonment for a terms not exceeding six months or to both such fine and imprisonment".

This sub-section of the Act, stresses that at the primary level the Regional Educational Officer, District Educational Officer, Ward Educational Officer and courts are given mandate to deal with cases of truancy directly.

However, for secondary education the emphasis on compulsory enrollment and attendance lack emphasis. Failure by law to insist on compulsory enrollment and attendance for secondary education was dilemma by itself.

In summary the reviewed literature reveals, first in school related factors to student truancy; School leadership had a role to influence student attendance, (Shelton, 2010; Parret and Bulge, 2012; Harun and Mafwimbo, 2014). As regards to teachers, it has been noted that positive attitude and teacher student relationship could influence student attendance,(Odalipo,2009; Mgheno et al,2013, Eva 2013 and Ndibalema 2013).

Furthermore, student related factors like peer groups, learning difficulties or poor academic performance and bullying were been sighted as a source of truancy in schools, (Gava and Davis, 2006, Reid; 2008, Igwue and Ashanani,2013 ;Zaid et al, 2013). Secondly, as far as the physical environment of a school is concerned, the reviewed literature has shown that, school location, buildings, teaching and learning material and weather were noted to influenced student truancy.(Laraine and Dustin, 2010; Machumu and Minde, 2010; Sunita,2011 and Barogo 2007). Thirdly, as regards to community related factors the reviewed literature has shown that socioeconomic status of a parent, especially low income families had contributed to student truancy. (Tonisha et al, 2011; Lee, 2007; Gupta and Lata, 2014 and Hunt and Hopko, 2010). Furthermore, it has been noted that marital status of parents, especially single parent families and family conflicts were cited as sources of

student's poor attendance ending up in truancy. (Finlay, 2006; Jod, 2003; Veenstra et al, 2010 and Asmawat et al, 2012).

Lastly it has been noted that communities with Education Acts guiding school attendance, had an advantage of fighting against truancy than those which lacked such Acts.

2.4.4 Knowledge Gap

The literature reviewed so far has considered truancy as a closed set. It has not specifically analyzed the rate of truancy among boys and girls. This study intends, among other aspects to explore further victims of this incidence between boys and girls. If those leading into truancy were boys or girls, what could be the causes for that. Furthermore, the literature reviewed was related to other areas in of the world different from Mtwara region and specifically Mtwara district. This study intends to bridge the noted gaps.

CHAPTER THREE

3.0 RESERCH METHODOLOGY

3.1   Introduction

The chapter presents the research methodology, research design, and area of study, population, sample and sampling procedures, data collection methods and data analysis.

3.2   Research Methodology

According to (Kothari 1990) Methodology encompasses systematical ways to solve the research problem. Methodology gives the researcher direction towards gathering information and arranging them, also participating in the field by using different techniques for data collection.

3.3   Research Design

The study used a qualitative research approach. This was because qualitative research design differs inherently from quantitative research designs by providing the researcher with a step by step plan or a fixed recipe to follow. Whereas, in quantitative research, the research design determine the researcher's choices and actions. Also in qualitative research the researcher's choice and actions determine the design.

Babbie (1995) defines qualitative research approach as a research method that presents data in narration. Furthermore, qualitative research provides explanations to

extend understanding of phenomena or promotes opportunities of informed decisions for social action.

3.4   The Study Area

The study was conducted in Mtwara district one among seven (7) districts in Mtwara region. It is bordered by Lindi District (Lindi Region) in the North, the Indian Ocean in the East and Ruvuma River in the South. In the West the District is bordered by Tandahimba (URT, 2002). The District has an area of 3,579 km^2 of which 72% is arable. The altitude ranges between zero metres along the Indian Ocean coast and 350 metres above sea level in Njengwa, the highest point in the District. Mtwara District comprises of six divisions namely; Nanyamba, Mayanga, Ziwani, Mpapura, Dihimba and Kitaya. But this study aimed to widen the horizon on exploring further factors influencing truancy in community secondary schools in Mtwara District: A focus in Mpapura and Mayanga divisions.

Since the study aimed to explore factors influencing truancy in community secondary schools, Mtwara District was specifically chosen because;

i)   Truancy was clearly seen in these divisions

ii)   Secondary education was not common in these divisions before 2005; therefore that alone was a challenge.

iii)   Easy accessibility to researcher.

3.5   Population

According to Bestand Khan (2003), population is defined as any group of individuals who have one or more characteristics in common that is of interest to the researcher.

The total population associated to the study was 622 which were heterogeneous in nature.

3.5.1 Sample and Sampling Procedure

The sample of the study was of 99 participants. Sampling is the process of selecting a sufficient numbers of elements from the population. The study adopted both random and purposive methods. Random sampling was used to sample students. Purposive sampling was used to get participants from education offices at the ward, district levels, Heads of school and class teachers.

Table 3.1 Researchers Total Population and Sample Size Mtwara District

Respondents	Population	Sample size
Students	558	74
Teachers	55	16
Head of school	04	04
District Educational officer (DEO)	01	01
Ward Educational officer (WEO)	04	04
TOTAL	**622**	**99**

Source: Data Collected from Secondary School in Mtwara District-September, 2014

3.5.2 Population and Sample Size

Table 3:5.1 indicates the number of participants who were involved in the study. The sample involved 74 students, 16 teachers, 4 heads of school, four ward educational officers and one district education officer. The 74 students were obtained from Form one and Form three of the four schools of Mpapura and Mayanga divisions by random sampling. Form one and Form three classes were purposively selected since

most of the students from these classes were engaging in truancy compared to the candidate classes. The 16 teachers were selected by purposive sampling as class teachers who were more knowledgeable about the students' attendance. The heads of schools, ward educational officers and the district educational officer were purposively selected as key informants.

3.6   Data Collection Methods

This study adopted the following methods; interviews, questionnaires and documentary reviews.

3.6.1 Interview

Interview refers to a method which a researcher and participants engage in oral questioning or discussion (Adam & Kamuzora, 2008). Interview method was used because this was a flexible way, because questions were both open and closed ended. This method helped the interviewer to collect supplementary information about the participants as well as the researcher probed for more specific answers while at the same time helped   the researcher to repeat a question when the response indicated that the respondent misunderstand the question.

Interview guides were used on teachers, ward educational officers and DEO. The participants were requested to answer questions, and the researcher used semi-structure interview questions which enabled the researcher to ask broad questions in any order considered appropriate. Also questions gave the participants room to answer freely and amplify the responses.

