

**FACTORS INFLUENCING SECONDARY SCHOOL GIRLS DROP OUT IN
BAGAMOYO DISTRICT IN COAST REGION, TANZANIA**

LAWRENCE N. RUTAKINIKWA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER OF**

EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES

OF THE OPEN UNIVERSITY OF TANZANIA

2016

CERTIFICATION

The undersigned certifies that, he has read and hereby recommends for acceptance by the Open University of Tanzania dissertation titled “**Factors Influencing Secondary School Girls Drop Out in Bagamoyo District in Coast Region, Tanzania**” in partial fulfillment of the requirements for the Degree of Master of Education in Administration Planning and Policy Studies of the Open University of Tanzania

.....

Dr. Sydney G. V. Mkuchu

(Supervisor)

.....

Date

COPYRIGHT

This dissertation is the copyright material protected under the Berne Convention, the Copyright Act, 1999 and other international and national enactments, in that behalf, on intellectual property. It may not be reproduced by any means, in full or in part except for short extract in fair dealings, for research or private study, critical scholarly review or discourse (with acknowledgements) without the written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, Rutakinikwa Lawrence Novat, hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

Signature.....

Date.....

DEDICATION

This work is dedicated to my wife Rustica Lawrence, who patiently took care of our family to enable me pursue this masters degree without any problem. It is also dedicated to my children Lightness, Nehemiah and Winfrida who patiently lived on limited money due to my high expenditure on paying for higher education.

AKNOWLEDGEMENT

Many people have contributed in my study in various ways. It is my intention to thank them all. However a few of them will be mentioned. My first and foremost thanks are directed to the Almighty God, my Master and Savior of my life, without him, the dream for having this dissertation written and completed would have been a farfetched one.

Secondly, my deep and heartfelt appreciation is given to Dr. Sydney Mkuchu for his consistent consideration and unlimited support throughout the time that this work was in progress. His challenges, close follow up, encouragement and insight have been the source of inspiration and success

Thirdly my thanks are also extended to the respondents of the sampled schools, WEOs, DEO (S) and DED of Bagamoyo district, without their support my work would have been ineffective.

Fourthly, I express my special thanks to my beloved mother Mrs. Euphemia Rutakinikwa for her moral support all the time I was engaged in this work to this end.

Lastly my thanks go to the Open University of Tanzania, MED APPS lecturers, Directorate of Research Publication and Post Graduate Studies and Faculty of Education for granting me this opportunity to pursue a Masters degree of Education in Administration planning and Policy Studies (MED APPS).

ABSTRACT

This study examined causes of girls drop out from secondary schools in Bagamoyo district. The specific objectives of the study included; investigation of economic, cultural and school factors that cause girl to leave secondary school in Bagamoyo district. The study consists of five chapters Chapter one is introduction and background to the study, chapter two literature reviews, chapter three research methodologies, chapter four data presentation, analysis and discussion, chapter five summary, conclusion and recommendation. The theoretical framework that guided this study was adopted from Finn (1989). The theory suggests that as youths actively participate in school the more they are likely going to feel a sense of connection to school. The greater a student's sense of connection to school, the less likely, he or she is to drop out from school. The conceptual framework was adapted from Omari (2011). The framework shows the relationship between the predictor, participating and outcome variables. The literature review highlights the global studies on girl dropout, process of girl drop out, importance of girl education, synthesis and research gap. The research methodology shows research design, population. The sample size of the study consisted sixty four continuing students who participated in focus group discussion, eight academic masters/mistresses, thirty two secondary schools teachers who were given questionnaires to fill and eight ward education officers and one DEOSS who were interviewed by a researcher as respondents of this study. In addition, the research methodology shows methods of data collection, data collection instruments, reliability of data collection instruments, data analysis plan and research ethical issues. The study findings have indicated that economic, culture and school factors lead to girl dropout from secondary schools. Based on the research findings and conclusion, recommendations have been made both for action and for further investigation.

TABLE OF CONTENTS

<u>CERTIFICATION</u>	ii
<u>COPYRIGHT</u>	iii
<u>DECLARATION</u>	iv
<u>DEDICATION</u>	v
<u>AKNOWLEDGEMENT</u>	vi
<u>ABSTRACT</u>	vii
<u>TABLE OF CONTENTS</u>	viii
<u>LIST OF TABLES</u>	xiii
<u>LIST OF FIGURES</u>	xiv
<u>LIST OF ABBREVIATIONS AND ACRONYMS</u>	xv
<u>CHAPTER ONE</u>	1
<u>INTRODUCTION AND BACKGROUND TO THE PROBLEM</u>	1
1.1 <u>Introduction</u>	1
1.2 <u>Background to the Problem</u>	1
1.3 <u>Statement of the Problem</u>	3
1.4 <u>Research Objectives</u>	5
1.4.1 <u>General Objective</u>	6
1.4.2 <u>The Specific Objectives</u>	6
1.5 <u>Research Tasks and Questions</u>	6
1.6 <u>Significance of the Study</u>	8
1.7 <u>Limitations of the Study</u>	8
1.8 <u>Delimitation of the Study</u>	8

<u>1.9</u>	<u>Definition of Key Terms</u>	9
<u>1.10</u>	<u>Conceptual Framework</u>	9
<u>1.11</u>	<u>Organization of the Study</u>	11
	<u>CHAPTER TWO</u>	13
	<u>LITERATURE REVIEW</u>	13
<u>2.1</u>	<u>Introduction</u>	13
<u>2.2</u>	<u>Theoretical Framework of the Study</u>	13
<u>2.3</u>	<u>The Importance of Girls Education</u>	14
<u>2.4</u>	<u>Global Studies on Girl Students' Dropout in Secondary Schools</u>	15
<u>2.5</u>	<u>Process of Girls' Dropout in Secondary School</u>	21
<u>2.6</u>	<u>Synthesis and Research Gap</u>	26
	<u>CHAPTER THREE</u>	27
	<u>RESEARCH METHODOLOGY</u>	27
<u>3.1</u>	<u>Introduction</u>	27
<u>3.2</u>	<u>Area of the Study</u>	27
<u>3.3</u>	<u>Research Approach</u>	27
<u>3.4</u>	<u>Research Design</u>	28
<u>3.5</u>	<u>Research Population</u>	28
<u>3.6</u>	<u>Sample Size</u>	28
<u>3.7</u>	<u>Types of Data Collection Methods</u>	30
<u>3.7.1</u>	<u>Primary data</u>	30
<u>3.7.2</u>	<u>Secondary Data</u>	30
<u>3.8</u>	<u>Data Collection Tools</u>	31

<u>3.8.1 Interview as a Data Collection Tool</u>	31
<u>3.8.2 Questionnaire as a Data Collection Tool</u>	32
<u>3.8.3 Focus Group Discussion as a Data Collection Tool</u>	32
<u>3.9 Reliability and Validity of Data Collection Instruments</u>	33
<u>3.9.1 Reliability</u>	33
<u>3.9.2 Validity</u>	33
<u>3.10 Data Analysis Procedure</u>	34
<u>3.11 Research Ethical Issues</u>	34
<u>CHAPTER FOUR</u>	36
<u>DATA PRESENTATION, ANALYSIS AND DISCUSSION</u>	36
<u>4.1 Introduction</u>	36
<u>4.2 Economic Factors that lead to Girls Drop out from Secondary Schools</u>	37
<u>4.2.1 The Findings on Major Economic Activities in Relation to Girl Drop out from Secondary Schools</u>	37
<u>4.2.2 Parents' Annual Income in Relation to Educational Requirements of the Family</u>	43
<u>4.2.3 The Findings on the Economic Effects Resulting from Girls Drop out from Secondary Schools</u>	45
<u>4.3 Cultural Factors that Lead to Girl Drop out from Secondary Schools</u>	48
<u>4.3.1 The Findings on the Cultural Practices that Lead to Girls Drop out from Secondary Schools</u>	49
<u>4.3.1.1 Effects of Initiation Rites on Girls Drop out from Secondary Schools</u>	49

<u>4.3.1.2 The Effects of Polygamous Family Leads on Girls Drop out from Secondary School</u>	52
<u>4.3.1.3 The Effect of Divorce on Girl Students Drop out from Secondary Schools</u>	55
<u>4.3.2 Parents’ and Guardians’ Reaction on Girls Drop out from Secondary Schools</u>	56
<u>4.3.3 The Findings on the Effects of Cultural Practices on Girl Education in Relation to Girls Drop out from Secondary Schools</u>	61
<u>4.3.3.1 Early Marriages</u>	61
<u>4.3.3.2 Early Pregnancies</u>	63
<u>4.3.3.3 Prostitution</u>	65
<u>4.4 School Factors that Lead to Girl Drop out from Secondary Schools</u>	66
<u>4.4.1 The Findings on the School Learning Environment in Relation to Girl Drop out from Secondary Schools</u>	67
<u>4.4.2 Class Teachers’ views on the Relationship between Motivation in the Classroom and Girl Drop out from Secondary School</u>	74
<u>4.4.3 How School Distance from home to School Influence Girl Drop out from Secondary School</u>	76
<u>4.4.4 The Findings on Gender Sensitive School Facilities</u>	79
<u>4.5 The Way Forward to Eliminate Girl Drop out from Secondary Schools</u>	81
<u>4.5.1 Suggestions by class Teachers to Eliminate Girl Drop outs</u>	82
<u>4.5.2 DEO (S) and WEOs Suggestions on how to Eliminate Girls Drop outs</u>	84
<u>CHAPTER FIVE</u>	88
<u>SUMMARY, CONCLUSION AND RECOMMENDATIONS</u>	88

<u>5.1</u>	<u>Introduction</u>	88
<u>5.2</u>	<u>Summary of the Study</u>	88
<u>5.3</u>	<u>Conclusion</u>	90
<u>5.4</u>	<u>Recommendations</u>	91
<u>5.4.1</u>	<u>Recommendation for Action</u>	91
<u>5.4.2</u>	<u>Recommendations for Further Research</u>	92
	<u>REFERENCES</u>	93
	<u>APPENDICES</u>	102

LIST OF TABLES

<u>Table 4.1: Form two National Examination Results of 2014 for Sampled Schools in Bagamoyo District Council</u>	36
<u>Table 4.2: Major Economic Activities of Parents or Guardians of form three Students in Sample Schools</u>	38
<u>Table 4.3: Major Economic Activities of Parents or Guardians as Suggested by WEOs</u>	39
<u>Table 4.4: Form three Students who Completed and those who did not Complete to Pay School Fees and other Contributions in the Sampled Schools</u>	44
<u>Table 4.5: The Influence of Polygamous Family on Students' Dropout as Suggested by Class Teachers</u>	54
<u>Table 4.6: Parents and Guardians Reaction on Girl Dropout from Secondary Schools as Suggested by WEOs</u>	57
<u>Table 4.7: School Learning Environment in Relation to Girl Dropout</u>	68
<u>Table 4.8: Class teachers' views on Relationship between Motivation in the Classroom and Girl Dropout</u>	75