3.6.2 Questionnaire

Questionnaire refers to a set of well formulated questions to probe and obtain responses from respondents (Panneerselvam, 2004). Questionnaires were used because it was easier for participants to answer because they had only to choose categories. In that way a chance for irrelevant answers was limited, because appropriate answer categories was provided.

3.6.3 Documentary Review

To supplement the information obtained from questionnaires and interviews, a number of documents from schools and district office were reviewed. The documents which were used included student register books which showed enrolment of students in sampled years, as well as students' class attendance.

3.7   Reliability and Validity of Data Collection Instruments

The researcher involved the use of triangulation technique to ensure reliability as more than one data collection methods; questionnaire, interview and documentary review were used to collect similar data. Through using such different methods to collect data leads to more reliable construction of realities (Riddon and Busu 2000). On the other hand the validity of the instruments especially interview and questionnaire was tested by piloting of the questionnaires and interview guides in Rahaleo and Shangani Secondary Schools of Mtwara municipality (urban).

3.8   Data Analysis

Data processing involved data editing, coding and classification. Then the researcher

prepared a code book for entering the data. This was done manually through proof readings of the data for realizing errors for and as well as monitoring consistency.

3.9   Research Ethics Issues

Permission and approval from the Open University of Tanzania was regarded before carrying out this study and research clearance is found in appendixes. Other research ethical issues of getting permission from Regional Administrative Secretary (RAS) and District Administrative Secretary (DAS) and their permission letters are attached in appendixes who allowed the researcher to collect data from targeted area.

NB: The permission letter from the RAS and DAS, The researcher's title was titled "Factors That Influence Truancy in Ward Secondary Schools in Mtwara (Rural)" This should be noted that word WARD changed to COMMUNITY.

Hence the researcher's title started as "Factors That Influence Truancy in Community Secondary Schools in Mtwara (Rural)"

Besides the researcher allowing the participants to participate into the study by their own free wishes informed consent (Burns and Grooves 1995). Lastly the issue of privacy and confidentiality was assumed and highly considered from different participants involved in this study.

CHAPTER FOUR

4.0 PRESENTATION OF THE RESEARCH FINDINGS

4.1   Introduction

This chapter presents the findings of the study. Basically the presentation was based on responses and views from three different sources, questionnaires, interviews and documentary sources. The findings are categorically arranged basing on the three research questions, which sought to establish level of truancy in community secondary schools, factors that influence truancy in community secondary schools and the impact of truancy in community secondary schools in Mtwara District. The findings in the first three Tables indicate the rate of truancy, who were outstanding among girls and boys as well as exploring time when truancy was alarming.

4.2   The Level of Truancy in Community Secondary Schools in Mtwara District

This was the first research question which focused to explore the level of truancy in community secondary schools in Mtwara district. In this section the researcher wanted to know the level of truancy among all secondary schools students in Mtwara district and the level of truancy in terms of students' gender.

4.2.1 The Level of Truancy Among Selected Secondary Schools Students in Mtwara District

All teachers and students were asked to provide data related to the study and their responses are indicated in Table 4.1, One of the questions asked was how alarming was the level of truancy among students in Mtwara District.

Table 4.1: Level of Truancy Among Selected Secondary Schools Students in

       Mtwara District

Criteria	Number of Response	Percent
Very High	26	28.9
High	35	38.9
Low	27	30.0
None	2	2.2
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.1 shows level of truancy in secondary schools in Mtwara District. The findings indicates that 28.9 percent of participants said truancy was very high, 38.9 percent high, 30.0 percent low and absence of truancy by 2.2percent.

As regards to interviewees; one officer in the district office said:

> *"One of the challenges in my office is student truancy. Truancy exists and affects much in the progress of academic achievement in my catchment area regardless of many efforts to improve it."*

Likewise one head of school said:

> *"Do you ask me about student truancy? This is a big challenge to us, and sometimes it reached a time to generalize that is a normal situation in our school. We have tried a lot to reduce this problem but we always ended up failing"*

At the ward level one participant said:

> *"Student truancy is real a big problem to this area. When we always conduct Ward Development Committee (WDC) all schools in the ward cry on the learning rate of truants in our secondary school.*

4.2.2 The Level of Truancy In term of Students Gender

The study wanted to explore who were leading in the frequency of truancy between girls and boys.

Table 4.2: Truancy in Mtwara District Secondary School by Gender

Sex	Frequency	Percent
Girls	29	32.2
Boys	60	66.7
Total	**90**	**100.0**

Source**:** Field data, November, 2014

Table 4.2 indicates rates of truancy between girls and boys in Mtwara rural secondary schools. Figures 4.2 show truancy among girls was 32.2 percent and boys were 67.7 percent. Two categories of participants were interviewed. Comments from the district education office were;

> *"For sure girls are attending school regularly than boys. Even now you can prove it when you visit class attendance registers. Boys mostly are engaged in income generating activities like fishing, farming or quarrying."*

One headmaster among four visited schools said:

> *"In my school always girls attend class more regularly than boys. Even now when you pass in classes to observe you can agree with me. I have an experience in this district. So what I tell you agree with me"*

4.2.3 The Level of Truancy In term of Season

The researcher was interested to know in which season the level of students who fail to attend school become high comparing with other seasons.

Table 4.3: Student Failure to Attend School due to Weather

Criteria	Number of Response	Percent
Wet Season Or Rain	76	84.4
Dry Season	13	14.4
Total	90	100.0

Source: Field Data, November, 2014

Table 4.3 Indicates 84.4 percent of participants revealed that in wet season truancy was alarming compared to the dry season which stood at 14.4 percent. This question was asked to some participant, including one head of school who stressed;

> *"Weather especially wet season, student attendance is very poor. This is because road are blocked by water and farming is a sub-set leading to truancy in the rain season"*

Secondly views were noted from one ward education officer

> *"During rainy season always truancy is experienced most than in any other season. This is obvious because schools are located far from their homes, roads become impassable therefore students fail to walk smoothly or even cycling."*

4.3   Factors Influencing Truancy in Secondary Schools

In this section the researcher wanted to know the reasons behind that make students to become truant. Contemplating causes of truancy, researcher had various factors which he thought and guess that they may be the reasons of truancy or not. Thus he went to respondant to justify that. Thus he send questions through questionnaire to respondants so as they if those fsctors he guess were the right factors of truancy in Mtwara rurals or not. And if yes, is to what extent. Factors guised by researcher were categorised into three main categories:- These are Community related factors, School related factors and Physical facilities related factors.