LIST OF FIGURES

<u>Figure 1.1: Student Dropout in Government and Non Government Secondary Schools between 2007 and 2010 by percentage and reasons.</u>	5
<u>Fig 1.2: Conceptual Framework for this Study</u>	11

LIST OF ABBREVIATIONS AND ACRONYMS

DED	District Executive Director
DEO (S)	District Education Officer Secondary
EFA	Education For All
EFAGMR	Education For All Global Monitoring Report
FAWE	Forum for African Women Educationists
FGD	Focus Group Discussion
GECE	Global Education Campaign Event
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
MED APPS	Masters of Education Administration Planning and Policy Studies
MoEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
SEDP	Secondary Education Development Plan
STDs	Sexual Transmitted Diseases
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UTR	United Republic of Tanzania
WAMA	Wanawake na Maendeleo
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter presents an overview of the causes for girls' premature departure from secondary schools. One of the major hindrances to girl education is dropping out from school. A phenomenon of girl departure from secondary schools is notable in both developed and developing countries. Shahidul and Karim (2015) investigated factors contributing to school dropout among the girls, they urged that a few of the studies in this context have been done on girls; dropout outcome based on particular regions and cultures of the world. This study shows that a girl dropout from school has brought a negative impact in economic and school life in Bagamoyo district. Discussed in this chapter is the background of the study and statement of the problem, the purpose and objectives of the study, research tasks and questions, furthermore, significance and scope of the study are discussed in this chapter. The chapter also addresses the limitations and delimitation of the study, definition of key terms, conceptual framework and organization study.

1.2 Background to the Problem

The phenomenon of girls' premature departure from secondary schools can be viewed at different levels namely global, regional and at national levels.

At global level, different researcher wrote on girl dropout. Rumberger (2001) explained why there is such concern for dropouts? He said that, one reason is that dropouts cost the nation money. Dropouts are less likely to find and hold jobs that pay enough money to keep them off public assistance. The pre mature departure from secondary schools is costly in terms of the low quality of life. Dropout students in the society do not have various types of life skills such as self esteem and decision making skills which can be applied to deal with different problems in their society

At the regional level girls' premature departure from secondary schools has been researched by Grant and Hallman (2006), who urged that in most African countries, the dropout rates for girls are still very high. Many factors account for this phenomenon the first factor is linked to cultural practices in families and societies being more likely to impose constraints on girls' primary and secondary schools, the second factor is vulnerability to violence, both in and out of education settings and to HIV/AIDS and other diseases being major constraint. Again several African countries have not developed girls' responsive secondary schools that address issues of sexual harassment.

UNESCO (2012) revealed that poverty still remained the main challenge to the improvement of girls' secondary education. Since secondary education is neither free nor compulsory; school fees presents a major obstacle for parents in keeping their children in school, thus increasing the risk of girls dropping out of school. Furthermore, the low value placed on girls' education by some parents is often

related with the high level of adult illiteracy, particularly among women. This has resulted in the strengthening of the perceptions among girls that education has low importance, therefore reinforcing the vicious circle of women's illiteracy and girls' low educational achievement. Finally the perceptions that benefits of education do not always translate into jobs in some countries especially for girls, coupled with the rising trend of unemployment these factors have reduced the value of education to girls in many African societies.

1.3 Statement of the Problem

According to Ricketts (2013), girls dropout from secondary school institutions can be traced from using historical perspective of colonial African period to African countries, while some students attended schools that were run by the German government and which trained Africans to be interpreters, clerks, teachers and to fill other administrative functions within the colonial government. These opportunities were almost completely unavailable to young women.

Different studies have investigated causes of girls' dropout in Tanzania secondary schools, however no study has been conducted to find out specific causes of girls dropout in secondary schools in Bagamoyo district. There are an increasing dropout rates for girls in Bagamoyo district also there is an increasing participation of females in public life including government and political positions in Tanzania but there is scarcity of women in Bagamoyo district who qualified to fit for the positions as for the majority lack education, many have dropped out of school early.

Researchers in Tanzania have put more efforts in primary school education dropout than secondary school education dropout. Kamwelwe (2013) studied on the assessment of truancy and dropout among primary school pupils in Tarime district. The study revealed that many factors have the probability of influencing truancy and hence dropping out of school at Tarime district. Among the factors were school related factors which included lack of school needs, punishments being provided by teachers to pupils, some teachers not teaching, lack of sufficient teaching and learning materials, like desks; distance from home to school and lack of feeding program at school. Other causes of truancy and dropout were mentioned as poverty on side of parents/guardians, little emphasis on education from the parents/guardians, children' engagement in petty business, customs and traditions and long distance from pupils' residences. Bunto (2000) studied on patterns and causes of school dropouts in Arusha and Arumeru secondary schools and revealed that sending a child to secondary school in Tanzania costs a lot of money because education was neither free nor cheap. Social economic problems in the homes of many students contributed to dropping out from school.

According to MoEVT (2013) in spite of different measures undertaken by the Government and Non Government Organizations (NGOs), dropout has remained a big challenge to Tanzanians. Basic education statistics show that the major reason for dropout is truancy 76.1%, followed by lack of basic needs 12%, other causes for

dropout have been identified as death, illness, misbehavior, parental/guardian illness and pregnancy (MoEVT, 2013). Figure 1.1 Illustrate this trend.

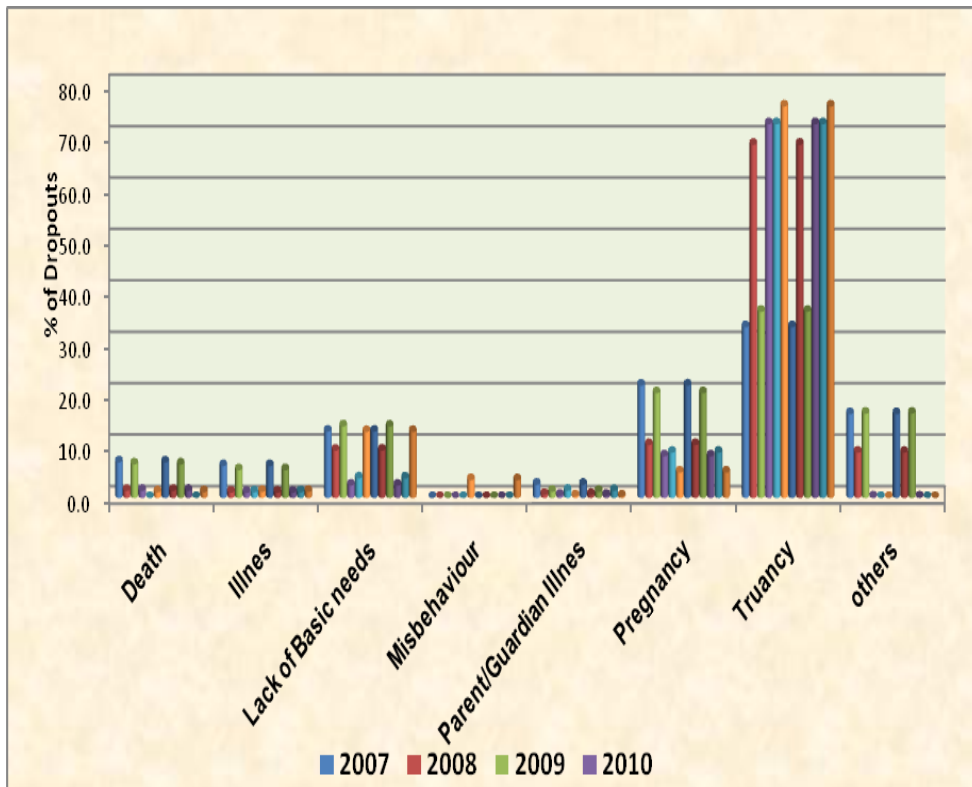


Figure 1.1: Student Dropout in Government and Non Government Secondary Schools between 2007 and 2010 by percentage and reasons.

Source: MoEVT (2013)

There must be unknown factors that were unique to Bagamoyo district which contributed to higher female dropouts in this district. This situation motivated the need for the researcher to investigate the unknown factors for girls' high rate dropping out of secondary schools in Bagamoyo district. This study intended to serve this purpose

1.4 Research Objectives

The objectives were categorized into two types, namely the general objective and the specific objectives.

1.4.1 General Objective

The general objective was to investigate the causes that led to girl drop out from secondary schools in Bagamoyo district.

1.4.2 The Specific Objectives

Specifically the study attempted to:

- (i) Investigate economic factors that led to girl students to drop out from secondary school.
- (ii) Determine cultural factors that led girl students to drop out from secondary school

- (iii) Examine school factors that led to girl students to drop out from secondary school.

1.5 Research Tasks and Questions

The research was guided by the following tasks and questions

Research Task 1

To investigate economic factors that lead to girl students drop out from secondary schools in Bagamoyo district.

Research Questions

- (i) What are the major economic activities in Bagamoyo district?
- (ii) Do the parents have a sufficient annual income to meet educational requirements for their children?
- (iii) What are the economic effects in relation to students drop out in Bagamoyo district?

Research Task 2

To find out how cultural factors lead to girl students to drop out from secondary school in Bagamoyo district.

Research Questions

- (i) What are the main cultural factors that lead girl students to drop out of secondary school in Bagamoyo district?
- (ii) What are the effects of culture on girls' education in relation to girls drop out of secondary school in Bagamoyo district?

Research Task 3

To examine school factors that lead to girl students drop out from secondary schools in Bagamoyo district.

Research Questions

- (i) Does the school learning environment cause girl students to drop out from secondary schools in Bagamoyo district?
- (ii) Does the distance from home to school influence girl students to drop out from secondary school in Bagamoyo district?
- (iii) Do the gender sensitive school facilities influence girl students to drop out from secondary school in Bagamoyo district?

1.6 Significance of the Study

This study helped to reveal the specific causes of girl students to drop out from secondary schools in Bagamoyo district. It has also demonstrated strategies of reducing girl students drop out from secondary schools. Different education stakeholders including parents, other members of the community and education officers in Tanzania and other developing countries whose economic, and cultural situation resembles that of Bagamoyo in Tanzania, can learn and increase their

knowledge and understanding on how to eliminate girl students drop out o from secondary schools. Furthermore the data provided in this study shed insights to other researchers and scholars, on factors that aggravate girl student drop-outs from secondary schools.

1.7 Limitations of the Study

This study dealt with secondary schools in Bagamoyo district in the Coast region. The schools were scattered in almost every ward of Bagamoyo district which is a result of the implementation of Secondary Education Development Plan (SEDP) under the Ministry of Education and Vocational Training (MoEVT, 2010). It was not possible to reach all secondary schools due to scarcity of resources of time and finance of the researcher. In order to overcome this situation the researcher decided to conduct the investigation only in eight secondary schools as a sample to cover the study.

1.8 Delimitation of the Study

The study dealt with the factors which influencing secondary school girls drop out in Bagamoyo district. Thus the results of the study will not be generalized in other districts in Tanzania because of the differences in the environment facing society members on girls' education

1.9 Definition of Key Terms

The following key definitions are defined as they are used in the study

Drop out - According to Hussein and Postlewhite (1985) Dropouts are pupils who leave school before the final year of the educational cycle in which they are enrolled, which could be primary, ordinary or advanced level, or even college or university levels. In this study a drop out is a secondary school girl who could not complete secondary school ordinary level education.

Girl student – in this study stands for girls from form one to form six in secondary school education

Economic factor - under this study an economic factor is an investment value that determines current and future of a person.

Cultural factors - under this study, cultural factors refer to customary beliefs and values of the community.

School factors - under this study school factors refer to the institution's environmental conditions that affect the teaching and learning process

1.10 Conceptual Framework

According to Kombo and Tromp (2006), a conceptual framework is a set of broad ideas and principles taken from relevant field of enquiry and used to structure a subsequent presentation. A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation it contributes to the formulation of the research design and giving a broad scope to thinking about the

research. According to Omari (2011), all research is conceptual as it involves some imagination and hypothetical thought. In this study, the model of Omari (2011) is adapted. The conceptual framework of this study is portrayed in figure 1.2 which portrays that the outcome of predictor variables and precipitating variables is the drop out of girls from schools. The model is in the relationship between the predictor variables, predicating variables and outcome variables. The predictor variables include economic, culture and school causes. The predictor variable acts as the root cause leading to the other causes that may precipitate the decision of a student to drop out from school. Precipitating variables are those characteristics which come as a result of pressure from the predictor variables that the student may show before the decision to drop out of school is met. The precipitating variables in this study include poverty, entrepreneurship, low income of parents/guardians, long distance from home to school, inconducive learning environment, sexual harassment, unavailability of gender sensitive school facilities, initiation ceremonies, ignorance and polygamy. The conceptual framework is depicted in Figure 1.2.

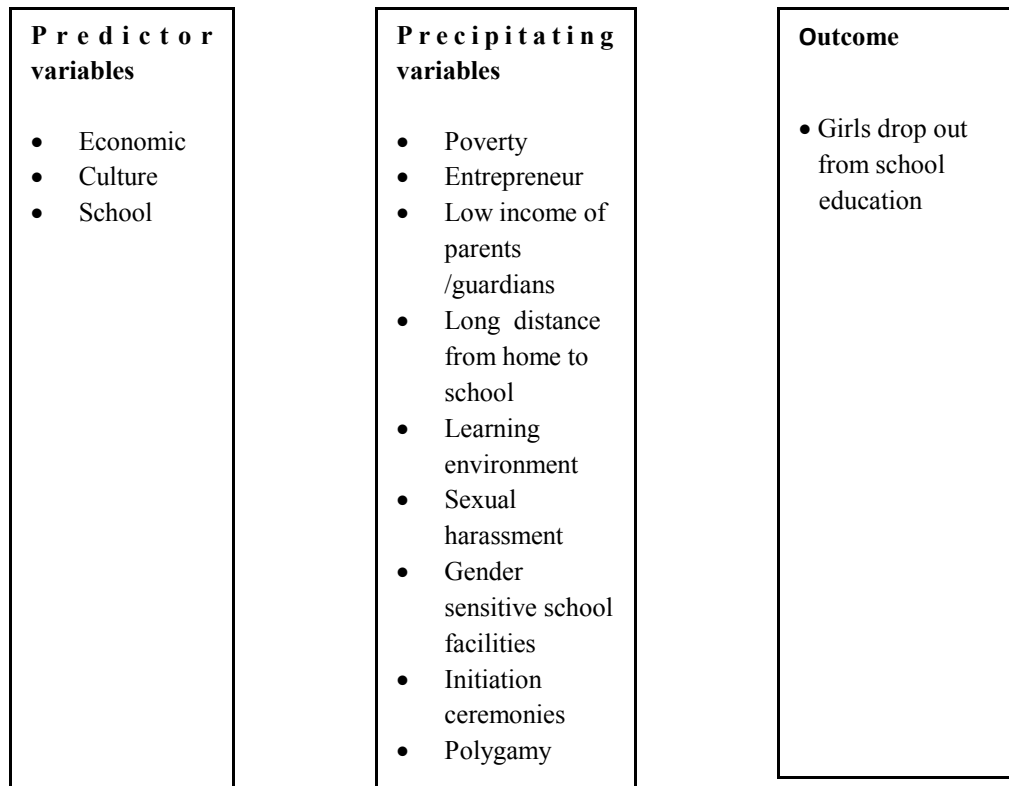


Fig 1.2: Conceptual Framework for this Study

Source: Model modified from Omari (2011).

1.11 Organization of the Study

The study contains five chapters. Chapter one presents the introduction and background to the study, statement of the problem, research objectives, research tasks and questions, significance of the study, scope of the study, limitation of the study, definition of key terms, conceptual framework and organization of the study. Chapter two presents literature review which comprises introduction, theoretical framework of the study, the importance of girls education, global studies on girls students ‘drop out in secondary schools, process of girls dropout in secondary schools and synthesis

and research gap. Chapter three provides the research methodology. Chapter four provides data presentation, analysis and discussion. Chapter five discusses summary, conclusion and recommendations of the study. The last part of the document provides a list of references as well as the instruments for data collection for the study and research clearance letter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of relevant literature on causes for girl students' dropout from secondary schools. According to Omari (2011) a discussion and summary of the writings recognized authorities of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Effective research is based on past knowledge. Literature review helps in eliminating duplication of what has been done, and provides useful hypothesis and helpful suggestions for significant investigation. The chapter is divided into several sub-sections which highlight the theoretical framework of the study, the importance of girls' education, global studies on girl students' drop out in secondary schools, process of girls drop out from secondary schools, synthesis and research gap.

2.2 Theoretical Framework of the Study

This study is guided by the participation-connection theory (Finn, 1989); this model suggests that as youth actively participate in school the more likely they are to feel a sense of connection or belonging to school. The greater a student's sense of connection to school, the less likely he or she will drop out from school. The theory is suitable for this study because the study examine causes which contribute to girl students' drop out from secondary schools. When this theory is applied to the study,

the argument is that active participation of girl students in the classroom will make improvement against the predictor and precipitating causes that led to dropout of these girls.

2.3 The Importance of Girls Education

According to UN (2003), to educate girls is to reduce poverty. The former UN Secretary General Kofi Annan declared during the global action week of the Global Education Campaign Event (G E C E), that study after study shows that there is no other tool for development that is more effective than education of girls.

According to HakiElimu (2010) educating girls is a form of empowerment which enables them to achieve total emancipation. Capacity building for women enables them to be productive in all spheres of life. Without education a girl is not able to get high paying jobs, shall never benefit from the available technology and globalizations, will not be able to understand the meaning of family planning, nor be able to protect herself from maternal complications or infant mortality. Education helps girls avoid backwardness and oppression as it is known that most of the poorest people in the world are women. Education equips girls with knowledge and skills that help them to live actively and hence bring about socio – economic development.

HakiElimu stressed the advantage of educating girls. These advantages are also relevant for boys, when girls are educated they acquire the ability to think critically.

Education helps an individual to develop self confidence and identity, it helps a girl to harness available opportunities and bring about development, it equips girls with communication skills and hence they manage to communicate effectively, it enables a girl or woman to determined and devise strategies for overcoming the challenges in life, such challenges include poverty and diseases; education broadens one's knowledge and makes an individual creative and develops problem solving skills, it helps to build ethical behaviors, and education makes her patriotic to her nation, patriotism makes a women to be a hard worker. And lastly educating girls enables them to understand the importance of national culture, traditions and customs.

2.4 Global Studies on Girl Students' Dropout in Secondary Schools

Rumberger and Lim (2008), researched on California dropout in United States of America. The study showed that United States of America is facing dropout crisis. About one-quarter of all students who enter the ninth grade fails to earn a diploma four years later. The research review identified two types of factors that predict whether students will drop out or graduate from high school, these were factors associated with individual characteristics of students and factors that were associated with institutional characteristics of their families, schools and communities.

The review yielded valuable insights: No single factor can completely account for a student's decision to continue in school until graduation. Just as students themselves reported a variety of reasons for quitting school, the research literature also identified a number of factors that appear to influence the decision. The decision

to drop out is not simply a result of what happens in school. Clearly students' behavior and performance in school influences their decision to start or leave, but students activities and behaviors outside of school, particularly engaging in deviant and criminal behavioral influences their likelihood of remaining in school .Dropping out is more of a process than an event; for many students, the process begins in early elementary school.

At the regional level, that is Africa, student drop out has been researched by different scholars. Alike and Egbochuku (2009) researched on dropout from school among girls in Edo State. They urged that dropout from school among girls is a global phenomenon. In Nigeria girls' dropout from school for various reasons like early marriage, pregnancy, religious factors, social economic factors, school related factors and ill health. The study showed that education enables girls to make their own decisions and to influence their families positively. The socio-economic status of the girls imposes considerable constraints upon their continuing stay in school; in fact they asserted that a girl's particular socio-economic inheritance may have a direct and important effect on educational attainment. The analysis of the responses of the subjects on reasons for dropping out of school showed that poverty accounted for 53%, poor academic performance accounted for 16%, bullying by the opposite sex accounted for 10%, unfriendly school environment was 09%, distance of school from home was 05%, pregnancy/early marriages was 04%, ill health was 01%, death of parents was 01%. The conclusion drawn from the study is that poverty and poor academic performance greatly account for reasons for dropping from school among

girls in Edo State. In other words the economic level or status of the family greatly affects the continued stay of the girl child in school (Alika & Egbochuku, 2009).