4.3.1 Community Related Factors

These are factor that cause truancy from the society where students lives. These factors include the following:-

4.3.1.1 Truancy Caused by Roaming About

The researcher asked respondents whether roaming around instigated students in secondary schools to abscond schooling or not. The results were as follow:-

 Table 4.4: Roaming About

Criteria	Number of Response	Percent
Strongly Disagree	19	21.1
Disagree	13	14.4
Strongly Agree	21	23.3
Agree	27	30.0
Not Sure	10	11.1
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.4 indicates 21.1 percent of participants strong disagreed that roaming was a source of truancy in school, 14.4 percent disagreed, 23.3 percent strongly agreed, 30.0 percent agreed and 11.1 percent of participants were not sure; as regard interviewees,

One head of school said

> *"Most of them on my views, are roaming about. When you pass across their villages or homes you may find them playing "BAO" watching moves and when they see us (teachers) they tend to escape or hide themselves."*

Likewise One among ward educational Officer Said;

> *"Some students are neither in school nor in their homes, they normally roam about. You may find them in the village or in the bush. I don't know what is happening to them.''*

4.3.1.2 Truancy Caused by Taking Care of Young Brothers and Sisters

Here the researcher wanted to know whether there are students who are truant because of looking after their young brothers and sisters or not.

Table 4.5 Student Truancy due to Child Care

Criteria	Number of Response	Percent
Strongly Disagree	13	14.4
Disagree	15	16.7
Strongly Agree	19	21.1
Agree	29	32.2
Not Sure	14	15.6
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.5 indicates 14.4 percent of participant strongly disagreed that taking care of their young brother and sisters was a source of truancy in secondary school.16.7 percent disagreed, 21.1 percent strongly agreed, 32.2 percent agreed and 15.6percent of the participants were not sure.

4.3.1.3 Truancy Caused by Students Involving in Income Generating Activities

There was also question on knowing whether some students were involving in income generating activities.

Table 4.6: Student Being Involved in Income Generating Activities

Criteria	Number of Response	Percent
Strongly Disagree	7	7.8
Disagree	12	13.3
Strongly Agree	23	25.6
Agree	37	41.1
Not Sure	11	12.2
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.6 indicates 7.8 percent of participants strongly disagreed that students were truants due to involving themselves in income generating activities. 13.3percent disagreed, 25.6 percent strongly agreed, 41.1 percent agreed and 12.2 percent of

participant were not sure with the proposition. The Interview was conducted basing on the same theme.

One head of school said;

> *"Now days there are many activities raised which make students ignore school. Some among them are collecting stones for building purposes, fishing as well as selling juice and some bites like cashew nuts"*

Among ward education officers, one commented;

> *"Due to the emergence of building industry in Mtwara, most o student especially boys involve themselves in collecting and selling gravel. Fishing is another activity which draws the attention of most students"*

4.3.1.4 Truancy Caused by Being House Girls or Boys

The issue of being house girls and boys was also explained by respondents as a cause of truancy in Mtwara district. Responses were as follow:-

Table 4.7: Student Engagement as House Attendants

Criteria	Number of Response	Percent
Strongly Disagree	24	26.7
Disagree	14	15.6
Strongly Agree	17	18.9
Agree	16	17.8
Not Sure	19	21.1
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.7 indicates that 26.7 percent of participants showed that some were engaged in as house attendants; 15.6 percent disagreed, 18.9 percent strongly agreed, 17.8 percent agreed and 21.1 percent of the respondents were not sure.

4.3.1.5 Truancy Caused by Single Parent Families

Single parent families are also said to be Source for Student Truancy in Mtwara

district.

Table 4.8: Effect of Single Parent Family on Student Attendance

Criteria	Number of Response	Percent
Strong Disagree	14	15.6
Disagree	12	13.3
Strong Agree	27	30.0
Agree	28	31.1
Not Sure	9	10.0
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.8 indicates 15.6 percent of participant strongly disagreed, 13.3percent

disagreed, 30.0percent strongly agreed, 30.0 percent strongly agreed and 10.0 percent

were not sure if single parent families influenced student truancy. During the

interview session with one WEO and a Head of school respectively had this to say:

> *"In our ward we have information that most students are subjected to
> single parents. Not only do they have that kind of family but also most of
> them lived with their grandmothers and fathers or other relatives. So
> students like these in our environment have difficulties in affording
> school needs for attending classes regularly. In our schools we have a
> numbers of students with single parent. You can find a student living with
> a mother only in most cases. They live more with their mothers than their
> fathers, I don't know why?"*

4.3.1.6 Truancy Caused by Family Conflicts

Here the researcher wanted to know if family conflicts can make a student to

abscond schooling or not.

Table 4.9: Effect of Family Conflict on Student Truancy

Criteria	Number of Response	Percent
Strongly Disagree	10	11.1
Disagree	11	12.2
Strongly Agree	28	31.1
Agree	28	31.1
Not Sure	13	14.4
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.9 indicates 11.1percent of participant strongly disagreed with the statement that family conflicts influenced student truancy; 12.2percent disagree, 31.1percent strongly agreed, 31.1 percent agreed and 14.4percent were not sure with the allegation.

An interview with two different WEOs portrayed the following;

"We have cases concerning family conflicts in our office, especially marriage divorce. So this affects students psychologically as well as school daily attendance in general." "For sure family conflicts are reported daily in our office in relation to fulfillment of student needs. It is normal to hear about marriage divorce. Therefore issues of student attendance can be affected much by this problem."

4.3.2 School Related Factors

These are things that happen in school environment and make students to become truant.

4.3.2.1 The Headmasters'' Ineffectiveness on Student Attendance

Here the researcher wanted to know how head of schools are effective in dealing with truancy.

Table 4.10: Heads of School were Instrumental in Promoting Performance in Community Secondary School

Criteria	Number of Response	Percent
Strongly Disagree	12	13.3
Disagree	19	21.1
Strongly Agree	20	22.2
Agree	23	25.6
Not Sure	16	17.8
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.10, 13.3 percent of participant strongly disagreed that head of school were crucial in promoting truancy among students. 21.1 percent disagreed, 22.2 percent strongly agreed 25.6 percent agreed and 17.8percent were not sure whether head of school. When one officer was interviewed from the education district office, the following was noted:

> *"Of course in our schools we face a lot of challenges which make heads of school to have limited time to deal with student attendance effectively. Therefore some students use those loopholes for failing to attend regularly"*

At the ward level one education officer was interviewed. The views he gave were;

> *"I'm sure there is no strong follow up on student's attendance. Normally when I visit my respective secondary schools, I find monitors being the ones who call names in attendance register books, just imagine the heads of school and their staffs are less concerned about this."*

4.3.2.2 Communication between Heads of School and Their Staff as Truancy Factor

Another issue which the researcher wanted to explore is whether there was effective communication between heads of school and their staff.

Table 4.11: Absence of Effective Communication Between heads of School and

       Staff

Criteria	Number of Response	Percent
Strongly Disagree	18	20.0
Disagree	22	24.4
Strongly Agree	22	22.2
Agree	20	24.4
Not Sure	8	8.9
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.11 indicates 20.0 percent of the participant strongly disagreed that there was effective communication between class master teachers and head of school in secondary schools as regards to making follow up on student attendance, 24.4 percent disagree, 22.2 percent strongly agreed, 24.4percent agreed and 8.9 percent were not sure about effective communication between head of school and class master teachers.

4.3.2.3 Lack of Clear Policy on Managing Student Truancy

Lack of Clear Policy on Managing Student Truancy can Promote Students Truancy. The following response justify that.

Table 4.12: Importance of Clear Policy on Managing Student Truancy

Criteria	Number of Response	Percent
Strongly Disagree	15	16.7
Disagree	17	18.9
Strongly Agree	31	34.4
Agree	16	17.8
Not Sure	11	12.2
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.12 indicates 16.7percent of the participants strongly disagreed with the point that lack of clear policy on managing student truancy influenced student truancy; 18.9 percent disagreed, 34.4percent strongly agreed 17.8percent agreed and 12.2percent were not sure about the statement that lack of clear policy on managing student attendance influenced student truancy. The interview with respectively a DEO and a Head of school revealed the following;

> *"We lack a clear policy on managing student truancy in secondary schools. If we could have a compulsory attendance policy like primary schools, at least we could reduce a problem." "Really we lack a clear policy on managing student truancy, the current policy state that if a student is out of school for 90 days continuously then she/he should be expelled from schooling. Some students can stay at home for 85 days, if she/he reports to school within that period you cannot expel her/him. So this looks rather a contradiction"*

4.3.2.4 Lack of Strategies by Heads of School

This study wanted to explore further whether lack of strategies by heads of school had resulted into students being truants.

Table 4.13: Truancy due to Poor Strategies by Heads of School

Criteria	Number of Response	Percent
Strongly Disagree	18	20.0
Disagree	18	20.0
Strongly Agree	30	33.3
Agree	10	11.1
Not Sure	14	15.6
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.13 indicates 20.0 percent of participants strongly disagreed 20.0 percent disagreed that truancy was caused by poor school administration, and 33.3percent strongly agreed, 11.1percent agreed and 15.6 percent were not sure.

The interview with one of the ward education officer, stressed;

> *"I'm sure there is no strong follow up on student's attendance. Normally when I visited primary and secondary schools, I find monitors administering attendance register books. It appears heads and staff in primary and secondary schools are less concerned about truancy in their schools''*

4.3.2.5 Harsh Punishments as a Source of Truancy

Another issue that this study was seeking to know was whether harsh punishments administered to students were a source of students to abscond schooling.

Table 4.14: Truancy due to Harsh Punishment

Criteria	Number of Response	Percent
Strongly Disagree	10	11.1
Disagree	15	16.7
Strongly Agree	33	36.7
Agree	19	21.1
Not Sure	13	14.4
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.14 indicates 11.1percent of the participants strongly agreed that harsh punishments offered to students led to student's truancy, 16.7 percent disagreed, 36.7 percent strongly disagreed and 21.1 percent agreed, 14.4 percent of the participants were not sure. The interview with one of ward education officer was noted and he had this to say:-

> *"One day I found students hiding themselves in the bush. I managed to convince them not to escape from me. When I investigated them they said we fear to attend school because of teacher "x" to be on duty this week. He used to punish them severely they said. Due to that we have seen that it is better to dodge school."*

4.3.2.6 Poor Teaching Styles as a Source of Truancy

Another issue was explored in this study was whether poor teaching styles adopted by teachers was a reasons for students to be truants.

Table 4.15: Truancy Due to Poor Teaching Styles

Criteria	Number of Response	Percent
Strongly Disagree	13	14.4
Disagree	23	25.6
Strongly Agree	20	22.2
Agree	20	22.2
Not Sure	14	15.6
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.15 indicates 14.4 percent of the participant strongly agreed that poor teaching style adopted by teacher led to students truancy; 25.6 percent disagreed, 22.2percent strongly disagreed, 22.2 percent agreed, 15.6 percent of the participants were not sure with the allegation. The interview conducted with one Head of school gave the following response:

> *"One day I found students in the bush, when I tried to ask them, they told me that it is civics period, I asked them what the problem is. Then they told me; we do not understand the subject teacher, the way he teaches. That is why we are out".*

4.3.2.7 Students Lacking Expectations

The study explored whether students expectations had any impact on activating school attendance.

Table 4.16: Weak Opinions of Students on School Outcome

Criteria	Number of Response	Percent
Strongly Disagree	18	20.0
Disagree	16	17.8
Strongly Agree	15	16.7
Agree	22	24.4
Not Sure	19	21.1
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.16 indicates 20.0 percent of participants strongly agreed that low expectations of students from what is happening in schools led to students truancy; 17.8 percent disagreed, 16.7 percent strongly disagreed 24.4 percent agreed, and 21.1 percent of the participant were not sure with the proposition.

4.3.2.8 Poor Peer Groupings as a Source of Truancy

Another issue which was explored whether poor peer groupings was a source leading to students absconding schooling.

Table 4.17: Poor Peer Grouping led to Students being Truant

Criteria	Number of Response	Percent
Strong Disagree	14	15.6
Disagree	26	28.9
Strong Agree	30	33.3
Agree	18	20.0
Not Sure	2	2.2
Total	**90**	**100.0**

Source**:** Field Data, November, 2014

Table 4.17 indicates that 15.6 percent of participants strongly disagreed with the statement that poor peer grouping led to student truancy; 28.9 percent disagreed, 33.3

percent strongly agreed 20.0 percent agreed and 2.2 percent were not sure whether if poor peer grouping led to student truancy.

4.3.2.9 Students' Academic Incapability as a Cause of Truancy

The condition of students being weak academically was considered to be a factor leading to students' truancy.

Table 4.18: Incapability of Students Academically led to Students being Truant

Criteria	Number of Response	Percent
Strong Disagree	5	5.6
Disagree	13	14.4
Strong Agree	31	34.4
Agree	23	25.6
Not Sure	18	20.0
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.18 indicates that 5.6 percent of the participants strongly disagreed that academically weak student influenced students being truants;. 14.4 percent disagreed, 34.4 percent strongly agreed 25.6 percent agreed, and 20.0 percent of the respondents were not sure.