Molosiwa and Moswela (2012) researched on girls' pupils' dropout in secondary schools in Botswana, the research show that pregnancy of school girls is an international crisis that affects the socio-economic welfare of countries, societies and families at large. This is due to the fact that it is one of, if not the leading cause of school-dropout for female students. Oliha and Audo (2014) studied and investigated the causes of school dropout among secondary school students in Edo state. Their findings showed that school dropout was caused by indiscipline, poverty, behavioral, emotional problems and negative values of the society. Lack of interest in classes, emotional problems, threat at school, truancy, poor performance, lack of parental involvement and nonpayment of school fees are the causes of school dropout.

The results presented showed that the respondents rated all the counseling strategies as prevented measure of school dropout. The study stated that rather than relying on standard punitive approaches, school can respond to dropping out more effectively by taking students concerns seriously and that, teachers / counselors are an important source of social capital for students. Koskei, Tonui and Simiyu (2015) investigated school based factors as determinants of secondary school dropout in Bomet County in Kenya. The finding of this study revealed that the governments' objectives of retaining all students in secondary school have not been met in the study area. The study established that an average 10.2 percent of students dropped out of secondary

schools in the study area. This was against the global commitment of attaining Education for All (EFA) as agreed in the Jomtien Conference in 1990 and Dakar, Senegal in 2000. Guidance and counseling teachers ranked school based causes of drop outs as follows; lack of money for school expenses, poor relationship between students and teachers, rigid school rules and regulations, poor performance in class, not being in good terms with school administration and being bullied by fellow students at school.

A study by UNESCO (2012) showed that despite progress, Ethiopia's education indicators are still poor and below sub – Saharan averages. Ethiopia was ranked 126th out of 127 countries in the Education for all (EFA) development index and it is unlikely to meet the EFA Goals by 2015.

As it is evident from the statistics, Ethiopian boys have more access to education than girls. The reports also revealed that poverty was one of the main barriers to girls' and women's education. Socio – cultural factors such as social norms and traditional practices about the role and position of women in Ethiopian society, gender – based violence, early marriages and teenage pregnancies were affecting girls' and Women's access to and completion of education. There are also various school related factors affecting educational opportunities for girls. For example, the lack of motivated and gender sensitive teachers of girls, friendly school environments, the absence of targeted interventions to support girls and quality education, as well as long distances

to schools, all affect negatively the chances of girls access to and retention in secondary education.

According to HakiElimu (2010) study on how to ensure education success for girls the findings show that there are many social and educational challenges which force girls to leave school voluntarily or involuntarily. Common stories regarding girls drop out, particularly in the peripheral regions include pregnancies and early marriages, which occur below the age of 18. Failure to finish school has undermined girls development and as much as their future is misty. It is imperative for society to understand that every human being has the right to education and that denying girls this right is a big mistake. The study further shows a close link between a mother's education and improvements of her children's health. When a mother is educated, the education and health of her children are guaranteed. Statistics in the media and from the ministry of Education and Vocational Training give a disappointing image of girls' education. There has been a significant increase in the number of girls who leave school despite efforts by education stake holders to arrest the situation. It is unfortunate that these efforts by stake holders do not carry legal power or implications, and that situations relating to pregnancies and early marriage are mushrooming, many events have been reported but little action has been taken against those who impregnate girls.

Rumberger (2001) examined why students drop out of school and what could be done about it. The study findings showed that first dropping out of school is not

simply a result of academic failure, but results from both social and academic problem in school. Second these problems often appear early in the students' school careers, suggesting the need for early intervention. Third, these problems are influenced by a lack of support and resources in families, schools and communities. Findings suggests that reducing dropout rates will require comprehensive approaches both to help at risk students address the social and academic problems that they face in their lives and to improve the risk settings that contribute to these problems.

According to Mishra and Ep (2014) research on family etiology of school dropout the findings showed that family is the most influential agent among the different social factors that significantly influences the growth and development of any child. The family environment, economic statue, socio-educational status of parents influences the different milestones of child development. Education is an important dimension of child's development and it's an important driving force in the process of socialization and molding of personality. The results of present study significantly support the previous studies and reject certain traditional etiological factors of school dropout especially in regards with the vulnerable populations. The study shows that the large number of school drop outs can be prevented by better family education, awareness and creating better livelihood conditions. The economic aspect of the family is not a direct factor for school dropouts as there is no financial implication or expenditure need to be spent for schooling but the economic situation of the family makes proper atmosphere for schooling. A number of students in this study dropped out from school to take care of house hold matters and the younger siblings. These

happen with the families whose economic condition is unsound. But the empirical evidence of the study reveals that 90 percent of the children could continue with their studies even with worse financial circumstances of the families. The major reason was the disinterest of child in studies and its etiology is laid down on the incapacity of family especially parents to motivate the child on continuation of their education. Although all parents want their children to get education but they are helpless in front of their disinterested children. There were no collaborated efforts happening in between teachers and parents in this regard.

The study implicates the family's foremost responsibility on child schooling and the lack of awareness and education of them have direct influence on their children's too. The data on education status of parents and school dropouts of children's have significant correlation as most of the dropouts reported were from educationally backward families. These dropouts again create an educationally backward class in the next generation too. Mere implementation of educational programs cannot bring any change, as per the needs and nature of population and problems government/other agencies have to initiate innovative program to prevent school dropouts. The policy level interventions should focus on integrated aspects of school education with the active partnership of family, community and school.

2.5 Process of Girls' Dropout in Secondary School

According to Ricketts (2013), girl dropout can also be traced back during the colonial period whereby during the final years of British rule, the British government

promoted increased educational opportunities for women in order to incorporate more women into the civil service. While the vast majority of women were not able to partake in these opportunities, a limited number were able to attend secondary school and even university. However, these opportunities were only available to a few women from elite background and the vast majority of women did not advance past primary school. Ricketts (2013) continues to argue that in present day Tanzania, the education of young women is still largely influenced by the Nyerere era. Primary education in Tanzania is free and compulsory for all children and UNICEF (2007) estimated that between 2000 and 2005, there were approximately 93 females enrolled in primary school for every 100 male primary school pupils. While still not gender parity, this figure shows that the vast majority of Tanzania girls have access to primary education, women access to secondary education is a far less positive figure though. UNICEF reports that there are only eighty three girls enrolled in secondary for every 100 boys, also only 18% of Tanzanian girls complete secondary education. According to Ricketts (2013), girls have more domestic responsibilities than do boys, which lead to young women dropping out of school at higher rates than young men. Furthermore, particularly in Tanzania, the secondary school, curriculum does not prepare young women to go out into the world and earn money, so there seems to be little reason for parents to spend money on books and school fees to send daughters to secondary schools. Ricketts concluded that in both nations that is Tanzania and Rwanda, the vast majority of present day girls and women do not complete secondary school. Until education policy in each country is aligned with a set of goals for women to go out into society as full members of workforce, and until secondary

education is established as a pathway to post secondary education rather than as an end in itself, it seems it is unlikely that women will universally enroll in secondary educational programs (Ricketts, 2013).

Shahidul and Karim (2015) studied factors contributing to school dropouts among the girls. Most past reviews on the school dropout issue have been carried out regardless of the gender of the students. A few of the studies in this context have been done on girls' dropouts' outcome based on particular regions and cultures of the world. The study identifies the factors and illustrates a conceptual model for girls' dropout from school. When dropout rate varies by gender and if girls tend to drop out earlier compared to boys, which manifests that there are some unique factors contributing to the increase in the dropout rate, particularly for girls.

Shahidul and Karim (2015) further revealed that several inter related social, economic, school and cultural factors affect school dropout outcome regardless of gender of the students. Among some particular factors increase the dropout rate particularly for girls. These particular factors produce lower educational outcomes for girls in general. The financial factors constrain parents more especially those who have lower social economic status as they face difficulties to bear the expenses of their daughters' education. In addition, parents sometimes use the gender of their children to decide who gets more education so that children can give benefit in the future. Inequalities in school resources exist much especially in developing countries compared to developed countries and this is because dropout rate of girls are higher

in the developing parts of the world. Cultural reasons also play an important role in high incidence of early drop out of girls. Sometimes it depends on parents on how to perceive girls' education. Equally, the economic status, religion and environment of the community where they live in contribute. Some traditional cultural practices and beliefs of particular religion or community massively affect as barriers to girls' education especially in the male dominated societies (Shahidul and Karim, 2015).

According to Mawere (2012) the high rates of girl child dropouts have been attributed to various factors including abject poverty, economic hardships, early marriages and the mistaken religious and traditional beliefs that educating a girl child is a waste of resources.

Grant and Hallman (2006) researched on pregnancy-related school dropout and prior school performance in Sub Saharan Africa. The study revealed that despite the recently slowed rate, the proportion of girls enrolling in school has increased in Sub Saharan Africa over the past two decades. Improvements in the proportion of girls who enter school and who complete primary school have decreased the gap between male and female educational attainment in the region. Simultaneous to the improved school participation of young women have been declines in adolescent childbearing. Throughout sub Saharan Africa a smaller proportion of 20-24 year old women than 40-44 year olds gave birth prior to age. In a previous study conducted in South Africa, the authors noted that although girls advance more quickly than boys through primary school, girls began to falter at the secondary level. Most schools delay in the

sample are attributed to economic constraints, however among 20-22 years old females who experienced a school delay, more than one fourth attributed their delay to a pregnancy.

Ntumwa and Rwambali (2013) identified that demand for education and ability to construct schools is not evenly distributed. The growth of community secondary schools has increased regional disparities. However the schools are challenged with many problems, higher dropout being the critical one. Dropout is caused by many factors. The varieties of causes impinging on different groups of dropout, males and females, elementary and secondary, urban and rural indicate that school leaving is a multidimensional phenomenon which involves not only economic reasons of fees on parents but also psychological, cultural and sociological factors. The low quality of education and the financial burden of efficiency in terms of high dropout fees on parents have had negative effects on efficiency in terms of high dropout rates. Out of 83,509 students registered in form one in 2001, there were only 60,861 in form four in 2004, meaning that less than 73% of the original cohort continued directly to form four. The lowest transmission rates are for form two and three with a form two national examination students acting as a barrier to progression. Many students live in poverty working out of school hours to earn enough money for food and rent. But the majority of students do not manage to last four years at school under these conditions with a large number of them dropping out after the form two examinations. Ntumwa and Rwambali (ibid) further explained that the factors which interplay and affect children's education were limitless. Extracurricular and out of

school factors play a big role in children's education long distance from school, sexual harassment in case of girls by classmates, teachers and males in the community is attributed by lack of hostels and insufficient use of time (Ntumwa and Rwambali, 2013).