4.3.2.10 Clearing and Slashing School Environment as Source of Truancy

Table 4.19 indicates 13.3percent of participants strongly disagreed with the statement that clearing and slashing school environment frequently influenced student truancy; 21.1 percent disagreed, 27.8percent strongly agreed, 28.9percent agreed and 8.9 percent were not sure with the statement.

Table 4.19: Clearing and Slashing Eenvironment as Source of Truancy

Criteria	Number of Response	Percent
Strong Disagree	12	13.3
Disagree	19	21.1
Strong Agree	25	27.8
Agree	26	28.9
Not Sure	8	8.9
Total	**90**	**100.0**

Source: Field Data, November, 2014

4.3.3 Physical Facilities Related Factors

Students have various things they need so as they be able to go to school properly.

Thus, the researcher wanted to know how inappropriateness of their needs

availability Influencing Student Truancy in school.

4.3.3.1 Inconvenient Distance from Home to School

The researcher wanted respondents to share their idea about long distance in

contributing truancy.

Table 4.20: Distances from Home to School

Criteria	Number of Response	Percent
Strong Disagree	15	16.7
Disagree	11	12.2
Strong Agree	33	36.7
Agree	25	27.8
Not Sure	6	6.7
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.20 indicates 16.7 percent of the participant strongly disagreed with the

argument that distance from home to school did influence student truancy 12.2

percent disagreed, 36.7percent strongly agreed, 27.8percent agreed and 6.7 percent were not sure.

4.3.3.2 Unreliable Transport to School led to Poor Student Attendance

Table 4.21 indicates 10.0 percent of the participants strongly disagreed with the statement that unreliable transport influenced student truancy; on other hand 13.3percent disagreed, 34.4percent strongly agreed, 36.7 percent agreed and 5.6 percent were not sure with the statement.

Table 4.21: Effect of Transport on Student Attendance

Criteria	Number of Response	Percent
Strong Disagree	9	10.0
Disagree	12	13.3
Strong Agree	31	34.4
Agree	33	36.7
Not Sure	5	5.6
Total	**90**	**100.0**

Source: Field Data, November, 2014

The interview with one Head of school and a WEO had the following responses respectively:

> *"Most of my students come from distant areas most of them live far from here. For example, there are many students who walk 8 kilometers per day go and return. So don't you think that might being a hindrance to regular attendance? This coupled with lack of transport facilities widen the problem."Our secondary school is situated in the area where most students live far away from the school. Just imagine there are students who spend 10 kilometers go and return daily. This cause tiredness to students for attending classes regularly."*

4.3.3.3 Unattractive School Buildings as a Source of Students Truancy

Table 4.22 indicates   that 20.0 percent of the participants strongly disagreed, 8.9 percent disagreed, 24.4 percent agreed, 32.2 strongly agreed and 14.4percent were not sure about the statement that unattractive school buildings resulted to student's truancy.

Table 4.22: Unattractive School Building

Criteria	Number of Response	Percent
Strong Disagree	18	20.0
Disagree	8	8.9
Strong Agree	29	32.2
Agree	22	24.4
Not Sure	13	14.4
Total	**90**	**100.0**

Source: Field Data, November, 2014

The interview with one among Heads of school and a WEO respectively revealed the following;

> *"Even if students cannot tell us directly, but you can notice something in their school" BARAZA,"; always demand classrooms with ceiling board, and painted classes. Through their claims you can sense they need attractive buildings. So to my view good and attractive school buildings motivate students' attendance."*

> *"Don't talk about school buildings only there is an issue of play grounds and games facilities. These cannot be separated, go together with school buildings. Absence of these facilities makes students de motivated to attending classes regularly."*

4.3.3.4 Inadequacy of Learning Resources

Here respondent were asked to mention if shortage of learning resources influence students to be truants

Table 4.23: Inadequate Learning Resources

Criteria	Number of Response	Percent
Strong Disagree	20	22.2
Disagree	21	23.3
Strong Agree	21	23.3
Agree	18	20.0
Not Sure	10	11.1
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.23 indicates that 22.2percent of the participant strongly disagreed with the notion that inadequate learning resources influenced students truancy; 23.3percent disagreed, 23.3 percent strongly agreed 20.0 percent agreed and 11.1percent were not sure with the statement that inadequate learning resources influenced student truancy in secondary schools. The interview with one DEO revealed the following;

> *"Most of our secondary schools established, in 2007, have a lot of challenges; lack of libraries and other learning materials. Therefore this situation obviously discourages active learning and does not attract students to learn. End result is that students start dodging, eventually ending up developing a habit of being truants."*

4.3.3.5 Lack of Basic needs

Lack of Basic needs like Uniforms, School fees and Other Equipment Instigate Students to be Truants.

Table 4.24: Responses on the Need to give Students School Materials

Criteria	Number of Response	Percent
Strongly Disagree	12	13.3
Disagree	14	15.6
Strongly Agree	38	42.2
Agree	22	24.4
Not Sure	4	4.4
Total	**90**	**100.0**

Source: Field Data, November, 2014.

Table 4.24 indicates 13.3 percent of participants strongly disagree that lack of basic needs like uniforms, school fees and other equipment, made student to abscond schooling; 15.6 percent disagreed, 42.2 percent strongly agreed, 24.4 percent strongly agreed and 4.4 percent were not sure if such needs did influence student truancy. The interview with one WEO and a Head of school respectively stressed that;

> *"Some students fail to attend school regularly because of lack of proper uniforms, exercise books, but also hunger. So they opt not to attend school so as to find alternatives of getting food. In my area most schools have no school feeding programmes. So these affect regular attendance among students." "Some students suffered from hunger and lack of basic needs for school like, uniforms and exercise books. Sometimes in our schools, we fail to emphasize proper school uniforms because most of their guardians or parents claim that they can't afford."*

4.4 Effects of Truancy

The researcher wanted to know the effects of truancy students in schools and society in general. From that the following were observed.

4.4.1 Truancy leads to Poor Academic Performance

Table 4.25: Responses based on truancy as a Source of Poor Performance

Criteria	Number of Respondents	Percent (%)
Strongly Disagree	10	11.1
Disagree	15	16.6
Strongly agree	35	38.8
Agree	28	31.1
Not Sure	2	2.2
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.25 indicates that 11.1 percent of participants strongly disagreed that truancy was caused by poor academic performance; 16.6 percent disagreed, 38.8 percent

strongly agreed, 31.1 percent agreed, and 2.2 percent were not sure whether truancy

led to student poor academic performance.