A study by Maziku (2013) indicated that limited financial resources at home prevented parents from concentrating on education of their children. The available resources were mainly used for subsistence purposes. The study further revealed that children whose parents or guardians occupation was peasantry, farming and livestock keeping were more likely to drop out from school. Kahise (2013) studied the effects of culture on access to secondary school education for girls in Kisarawe district. The findings have revealed that parents still believe that marriage and other domestic responsibilities are the best option for female children. They also believe that sons are responsible for the care and welfare of a wife and the children in the family. This suggests that a daughter does not need secondary education because her future husband will look after her. This is why, when parents face critical economic problems, girl's education is rejected by expecting men to solve the problems.

2.6 Synthesis and Research Gap

Studies on girl student dropout in secondary schools have many related literature at global, regional and national level in Tanzania. The empirical studies by Shahidul and Karim (2015), Mawere (2012), Grant and Hallman (2006), Ntumva and Rwambali (2013), Maziku (2013) and Kahise (2013) have showed causes and

challenges on girls dropout from schools. Factors for girl dropout differ according to geographical area. The factors on drop out can be categorized into economic, cultural and school factors. In Tanzania, studies showed that truancy, lack of basic needs and pregnancy have been included as some of the main factors for girl students' dropout from secondary school. On the basis of the reviewed literature, the research gap was identified. The research gap indicates that there is scarcity of studies in girl dropouts in secondary schools in Bagamoyo district, Coast region, Tanzania. This study concentrated and investigated the gap on factors influencing secondary school girls' dropout in Bagamoyo district of the Coast region in Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology. According to Kothari (2004), a research methodology refers to a systematic way applied to solve a research problem. Issues described in this chapter include; area of the study, research approach, research design, units of inquiry, population, sample size, methods of data collection, data analysis plan and research ethical consideration.

3.2 Area of the Study

This study was conducted in Bagamoyo district in coast region. The study involved eight selected secondary schools. The choice of this research area was based on two reasons. Firstly, the area is familiar to the researcher as it is the working district of the researcher. Carrying out the study in this area has reduced the financial constraints and time management of the researcher. The second reason is that Bagamoyo district has high drop out of girl students. These are the reasons which have led the researcher to examine secondary school girl students drop out in Bagamoyo district in coast region. The view of the researcher is that these eight schools were sufficient to cover information required for the study on the basis of the set objectives so as to make a generalization in other contexts.

3.3 Research Approach

The study has used a mixed research approach of quantitative and qualitative. This allowed triangulation approach in carrying out the study. According to Omari (2011), triangulation method is a research method whereby the researcher collects both quantitative and qualitative data, using the two approaches at the same time, and on the same phenomenon. The researcher compares the findings and checks if the results validate each other or are in contradiction.

3.4 Research Design

According to Omari (2011), a research design is a distinct plan on how a research problem will be attacked. Kothari (2004), show that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purposes with economy in procedure. In this study, descriptive survey design has been used. The methods helped to collect information by interviews, questionnaires and focus group discussion to a sample of individuals.

3.5 Research Population

According to Kombo and Tromp (2006), study population is a group of individuals, objects or items from which samples are taken for measurement. This study had the population which included continuing students, academic masters/mistresses of secondary schools, class teachers, ward education officers (WEOs) and district education officer of secondary schools (DEOSS) in Bagamoyo district.

3.6 Sample Size

Sample size is the number of items to be selected from the universe to constitute a sample (Kothari, 2004). The selection of sample considers different factors such as purpose of study, time allocated for the research and availability of required information for the study. In the case of the present study, the sample included eight secondary schools. The decision to involve these schools was based on facts of economic activities, economic status of the communities and accessibility of the means of transport. The researcher had respondents who provided reliable information for the study. The sample size of this study was 113 respondents. The composition of the respondents is shown in Table 3.1.

Table 3:1 Composition of Sample

	Categories of Participants	Number of respondents
1.	Continuing students	64
2.	Academic master/mistress	08
3.	Secondary school class teachers	32
4.	WEOs	08
5.	DEOSS	01
	TOTAL	113

Source: Field Data 2015

The composition of sample comprised sixty four continuing students, eight academic masters/mistress, thirty two secondary class teachers, eight WEOs and one DEOSS.

The stratified sampling procedure was used to select these respondents. In a stratified sample the probability of an individual being included varies according to known characteristics such as gender the aim is to ensure that all sub groups of the population that might be relevance to the study are adequately represented. In this study the sample were selected according to gender that is girls and boys in each sample school. A researcher selected form three students because they were mature enough to understand the subject, form four students were spared because they were preparing for national examination, other classes were judged to be too young to participate in focus group discussion.

3.7 Types of Data Collection Methods

The data collection methods used in the research were of two types; namely; primary and secondary. These two types of data collection are discussed in following section.

3.7.1 Primary data

Primary data is a data which is collected afresh and for the first time and thus happens to be original in character (Kothari, 2004). The study used primary data which was collected through questionnaires administered to class teachers and academic masters/mistress of secondary school and interviews which were ministered to WEOs and DEO (S). Moreover, focus group discussion was also used to collect data from eight secondary schools students in Bagamoyo district.

3.7.2 Secondary Data

These are data which have already been collected by someone else and have already been passed through the statistical process (Kothari, 2004). In the present study, secondary data were obtained from dropout files and school enrolments by the use of documents.

3.8 Data Collection Tools

According to Kombo and Tromp (2006), data collection is a gathering of scientific information aimed at providing facts pertaining to the study. In the present research, the researcher used three data collection instruments which are interview guides, questionnaires and focus group discussion guide.

3.8.1 Interview as a Data Collection Tool

According to Kothari (2004), the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be carried out through personal interviews and if possible through telephone interview. Personal interview method requires a person known as the interviewer asking questions generally in a face to face contact to the other person. Usually the interviewer initiates the interview and collects the information. The chief merits of using interviews are that the researcher has an opportunity to get more and greater in depth information. Also the interviewer by his/her own skill can overcome resistance, hence personal information can as well be obtained easily. The weaknesses of interview are that it is an expensive method especially when large and

wide spread geographical sample is involved. The method is also relatively more time consuming especially when the sample is large. This weakness was overcome by adopting telephone interview to the interview respondents. Using this method the researcher was able to conduct interviews with Ward Education Officers and District Education Officer Secondary in Bagamoyo district. The Interview guides for WEOs and for DEO (S) are attached in Appendix 1 and 11 respectively.

3.8.2 Questionnaire as a Data Collection Tool

A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The respondents have to answer the questions on their own (Kothari, 2004). According to Kothari (2004), questionnaires have the following merits. There is low cost even when the universe is large and widely spread geographically. It is free from the bias of the interviewer as answers come from respondents' own words and respondents have adequate time to give thought on the question. . The demerits of this method are that sometimes there is low rate of the return of the dully filled in questionnaires, there is bias and no response is often indeterminate. It can also be used only when respondents are educated and cooperating. Sometimes the control over questionnaires may be lost once it is sent. To deal with these demerits, the researcher made an appointment and kept on reminding respondents on the questionnaires. The researcher used structured questionnaire which was simple to administer and relatively inexpensive. In order to make the questionnaires effective and ensure quality, there was proper sequence of questions to reduce considerably the chances of individual questions being

misunderstood. Questionnaires were provided to academic masters/mistresses and class teachers in the sample schools. The Questionnaires for academic masters/mistress, class teachers are found in Appendices III and IV respectively.

3.8.3 Focus Group Discussion as a Data Collection Tool

According to Silverman (2010), focus group discussion helps to provide more information than could be obtained in a much more consuming exercise of individual interviews with the same category of respondents. In the present study, focus group discussion enabled the researcher to gain a lot of information in a short period of time. Participants were able to bring important issues to a topic. The focus group discussion in this study involved secondary school students of eight schools. Each school arranged two groups with eight members of four girls and four boys. There were basic questions related to the topic of girl students' drop out in Bagamoyo district. Students discussed and shared ideas and opinions about the problem of girl students drop out from secondary schools. The selection of student samples used simple random sampling technique in which every member who shared the same characteristics had equal chance to participate in a discussion. (The Focus Group Discussion guide is found in Appendix V).

3.9 Reliability and Validity of Data Collection Instruments

Reliability and Validity are two factors used during designing a study, analyzing and judging the quality of the study.

3.9.1 Reliability

Best and Khan (2003), define reliability as the degree of consistency a given instrument demonstrates when it is to measure a particular phenomenon. In order to ensure reliability, the researcher employed multiple sources of evidences namely, interviews and focus group discussions and questionnaires. Furthermore, prior to going to the field, the instruments were viewed by the researcher's supervisor.

3.9.2 Validity

According to Tabachnic and Fidel (2007), validity refers to the degree to which a study accurately reflects or the degree to specific concept the researcher is attempting to measure. To ensure validity of a questionnaire and interview schedule, focus group discussion guide was constructed in such a way that the relevant and crucial themes were obtained. To enhance the validity of the instruments, a pilot study was conducted in order to assess the clarity of the items administered so that if the instruments were found to be inadequate, they were either modified or disregarded completely. A pilot study was conducted in one ward which is Kerege at Kerege secondary school.

3.10 Data Analysis Procedure

Data analysis is the process of making sense out of one's data. It involves scrutinizing the acquired information and making inferences (Kombo & Tromp, 2006). Data analysis is a process that involves editing, coding, classifying and tabulating the collected data (Kothari, 2004). Data collection also involves

breakdown of raw data into either variables, if it is quantitative data, or manageable segments, if it is qualitative data, and apply labels or codes for further analysis (Gilbert, 2012). In this study, data was analyzed both quantitatively and qualitatively.

Data analysis was done in accordance with the research objectives and accompanying questions of the study. Content analysis was employed in interpreting qualitative data drawn from focus group discussions, questionnaires, interviews and documentary reviews. Quantitative data was selected, edited and coded through frequencies, tabulation and percentages.

3.11 Research Ethical Issues

Ethics in research are based on principles and that research should be designed, reviewed and undertaken to ensure integrity, quality and transparency. According to Rose (2012) research staff and participants must normally be informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entails and what risks, if any, are involved. The confidentiality of information supplied by research participants and the anonymity of respondents must be assured. Research participants must take part voluntarily, free from any coercion. Harm to research participants must be avoided in all instances. The independence of research must be clear, and any conflicts of interest or partiality must be explicit.