4.4.2 Truancy in the Long Run Gives Rise To Student Drop Out

Table 4.26: Drop out due to Truancy

Criteria	Number of Respondents	Percent (%)
Strongly Disagree	10	11.1
Disagree	15	16.7
Strongly agree	33	36.7
Agree	19	21.1
Not Sure	13	14.4
Total	**90**	**100.0**

Source: Field Data, November, 2014

Table 4.26 indicates that 11.1 percent of the participants strongly agreed that truancy

lead to student drop out; 16.7 percent disagreed, 36.7 percent strongly disagreed,

21.1percent agreed, and 14.4 percent of the participants were not sure.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1   Introduction

This chapter covered the discussions of the findings in respect to objectives of the study.

5.2   Level of Truancy in Community Secondary Schools

This was the first area focused in trying to explore the level of truancy in community secondary schools in Mtwara district. Table 4.1 showed that, 38.9 percent of participants indicated that in secondary schools truancy was high. This finding is supported by the findings of Haki Elimu (2011), in its report" Education Fact sheet by 2011". In the report it has been revealed that truancy in secondary schools was rampart and was a challenge to academic performance in the country as a whole.

5.2.1 Truancy in Mtwara District Secondary School by Gender

Table 4.2 showed that truancy among boys was, 67.7 percent. The findings are corresponding with the interview with DEO and Head of school in which they argued that the rate of boys being truants was high than girls. Also this finding is similar to studies by Foreo (2013) Sidney (2013). Adeloye (2008) who noted that boys were more involved in truancy than girls.

5.2.2 Attendance of Students in Secondary Schools During Rainy Seasons

Table 4. 3, 84.4 percent of participants revealed that in wet season students were not attending classes. According to Look (2005) wet weather often made roads

impassable. That incidence finally forced students fail to attend school. Other scholars like Sunita (2011) Jane (2012), Yeida at el (2009), Darmody et al (2007) and Heather et al (2003) noted that, some of the students become truant during the wet season because of difficulties with work especially clearing and slashing school environment frequently. During the interview with the WEO and Head of School, it was stressed that there was an increase in truancy among students during wet or rain seasons due to students coming from far distances.

5.3   Factors Instigate Students to Abscond Schooling

Factors instigating students has been categorized into three categories. These are Community related factors, School related factors and Physical facilities related factors.

5.3.1 Community Related Factors

There are various factors that has been found in the community to instigate students to abscond school. These are:-

5.3.1.1 Roaming About

Table 4.4, 53.3 percent of the participant agreed that some student absconded schooling due to roaming about. This was similar to a study by Chad (2013), who observed that students were absent simply for loitering. These students choose not to attend school because they could not see the value of being there, they had nothing to do in schools. Also Mary (n-d) asserted that students instead of attending school hang out with friends in the streets by playing games or engaging in other illegal activities.

5.3.1.2 Students Taking Care of their Young Brothers and Sisters

In table 4.5, 53.3 percent of the participants agreed that students were truants due to child care. In relation to this study Animasahum (2005), postulated that some of students failed to attend school regularly due to overindulgence, excessive domestic work like taking care of their young children. Also Ehindero (2015), asserted that students were compelled to attend themselves so as to meet family needs, such as caring younger siblings or working to support family income.

5.3.1.3 Student involvement in Income Generating Activities

Table 4.6, 66.7 percent of the participants agreed that students were truant due to involvement in income generating activities. A study by Okwakpam and Okwakpam (n-d),asserted that students fail to attend school because of being involved in a piece of work so as to feed themselves due to financial difficulties, hence make different work so as to get some money like mining activities. Also Mwani at el (2002) noted that child labour like in the mining sector was rampant and was due to economic reasons which led to students' truancy. With regards to those result the interview with the WEO, s and Heads of school, postulated that students who were truants were engaged in income generation activities especially quarrying activities (mining activities) and fishing activities.

5.3.1.4 Responses on the need to give Students School Materials

In Table 4.19, 66.6 percent of the participant agreed that lack of basic needs like uniforms, school fees and other equipment, made student to abscond schooling. The interviewees on their part agreed with that preposition that of lack of basic needs to

students made them feel inferior to attend school, which eventually led to being truants. In relation to the current findings, a study conducted by Tonisha et al (2011) and Malcolm et al (2003), argued that students from poor families (low socioeconomic status) failed to afford the necessities of schooling. This involved uniforms, school fees and other school equipment. On the other hand, higher life families tended to be more involved in their childrens, education which resulted in lower truancy rates. In addition to that Romero and Lee (2007) concluded that low socioeconomic status (SES) families contributed and was a predictor of school truancy due to failure of affording school needs. Jod (2004), stressed that (SES) aspect contributed highly to student truancy in schools.

5.3.1.5 Effect of Single Family on Student Attendance

Table 4.20, 31.1 percent agreed that single parent families were one of the sources which promoted truancy in secondary schools. The view was supported by those who were interviewed, who said one major source of students absconding classes was single parent families. Jod (2003) and Finlay (2006) argued that students from single parent families were likely to miss school than students who had both parents. That was because single parent families were subjected to hardships, poor economic status and always concentrated on how to acquire daily needs like food.

5.3.1.6 Effect of Family Conflict on Student Truancy

In Table 4.21, 62.2 percent of the participants agreed with the statement that conflicts influenced student truancy. Carville (1998) as was cited by the Virginia Department of Education (2005) argued that, students who experienced family conflicts felt

academically inferior which led them to abscond schooling. Similar to that Asmawati et al (2012) revealed that family conflicts in Malaysia was the second most factors in causing student truancy.

5.3.1.7 Importance of Clear Policy on Managing Student Truancy

In Table 4.22, 52.2 percent of the participants agreed that there was need to have a clear policy on managing student truancy in secondary school. The issue of formulating clear policy on managing student truancy was applied by different countries in the world by fixing number of years for compulsory attendance. For example, An NEA Policy brief (2010), stated that had successfully passed the legislation to increase the Compulsory attendance age to 18 years in different states in U.S.A. Shirelle (2003), pointed out examples of state truancy laws in U.S.A like ILLINOIS, gave the meaning of truants student and action to be taken that, A truant was defined as any child subjected to compulsory schooling and who was absent from school unexcused. A chronic or habitual truant termed as a school aged student (5-18 years.)Who was absent without valid cause for10 percent out of 180 consecutive days. A truant officer was responsible for informing parents of truancy and referring to case to juvenile court.

Moreover, Washington State Institute for Public Policy(2009) stressed that, The Washington State Legislature passed a law known as the''Becca Bill'' The bill required school districts to be held file truancy. Petition in juvenile court when students accumulated a specified number of unexcused absences.