In conducting research for this study, the researcher first obtained a clearance letter from the office of the Directorate of Research Publication and Post Graduate Studies

of the Open University of Tanzania (OUT) to carry out the study in the field. Secondly, permission was also sought from the District Executive Director (DED), for the purpose of carrying out the study in Bagamoyo district. The research clearance letter from OUT and the permission letter from the Bagamoyo district authority are found in Appendix VI and VII respectively. The researcher explained the purpose of the research to all concerned respondents during the research process. The information provided by respondents will remain confidential.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This study examines causes of girls drop out from secondary schools in Bagamoyo district in coast region. Interviews, questionnaires and focus group discussions were used in the collection of data. The findings are presented in accordance with the research objectives.

Table 4.1: Form two National Examination Results of 2014 for Sampled Schools in Bagamoyo District Council

School	Registered Students		Did Examination		Did not do Examination			
	Boys	Girls	Boys	Girls	Boys	%	Girls	%
Chalinze	148	144	142	138	6	0.5	6	0.5
Dunda	68	75	56	65	12	1	10	0.8
KIromo	36	66	28	52	8	0.7	14	1.1
Kiwangwa	129	97	97	74	32	3	23	1.9
Mboga	33	48	29	44	4	0.3	4	0.3
Moreto	32	48	29	43	3	0.2	5	0.4
Msata	44	82	39	77	5	0.4	5	0.4
Zinga	78	97	71	87	7	0.6	10	0.8
Total	568	657	491	580	77	6.7	77	6.2

Source: Field Data (2015)

The study findings indicated that there is a high student's dropout in Bagamoyo district. A total of one hundred and forty four students did not do form two national examinations in a sampled schools. Seventy seven were girls and other seventy seven were boys which make a total of one hundred and forty four (13%) students who drop out from secondary schools in sampled schools. In this findings seventy seven (6.2 %) were girl students. The students who did not do examinations are dropout students. This concurs with MoEVT (2013) which showed that there was a high dropout in form two classes.

The study findings reveal that there was a high students dropout in Bagamoyo district. Among the factors for girls dropout are economic which include poverty, entrepreneur and low income of parents, cultural factors includes initiation rites and polygamous family lastly in this study is school factors which include long distance from home to school and back, learning environment and sexual harassment.

4.2 Economic Factors that lead to Girls Drop out from Secondary Schools

The first research objective sought to investigate economic factors that lead to girl students' drop out from secondary schools in Bagamoyo district. Data were collected through interviews, questionnaires and focus group discussion which were administered to district education officer for secondary schools, ward education officers, academic masters / mistress, class teachers and continuing students.

4.2.1 The Findings on Major Economic Activities in Relation to Girl Drop out from Secondary Schools

The first research question sought to identify major economic activities conducted in Bagamoyo district to see if they have influence on girl student drop out from secondary schools.

Table 4.2: Major Economic Activities of Parents or Guardians of form three Students in Sample Schools

Economic activities	Continuing Students (No. 64)	
	Frequency	Percentage
Peasant Farming	38	59
Livestock Keeping	3	5
Entrepreneurs	18	28
Fishing	2	3
Formal Employment	3	5
Total	64	100

Source: Field Data (2015)

The findings in Table 4.2 show major economic activities of parents or guardians of form three students in sample schools. The study indicated that peasant farming 38 (59%) it was a leading factor followed by entrepreneurs eighteen (28%), while livestock occupy three (5%), formal employment three (5%) and fishing two (3%). The results show that girl students are required to help their parents in all economic activities which are non formal duties such as agricultural, livestock keeping and entrepreneurs. Farming in Bagamoyo district depends on local hand tools such as hoes in most cases farming products are used for daily consumption which is from

the hand to mouth. This finding concurs with Mloka (2013) whose findings for reasons of girl's dropout in primary schools in Mpanda district showed that girls are engaged in economic activities such as agricultural activities, cattle grazing and selling burns which led them into dropping out of school.

The data obtained through focus group discussion (FGD) and interviews with WEOs revealed that the major economic activities in Bagamoyo district were agriculture, pastoralism, fishing and entrepreneurship. During FGD at 'A' secondary school, a girl student revealed that; "agriculture, fishing and entrepreneurship are practiced by the following tribes Kwere, Zigua, Doe and Zaramo tribes while pastoralism is practiced by Maasai societies". In another FGD at 'G' secondary school, a boy student asserted that; the main economic activity is crop cultivation whereby societies around are cultivating maize and sorghum while Maasai societies are practicing pastoralism by keeping cattle and goats.

Also during a FGD at 'F' secondary school, a girl student maintained that; "the main economic activities is petty businesses like food vendor, also selling vegetables while other people are doing crop cultivation whereby they cultivate maize, sorghum, sunflower and cassava". And at a FGD at 'H' secondary school, a boy student contended that: "the main economic activities are agriculture whereby they cultivate maize, sunflower and sorghum and small businesses like food, cloth vendors and bodaboda (motor bike) in most cases bodaboda drivers are young people".

Table 4.3: Major Economic Activities of Parents or Guardians as Suggested by WEOs

Economic activities	WEOs	
	Frequency	Percentage
Peasant Farming	4	50
Livestock Keeping	1	12.5
Entrepreneurs	3	37.5
Total	8	100

Source: Field Data (2015)

The data summarized in the Table 4.3 indicates that, peasant farming which was mentioned by four respondents (50%) is among the leading economic activities, followed by entrepreneurs mentioned by three respondents (37.5%) and livestock keeping mentioned by 12.5% of the parents. The results show that major economic activities in Bagamoyo district is peasant farming followed by entrepreneurs and livestock keeping, girls are involved in economic activities apart from studying this situation lead to a less concentration in studying which result to a girl dropout in school. These findings support what was found by Drew and Segi (2003) who observed that parents' economic status influenced their ability to pay school fees and other contributions. These findings also revealed that parents and guardians economic activities led to inability to contribute to pay school fees and other contribution thus lead to girl dropout from secondary schools in Bagamoyo district. The academic master of 'G' secondary school said that: "Engagement of girls in economic activities at home and a lot of school contributions such as school fees, table and chair have aggravated the problem of girl dropout from school".

During an interview with WEO of 'A' ward, he explained that; "the main economic activities are agriculture, whereby societies are cultivating mangoes, coconut trees, maize and vegetables also others are selling food, fish vendors". This finding is supported by Grant and Hallman (2006) who asserted that there was an association between a family's financial strength and the likelihood of daughter's dropout in South Africa.

In an interview with a WEO of 'G' ward, he had the following to say:

Some parents do not engage in economic activities such as cultivating cash crops like sunflowers, sorghum, cotton and groundnuts which can help them economically. The land in Bagamoyo is fertile, it can produce a lot, however only the few people who come from other areas of Tanzania are the ones who buy land and practice large scale crop cultivation for economic purpose.

A similar response was given by the WEO of 'D' ward who affirmed that;

Some local parents are not engaged in agricultural activities, only those from outside the area are engaged in agriculture activities. The outsiders are people from other areas outside the coastal areas. the land in this ward is fertile and pineapples and maize grow well for economic purpose, but few parents and guardians are occupied in agriculture for economic interest.

Whereas in an interview at F' ward, the WEO had a similar view, that:

People who live in this ward are practice small scale agriculture, whereby they cultivate, sorghum, sunflower and maize for home consumption; others keep animal for home consumption and not for economic purpose. This makes economic conditions for parents to be of low level.

The findings of study correspond with URT (2009) poverty and human development report which indicated that 95% of Tanzania's food is grown under traditional rain fed agriculture. This is ongoing challenge facing the country. The researcher has learned that that economic activity in Bagamoyo district depends on the geographical location of the place and it is a traditional one, this means that government should make effort to assist small peasants to improve agriculture.

The questionnaires for academic masters and class teachers had a question that required the respondents to identify economic factors that lead to girl students to dropout from school. The academic master of 'F' secondary school maintained that: "Poverty is one of the economic factors that lead to girl dropout from school. Most of parents are poor; they do not have enough money for their needs like school fees".

Similarly, the academic master of 'A' secondary school stated as follows; "Poor families fail to pay school fees and contributions, also some parents are not able to pay provide their children with basic requirements for school; like uniforms, exercise books and text books". This argument was also expressed by a class teacher from 'E' secondary school, who added that; other students stay far from school and their parents fail to provide transport cost to and from school.

A class teacher of 'G' secondary school in support of the ideas given by other respondents commented as follows;

Lack of money makes it difficult for parents to support basic needs like school fees and other contribution, also to buy text books, exercise books, writing pen and school uniforms. For this reason, some parents asks their daughters to do small business such as selling burns or food vendor in order to get their needs, has led to girl students to dropout from school in Bagamoyo district.

This observation is consistent with the findings by Rumberger (1995) which showed that poverty appeared to influence the demands of schooling as it affected the ability of households to pay school fees and other costs associated with education. This situation led parents to send their children to engage in income generating activities and this resulted into children terminating their education prematurely. The researcher further learned that parents and guardians were not able to support basic needs including school fees and contributions, which leads to the conclusion that poverty contributed to girl dropout from secondary schools in Bagamoyo district,

4.2.2 Parents' Annual Income in Relation to Educational Requirements of the Family

The second research question investigated parents' annual income and educational requirement of the families. Bagamoyo district is fertile and a variety of agricultural cash crops and food crops are grown by people who live in this district. During the a focus group discussion, students in all eight sampled schools claimed that many parents and guardians are engaged in small business, but the money is used from

hand to mouth and some parents fail to get even daily meal required for the family which makes them to live in poverty. In FGD at ‘G’ secondary school it was stated that poverty made some parents to lack sufficient money to support education of their children”.

During FGD at ‘F’ secondary school, one student maintained as follows;

Parents do not manage pay school fees and other contributions. They are engaged in small businesses like food vendor and selling vegetables other parents/guardians earn money but are practicing gender bias as they have negative attitudes towards girl education that girls are for marriage. While they do not give first priority to education for girls, some parents engage in supporting traditional ceremonies.

This observation is in agreement with UNESCO (2011) report which asserted that parents may also be driven to encourage early marriage for their daughters because of the economic benefits that derive from the bride price or dowry. The UNICEF (2005) further stated that parents don’t invest in girls because they do not expect any return from them.

Table 4.4: Form three Students who Completed and those who did not Complete to Pay School Fees and other Contributions in the Sampled Schools

S a m p l e Schools	Complete	Percentage	Did not complete	Percentage
A	4	6	4	6
B	2	3	6	9

C	5	8	3	5
D	3	5	5	8
E	5	8	3	5
F	2	3	6	9
G	1	1	7	11
H	3	5	5	8
Total	25	39	39	61

Source: Field Data (2015)

Through focus group discussion, form three students in the sampled schools were asked, what were school factors lead to girl students to drop out from school in Bagamoyo district. The researcher asked if they completed to pay school fees and other contribution in the previous year 2004. Table 4.4 show the number of students who completed paying school fees were twenty five (39%) and those who did not completed school fees and other contribution in the eight sampled secondary schools were thirty nine (61%). The findings from the table 4.4 revealed that lack of school fees and other contribution lead to girl dropout from secondary schools. The researcher learned that parents and guardians had negative attitudes towards their daughters. They earn money from small businesses but they don't give priority to educate their daughters instead they support traditional ceremonies which in turn profit them when they receive bride price of their daughters.

The WEO of 'H' ward further elaborated this view in an interview by saying that; "Many parents earn low income as a result, when a child drops out from school, they

feel relieved from the burden of paying for education requirement and a child can find another way of supporting his or her life”.

This finding matches those of Kamwelwe (2013) who did a study on assessment of truancy and dropout in Tarime district, which revealed that involving in farming activities and petty business led to girl dropout from school. The researcher learned that parents and guardians earn low income which they use to support their children’s education but they need to put first priority to their children education including girls’ education. This situation of parents/guardians’ low income is an indicator of poverty.

4.2.3 The Findings on the Economic Effects Resulting from Girls Drop out from Secondary Schools

The third research question sought to identify the economic effects which have resulted from girls drop out from secondary schools in Bagamoyo district. The girl students drop out has led to several economic effects in Bagamoyo district. Questionnaires and interview guides were provided to academic masters/mistresses, class teachers and WEOs to collect data regarding economic effects of girls dropout from secondary school. The results showed that poverty, street children, lack of good employment and economic dependence were among economic effects resulting from girl dropout from secondary schools in Bagamoyo district.

In an interview session with the WEO of ‘D’ ward, the respondent claimed that: “the families will not have development unless girls are educated, then society will get

development. This is because to educate the girl child is to educate the whole family”.

This observation is in agreement with Kofi Annan (UN, 2003) who argued that there was no other tool for developing more effective than education of girls. The researcher learned that a dropout girl cannot easily get development and she will remain behind other people for lack of knowledge, skills and capacity in doing work, also a woman who is well educated can participate in economic and social development of the society by reducing a gender gap whereby educated women can have job accessibility in public and private sectors like men. Responding to an interview question, the WEO of ‘H’ ward had the following to say:

A girl who drops out from school increases poverty in her family because if she gets pregnant she will not be able to take care of her baby; instead the parents/guardians will be required to spend available resources to take care of the child. Moreover, a dropout girl becomes economically dependent on her parents or guardians and in most cases, the burden goes to her grandparents.

These findings concur with UNESCO (2011) the report on adolescence in Tanzania, which reasoned that women who begin child bearing as adolescents are more likely to be among the poorest in Tanzania society.

The findings revealed that drop out girl shall possibly suffer in poverty situation because she will lack knowledge and skills which are important in bringing

development in her life. Also during an interview with WEO of 'G' ward had these to say:

Girl students are affected by HIV/AIDS because when a girl decides to engage in sexual affairs with male lovers they do not tell male lovers to use condom. As a result some girl die of HIV/AIDS, the death causes loss of manpower and the new born baby becomes an orphan.

These findings are in line with UNICEF (2011) the report on adolescence in Tanzania, which maintained that girls and young women aged 15 to 24 years are also more vulnerable to HIV infections. Moreover, the findings are also consistent with Mawere (2012) who observed that high dropout rate poses a threat to the development of the country as this reduces the educational level of the people in the country. Also dropout increases illiteracy level in the country. From an economic perspective, dropouts cause underutilization of resources and faulty government planning.

This researcher learned that girls who dropout from secondary schools can be affected and die of HIV/AIDS, this contribute to poverty and loss of manpower in coast region. The researcher learned that the children who were born by dropout girls increase the number of orphans who later increase a burden to family members. Furthermore, girl dropout can increase illiteracy rate in the coast region and at the national level it can cause underutilization of resources and faulty government planning. Contributing to this discussion, the WEO of 'E' ward had following to say;

The dropout girl cannot get employment because she does not have a certificate to qualify her for a good employment opportunity. In most cases, a dropout girl will become a prostitute or if she hardly finds employment, it will be as a house girl in a city like Dar es Salaam.

This observation agrees with the findings by Mawere (2012) who observed that people nowadays are employed depending their qualifications. Those with higher qualifications, academic or otherwise have higher chances of getting employment. This means that the least educated, including school dropouts are in a risk of being unemployed. Also this finding agrees with the findings by HAKIELIMU (2010) which testified that educating girls is a form of empowerment which enables them to achieve total emancipation. Capacity building for women enables them to be productive in all spheres of life. Without education, a girl is not able to get a high paying job. The study further revealed that girls who dropout from school will become unemployed or find jobs with low wage payment; hence will remain less developed because the wages will not give them development.

4.3 Cultural Factors that Lead to Girl Drop out from Secondary Schools

The second objective of the study sought to find out how cultural practices lead to girl drop out from secondary school in Bagamoyo District. Culture constitutes the totality of people's way of life their values, moral principles, ideology, religion and social practices. A culture can thus become a force of liberation or oppression. Male dominated ideologies have tended to use culture to justify oppressive gender relations

(Meena, 1996). The cultural factors discussed in this study include initiation rites and parents negative attitudes on girls' education.

4.3.1 The Findings on the Cultural Practices that Lead to Girls Drop out from Secondary Schools

The first research question in the third objective of the study investigated main cultural practices which influence on girls drop out from secondary schools in Bagamoyo district. The research findings indicated that traditional initiation rite known as ngoma' or '*kuchezwa ngoma*' or '*kucheza watoto*' is among cultural practices influence girls drop out from school. The tradition involves playing traditional music and doing traditional rites to girls who are considered to be matured. This traditional dance has been found to influence girl drop out from secondary schools in Bagamoyo district. Other cultural practices which were found to affect female students this study were polygamous family and divorce.

4.3.1.1 Effects of Initiation Rites on Girls Drop out from Secondary Schools

Initiation rites usually are accompanied by ceremonies intended to introduce youths to adulthood responsibilities. The initiation rites are always performed for both girls and boys. The respondents namely, continuing students, ward education officers, academic masters/mistresses and DEO (S), expressed their views that the main cause for girls drop out from secondary school and even primary schools in Bagamoyo district is initiation rites which is known as "*kuchezwa ngoma*". This finding agrees with the study done by this is in line with Rehema, Verhan, Emmanuel and Douglas

(2014) whose findings on effects of initiation rituals to primary and secondary school girls in Morogoro rural district showed that after the hibernation period most of girl involves themselves into sex, drop from school, change of behavior, being married below age.

The results obtained through focus group discussion (FGD) confirmed that traditional ceremonies had an influence on girl students' drop out from school. During the FGD at 'F' secondary school, a girl student claimed as follows; "Traditional ceremonies contribute to girl dropout from school in Bagamoyo district. It can take even more than three years preparation, during this time a girl attends school but whenever she is going back home she stays inside a house"..

Also during FGD at 'A' secondary school, a boy student testified that traditional dances required that parents have adequate financial ability to conduct it.

Moreover, during the FGD at 'C' secondary school, a girl student informed that;

Usually before a girl attends the ngoma ceremony, she receives various training from different women, in most cases old women and other women in the community around are allowed to enter in the room to give teachings to a girl.

To elaborate the point further, during the FGD at 'E' secondary school a girl student stated as follows;

The teachings involve how to stay with husband and how to make love affairs. On the day of ngoma that's traditional ceremony dance, a girls is

taken out of house without any clothes cover her breasts. Her uncle or any chosen man will carry a girl on his shoulder, while traditional ngoma is played and she plays on the shoulder of her uncle or chosen man, this is known as “Kunemwa”, that is a kind of dance whereby a girl plays on shoulder of her uncle or any chosen man for a while before she is taken back in the house. As from that time a girl is counted as she is grown up.

In another focus group discussion at ‘G’ secondary school, a boy student commented as follows;

During ngoma session, a girl learns adult things which make her to believe and think that she is grown up, as a result, some girls misinterpret their teachers that they can be their lovers and this reduces their concentration in study this situation leads to dropout from school.

These findings concur with UNESCO (2012) report on global partnership for girls and women’s education in Ethiopia, which stated that one of the main barriers to girls’ and women’s education is social cultural factors such as social norms and traditional practices about the role and position of women in Ethiopian society

The academic master of ‘F’ school elaborated in an interview reply that engagement of female students in tribal ceremonies lead to girl students’ drop out from the school. Also during an interview submission, the WEO of ‘G’ ward observed as follows;

When a girl reaches puberty she has to attend traditional rites, whereby she is taught adulthood issues. The teachings confuse a girl and most girls

want to test what they have learned as a result they fail to continue with the study and end up dropping out from school.

These findings are in harmony with the findings by UNESCO (2005) which showed that after initiation ceremony, some girls stayed out of school and assuming they were ready to be married. Furthermore DEO (S) elaborated as follows; “Since the girls are taken to initiation ceremony while still young in age. They do not know anything; this leads some them to enter in early marriage or get early pregnancy”. These findings on initiation rites correspond those of Kahise (2013), who in his study on the effects of culture on access to secondary school education for girls in Kisarawe, found that cultural beliefs about the value of girls and boys as well as their role in society, led people to think that girls were only good for marriage and for raising children and taking care for husband and family. These findings also correlate with those of Barongo (2007) whose study on truancy and dropout at Rufiji district, found that some parents had little concern about their children school attendance. the study elaborated further that traditional practices such as *ngoma*, *jando* and *unyago* contributed to truancy and dropout.

In the study, the researcher learned that traditional rites always maintained that a girl is an adult woman and she can be married wherever a man shows up for marriage. But this is not true because the government does not allow a girl student to be married while undertaking secondary school education and it is against child rights.

4.3.1.2 The Effects of Polygamous Family Leads on Girls Drop out from Secondary School

A Polygamous union is a relationship which a man to have more than one wife. This practice is found in many countries, particularly (though not exclusively) in Africa (UNICEF 2005). Polygamy has been a big problem in Bagamoyo district. The researcher sought to determine how polygamy enhances girls' dropout from secondary schools in the district. Questionnaires were administered to class teachers. A questionnaire for teachers had a question which asked how a polygamous family could enhance a girl student's chances for dropping out from school.