5.3.2 School Related Factors

School also causes the level of truancy to increase as follow:-

5.3.2.1 School Administration

Heads of school had a big role in supporting and administering school activities. Table 4.7, 47.8 percent of participants agreed that truancy was caused by poor school administration. Participants who were interviewed agreed that strong administration was needed in order to control truancy in secondary schools. In connection to that Rumberger (2004) argued that, ineffectiveness of the administration's practice to support students gave rise to truancy in schools. Furthermore, National Centre for School Management (2011), argued that lack of commitment of the school leadership had been identified as a risk factor for student truancy. In addition, Reid (2008) noted that schools and their organizations as well as rule systems were becoming outdated to the extent of causing truancy and other forms of nonattendance practices to increase. Ige (2012), pointed out that, secondary school leadership should be more alive to its responsibilities. It should double its efforts at ensuring that there was a higher level of discipline, especially working towards truancy prevention. Therefore, if the school leadership failed to control attendance procedures a school fell into chaotic kind of leadership, which did not care about disciplinary issues which finally promoted student truancy.

5.3.2.2 Lack of Communication between Heads of School and Class Masters

Table 4.8 showed that 46.6 percent of participant revealed that lack of communication between heads of school and class master led to student truancy.

Likewise interviewees revealed that some heads of school were less concern with students' attendance due to weak communication between heads of school and class masters. Other researchers like Damon and Paco (2009) added that there was a positive relationship between school leadership and school performance. This implies that strong and effective school leadership facilitated good student attendance, unlike weak school leadership. Jane (2012) argued that school leadership included not just the head and the senior staff, but all those who had responsibility to lead, such as class teachers. Poor communication led to inconsistence procedures of taking students attendance which later on ended up students being truants. To support that view U.S. Department of Justice (2001) argued that, schools often had inconsistent procedures for dealing with truancy despite the availability of attendance registers. Bon and Linda (n-d) found that, many students seemed to take advantage of lack of consistency in attendance and their enforcement by both teachers and administrators to control truancy due to presence of loopholes of doing that. Similarly Yeide et al (2009), Jane (2012) stressed that, poor consistent registration of absenteeism (excused and non-excused) brought chances for student to engage in truancy. It was believed that consistency and systemic attendance record gave school management power to enforce workable strategies toward truancy.

5.3.2.3 Lack of Strategies by Heads of School on Student Truancy

Table 4.9, 44.4 percent of the participants agreed with the view that some heads of school lacked strategies to reinforce school attendance: Other study done by Rumberger (2004) noted that, ineffectiveness of the administration's practice to support students gave rise to truancy in schools. In addition to that, National Centre

for School Management (2011) argued that lack of commitment of the school leadership had been identified as a risk factor for student truancy. Also Reid (2008) noted that school and their organization as well as rule systems were becoming outdated to the extent of causing truancy and other forms of non-attendance to increase.

5.3.2.4 Corporal Punishment to Students

In Table 4.10, 57.8 percent of the participants agreed that truancy was sometime caused by corporal punishment; participants who were interviewed asserted that corporal punishments offered to students lead to student truancy.

In relation to that a study conducted by Robinson et al (2005),stressed that corporal punishments could lead students to run away, fear of teachers, feeling of helplessness and humiliation, eventually students were disinterest to attend school. Monkie (2009) concluded that many students were truant because of poor relationship with teachers due to corporal punishments.

5.3.2.5 Poor Teaching Styles Adopted by Teachers

In table 4.11, 25.6 percent of participants agreed with the allegation that poor teaching style by teachers did instigate truancy in secondary school. Interviewee responses indicated that a poor method of teachings adopted by some teachers could promote truancy to some students. In relation to these findings Jodi (2003), concluded that teaching style contributed to student truancy as a result of boredom; created by incompetent teachers. Jodi (*op.cit*), concluded that teaching styles

contributed to student truancy as a result of boredom; created by incompetent teachers.

Gay et al (2007), Florence (2009) and Ayayi and Ekunduyo (2010), found that poor method of teaching bored students. That being the case teachers tended to experience low expectations for student achievement which finally created a poor relationship between teachers and students ending up into truancy.

5.3.2.6 Low Expectations of Students from what is Happening in School

In Table 4.12, 41.1percent of the participants agreed with the allegation that low expectations of students from what was happening in schools led to students truancy. Other studies such as the ones done by Reid (2005), (2008), NCSE (n-d) emphasized that lack of career aspiration and poor academic performance led to low self-esteem to students and brought what was revealed to as truancy. Similarly Monkie (2004), Children's law Office (2005), Otopa (2009) found that there was a significant dependency between learners having poor academic aspirations and truancy.

5.3.2.7 Poor peer Groupings

In table 4.13, 53.3 percent of the participants agreed that poor peer groupings led to student truancy. In connection to studies conducted by Gava and Davis (2006) peer group of an adolescent contributed a world of its own with its customs tradition manners and even its own language. Peer groups could extraordinary influence each other particularly to academic aspirations and attitudes towards school, like being truant. Asmawat et al (2009), Raid (2005),Idu and Ojedapo (2011) revealed that peer ship normally influence student truancy.

5.3.2.8 Effect of Incapable Students in Academic

In Table 4.14, 59.6 percent of the participants agreed that academically weak students influenced students truancy.On the other hand, student academic performance could motivate or discourage students' attendance. That was because students who performed better always enjoyed learning and could perform any homework or assignment given to them contrary to students who performed poorly in different subjects. That by itself was a factor which leads to absconding classes. Similarly Monkie (2004), Children's law Office (2005), Otopa (2009) found that there was a significant dependency between learners having poor academic problems and truancy. Connie (2000) noted that students on the edge of dropping out because of poor academic performance could choose to withdraw rather than face the humiliation of failing an exit exam or of falling further behind.

5.3.3 Physical Related Factors Influencing Student Truancy in the School

5.3.3.1 Distances from Home to School

In Table 4.15, 64.5 percent of the participant agreed that distance from home to school influenced truancy. Those who were interviewed supported the idea noted that most students were affected by distances from home to school. These findings are similar to the study carried out by Baleinakorodorwa (2009) who argued that some of the students encountered as late comers were influenced by distance from home to school. Disregarding that incidence of staying far from school, such students were habitually grouped as truants. Kelly (1999), revealed that, "The time pupils arrive at school, they were too tired to concentrate on school work, and girls were less able than boys to face physical hazard, like swollen rivers or dangerous escarpment on the

way to school". Machumi and Minde (2010), Fredrick (2011) revealed that distance from home to school encouraged students to be truants.

5.3.3.2 Unreliable Transport to School

In table 4.16, 71.1 percent of the participant agreed that unreliable transport influenced student truancy. Similarly to these findings other scholars like Look (2005) Auditor 2010, Machumi and Minde (2010), Fredrick (2011) stressed that distance from home to schools coupled with unreliable transport encouraged students to be truants.

5.3.3.3 Clearing and Slashing School Environment

In Table 4.17, 56.7 percent of participants agreed that activities other than classes instigated some student to be truants. In addition to that scholars like Sunita (2011) Jane (2012), Yeida at el (2009), Darmody et al (2007) and Heather et al (2003) noted that, some students became truants during wet season because of clearing and slashing school environment frequently.

5.3.3.4 Unattractive School Building

In table 4.17 56.6 percent agreed that poor school infrastructure was a source of students being truants. With regards to interviews with participant it was clear that unattractive school buildings and other facilities like play grounds could promote students being truants. Studies by Carolyn (2008), Reid (2005 and 2008), Auditor (2004), Jane (2012) Sunita (2011), McCluskey et al (2004), Barogo(2007) emphasized that, unattractive school buildings influenced students to lose interest in school.

5.3.3.5 Inadequate learning Resources

In Table 4.18, 45.5 percent of participants disagree with allegation that inadequate resource could lead student truancy. Those who were interviewed said inadequate learning resources including library with required items, motivated truancy among students. In relation to current findings, Dincer and Uyasal(2010) concluded that there was a relationship between resources and students attendance and achievement. And also scholars like Auditor (2004) and Jane (2012) observed that inadequate learning resources had a direct relationship with student's truancy.

5.4 Responses based on Truancy on Poor Performance

Table 4.23, 57.8 percent of the participants agreed that truancy led to student drop out. These findings are related to a study conducted by Connie (2000) who noted that students on the edge of dropping out because of poor academic performance could choose to withdraw rather than face the humiliation of failing an exit exam or of falling further behind. Attwood and Croll (2006), Virginia Department of Education(2005),State justice Institute(2011),Commonwealth of Virginia(2010), stressed that truancy hindered effective learning and could lead to poor academic performance which was a major risk factor for student dropout.

CHAPTER SIX

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents a summary of the study; it also gives concluding remarks and recommendations.

6.2 Summary of the Study

The purpose of the study was to explore factors which influenced truancy in community secondary schools in Mtwara District (Rural). This study was guided by three research objectives, which were to explore the level of truancy in community secondary schools in Mtwara district, to explore factors that influence truancy in community secondary schools, and to explore the impact of truancy in community and secondary schools in Mtwara district.

The study used qualitative research designs. Data collection methods were questionnaires, interview guides, documentary reviews, and the sample of the study of ninety nine (99) participants. These were from a cluster of students, heads of school, normal teachers and education officers at district and ward levels.

6.3 Conclusion

Basing on the findings of the study the following conclusion were made:

i)   Compulsory attendance in government secondary schools was not reinforced by any Education Act.

ii) Parents kept themselves at a distant from making follow up on the academic performance of their children.

iii) Teachers were not close enough to their students, a situation which had created delivery of poor assistance, leading to student truancy.

6.4   Recommendations

Based on the conclusions, the study recommends.

i)   The government through Ministry of Education and Vocational Training (MoEVT) should introduce compulsory attendance Act like the one operating in primary school.

ii)   Parents should be involved in the education of their children by, for example, establishing guidelines that hold them responsible for contacting schools regularly.

iii) Teachers should develop a habit of being attentive to problems raised by students for better assistance.

6.5   Suggestions for Further Studies

This study was conducted in two divisions in Mtwara district, Mayanga and Mpapura. All secondary school were government owned.

My suggestion is another similar study could be conducted in a comparative notion that is involving both government and privately owned secondary schools.

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APPENDICES

Appendix 1: Questionnaire Guide for Teachers and Students in Four Selected Secondary Schools in Mtwara District

Please kindly answer these questions to the best of your knowledge.

I assure you that the information provided is for research purposes only. I want to take this opportunity to thank you for availing yourself and thereby contributing to this academic exercise.

Instruction

Please put a tick (√) in a response that corresponds to the attribute being asked.

1. How alarming is the level of truancy among students in the school?

    Very high   ( )

    High   ( )

    Low   ( )

    None   ( )

2. Who are leading in the frequency of truancy in the school between girls and boys?

    Girls'   ( )

    Boys'   ( )

3. In which season do students fail to attend school?

    Wet season/Rain season.   ( )

    Dry season   ( )

The responses mean: **SA** = Strongly Agree, **A** = Agree, **D** = Disagree, **SD** = Strongly

Disagree **NS**=Not Sure.

4. What are the activities which instigate students to abscond schooling?

Statements	SD	D	SA	A	NS
Some are just roaming about idle					
Some are taking care their young children					
Some are engage themselves in fishing, mining and farming.					
Some are house boys/girls					

5. Administrative factors influence truancy among students.

Statements	SD	D	SA	A	NS
The head of school is ineffective on student attendance.					
Lack of communication between head of school clas masters					
Lack of strategies by head of school on students' truancy.					
Harsh punishments offered to students					
Poor teaching styles adopted by teachers					
Low expectations of students from what is happening in schools					
Poor peer groupings					
Academically weak students					

6. Factors which influence student truancy in schools are;

Statements	SD	D	A	SA	NS
Distances from home to school.					
Unreliable transport.					
Rain season					
Clearing and slashing school environment frequently.					
Unattractive school buildings.					
Inadequate learning resources.					

7. Other factors which contribute to students' truancy in the school are;

	Statements	SD	D	SA	A	NS
	Lack of basic needs like uniforms, school fees and other equipment.					
	Single parent families.					
	Family conflicts.					
	Absence of compulsory attendance law in secondary schools.					

8. Truancy has the following impact.

	Statements	SD	D	SA	A	NS
	Poor academic performance					

APPENDIX 1: Interview guide for Head of Schools, Ward Education Officer and District Education Officer

1. Are our secondary school students in the district/school attending classes regularly?

2. According to your experience who are attending classes regularly between boys and girls?

3. Which factors really promote poor attendance in schools?

4. What are the activities which instigate students to abscond schooling?

5. How does the following community related factors encouraging school attendance?

6. Does the following physical related factors contribute to student's truancy?

7. Do you have any other comments regarding regular school attendance of students in our secondary schools in district or your school?

Appendix 3: Introductory Letter from District Executive Director

Appendix 4: Research Permission