Through questionnaires class teachers had the following responses on how polygamy enhances girl drop out from secondary schools in Bagamoyo district, according to a class teacher at 'C' secondary the father might have preference on one of the wives and her children, so the children of the other wives were not given importance. Another class teacher of 'D' secondary school commented that; "some polygamous families fail to provide basic needs to their daughters because they are poor; as a result some girls decide to engage in selling their bodies to earn living. This situation eventually leads to girls' dropout from school". Also according to a class teacher from 'H' secondary school, jealousy between two wives may cause a school student to dropout from school. This happens when one mother out of jealousy against another wife persuades the husband to stop paying school fees and other school expenses for the daughter of another mother. Another class teacher from 'A' secondary school commented that; "Polygamous families enhance girl students'

dropout from school because some girls who have grown up in polygamous families tend to think that they can leave school and get married as a second wives”.

Table 4.5: The Influence of Polygamous Family on Students' Dropout as Suggested by Class Teachers

Respondents	Class Teachers (no 32)	
	Frequency	Percentage
Conflicts within family members	5	16
Unequal distribution of resources	5	16
Girls leave school to become second wife	3	9
Children live with grandparents	12	37
Poverty	7	22
Total	32	100

Source: Field Data (2015)

Through questionnaires that were administered to the class teachers, the findings indicated that polygamous family had an influence on girl student dropout. The findings showed that conflicts within family members (five - 16%) Unequal distribution of resources (five -16%) Girls leave school to become second wife three (9%) Children live with grandparents (twelve -37%), Poverty (seven-22%). These findings correlate with those of Millanzi (2005) in a study on patterns and causes of dropout in community secondary schools in Lindi rural district. He observed that there was a high dropout rate of female students from polygamous families.

Furthermore, the findings relate to the UNESCO (2012) study which found that a large family size was one of the key barriers for out of school children due to its effect on a family's economic capacity and their ability to support all children in school.

Another observation the researcher noted from this study was that polygamous families were the cause of children living with grandparents who cannot make daily follow up of their grand children.

In conclusion, the study has found that polygamous families aggravate female students drop out of school due to the following reasons; first, when parents, especially fathers in polygamous families give preference to one wife and her children. Second some polygamous families live in poor conditions in which, parents fail to provide basic needs including school needs. Third; jealousy among wives in polygamy family causes fathers to favour some children than others in the families; fourth, girls who have grown up in polygamous families may drop out from school thinking that they can be married as a second wife. Fifth, conflicts between family members, unequal distribution of resources, failure to provide basic needs and poverty are some of the conditions found in polygamous families, which may compel girl students to drop out of school.

4.3.1.3 The Effect of Divorce on Girl Students Drop out from Secondary Schools

Divorce was identified as one effect of cultural practices leading to girl students' drop out in Bagamoyo district. In a questionnaire item class teachers were asked to explain how divorce in family enhanced girl dropout from school. The aim was to find teacher's views on how divorce increased girl drop out from secondary schools in Bagamoyo district.

Divorce in the family made female students to assume the task of caring for the family. A class teacher of 'F' secondary school elaborated this by saying that when parents divorce, a girl takes up the responsibility of caring for family; like cooking, farming, and fetching water, this eventually leads to girl dropout from secondary school. Another effect of divorce as claimed by class teacher of 'A' secondary school was that it led to street children and poverty. As an outcome of divorce, it was contended that single parents failed to effectively take care of child behavior and school financial requirement. These findings relate to the study by Mloka (2013) who found that divorce of parents is a factor for girls' dropout.

In the present study, the researcher found that divorce in a family enhanced girl dropout from school because the girl student would be forced to take up family responsibilities and start caring for her siblings. Divorce also make other school girls to become street children, while other children lack financial requirements and are forced to leave school.

4.3.2 Parents' and Guardians' Reaction on Girls Drop out from Secondary Schools

This section presents findings relating to the second research question in the third objective that sought to find out how parents reacted on girl drop out from secondary schools. Interviews were conducted to WEOs. The results showed that most parents had negative attitudes on education for girls.

Table 4.6: Parents and Guardians Reaction on Girl Dropout from Secondary Schools as Suggested by WEOs

Responses	WEOs	
	Frequency	Percentage
A girl is not allowed to mention a person who gave her pregnancy	1	12.5
Parents do not pay school fees	2	25
Convince a girl to be married	3	37.5
A girl sells burns in the morning before going to school	2	25
Total	8	100

Source: Field Data (2015)

The findings in Table 4.6 show the reaction of parents and guardians on girl dropout from secondary schools as suggested by WEOs. The findings reveal that a girl is not allowed to mention a person who gave her pregnancy 1 (12.5%), parents do not pay school fees 2 (25%), parents/guardians convince a girl to be married 3 (37.5%), a girl sells burns in the morning before going to school 2 (25%). This data agrees with the

findings by Hale and Cante (1998) whose findings showed that parent attitudes were clearly related to student engagement in learning and graduation rates. Parents of dropout students were more likely to view school negatively.

During the interview with WEOs the following views were provided. The WEO of 'A' ward commented as follows; "Parents and guardians tell their daughters to cook and sell burns (maandazi) and allow them to go to school after completing business. Other parents ask their daughters, why they don't get married, so that the parents could receive dowry".

These findings are consistent with those of UNESCO (2003) which indicated that in Asia, poverty drove girls into labor market. Girls are forced to spend most of their time in work rather than in classes. Another study by Chitrakar (2009) on overcoming barriers to girls' education in South Asia affirmed that many parents had negative attitudes towards educating girls. Most parents believed that educating girls was futile as they become wives to somebody else.

In this study the researcher learned that most parents and guardians did not value education for their daughters. Most parents ask their daughters to help in small business, this situation makes girl student not concentrating with her studies. Parents who asks their daughters to be married seems to greed for money and they do not value education for girls

Responding to an interview question, the WEO of 'C' ward commented as follows; "A parent tells a girl not to mention a person who gave her pregnant, the reason is that they fear that a man who pregnant their daughter will be jailed and no one will take care of the child to be born".

The study realized that parents were not aware of the importance of girls' education especially when they appeared to cooperate with those who impregnated their daughters. Parents who do not reveal to the school administration and government apparatus names of men in the society who impregnate school girls do not realize that they hide evil to the society; and are not solutions to the problem. Such attitude encourages evil to prosper in the society. The study suggests that the society should be educated on the importance of girl education so that every member of society should feel obliged to reveal evil people who impregnate school girls.

Another reason cited for school drop up of female students that was related to students staying with their grandparents who were lenient in their upbringing of children. A class teacher of 'B' secondary school commented as follows; "many students live with grandparents who do not make a follow up of the children's academic progress and daily behavior like coming late at home from school this has led to dropout from school".

Likewise, when responding to an interview question, the WEO of 'E' ward commented as follows;

Parents do not pay school fees, but when their children are sent back home for school fees parents and guardians do not make effort to pay school fees. This makes a student to become truant in school. Parents and guardians pretend to blame school that it does not assist them on school fees issues.

This finding corresponds with the findings by Mloka (2013) who investigated reasons for girls' dropout from school in Mpanda district; he found that parents were not making follow up on their children's school academic progress, particularly for girls. The study concluded that community awareness on girls' education and education as a whole was still low.

The study findings amply indicated that parents/guardians had negative attitudes towards girl education; most of parents/guardians were trying to escape their responsibilities of taking care of their daughters' education. The parents/guardians need to be educated in order to make them develop awareness on girls' education, this would enable them to make follow up of their daughters or granddaughters' education.

Further findings showed that parents neglected female students' education because they wanted to receive wealth by marrying off their daughter early. During a focus group discussion session, a student from 'F' secondary school commented thus;

Parents are aware that the government is against early marriages, but as soon their daughters reach puberty, parents quickly arrange to receive dowry. On the other hand parents fear that if they do not

organize initiation ceremonies for their children, they will not be invited to attend ceremonies organized by other parents.

These findings concur with Dakwa, Chiome and Chabawa (2014) who investigated on poverty related case of dropout and commented that in some instances, parents simply would not value education for girls and some of these parents had little or no education. In this study the researcher learned that girls drop out from secondary schools was contributed by parents and guardians who did not value their daughters' education. It was further determined that most parents and guardians did not see the importance of education for girls, instead they were mostly occupied with traditional rites which deny importance of girl education. Also the findings concur with Mtengeti, Jackson, Masabo, William and Mghamba (2008) who reported on child marriage. Their report said that among reason for marrying off girl parents and guardians living in poverty are often tempted to marry off their young daughters to obtain bride price which they believe will relieve them from economic hardship.

The finding in this study revealed that girl drop out from secondary schools has been contributed by parents and guardians who do not give first priority to their daughter's education but they give priority to early marriage in order to get bride price.

4.3.3 The Findings on the Effects of Cultural Practices on Girl Education in Relation to Girls Drop out from Secondary Schools

The third, research question in third research objective wanted to find out the effects of cultural practices on girls education in relation to girl dropout from secondary

schools in Bagamoyo district Cultural effects in Bagamoyo district have the following effects to the society, early marriages, early pregnancy, and prostitution.

4.3.3.1 Early Marriages

Early marriages refer to any marriage of a child younger than 18 years old, according to Article 1 of the convention on the Right of the child (UNICEF 2005). Child or early marriages refers to marriages and unions where one or both partners are under the age of 18. Globally, 36 percent of women aged 20-24 were married or in union before they reached their 18th birthday, most commonly in South Asia and Sub Saharan Africa child marriage is a long standing tradition in areas where it is practiced (UNICEF 2006). Also the adolescence report in Tanzania by UNICEF (2011) said that one in every six girls and young women aged 15 to 19 years is married. Also Early marriage is the type of marriage where immature man or women get married. This is the marriage which is done before the recommended age of 18 years. However according to marriage act of 1971 a girl aged between 14 and 17 can get married with consent of her parent(s) Manzi (2001).

During focus group discussion at 'F' secondary school, a girl student had this to contribute:

Before puberty girls are obedient to parents and in community but after ngoma they change behavior, they consider themselves that they are grown up, they don't show respects to parents also they do not care about schooling, other girls decides to stay at home and get married. some girl dropout as a result of an action of "Kunemwa" which exposes their breasts. A girl feels shy to go back to school because

boy students have seen their breasts as they were playing naked on their chests.

Furthermore responses given by a class teacher of 'F' school showed that: "tradition training encourages more in marriage than in education". These findings agrees with the study done by UNESCO (2005) the study showed that after initiation ceremony, some girls stayed out of school and were assumed ready to be married. The findings relates to the study by Hunt (2008), who linked between age and dropout for girls, for example when girls start to menstruate or reach maturity/puberty, they might withdraw from schools. In other cases girls who withdraw from school at this time marry. A class teacher of 'A' secondary school secondary school said that: "parents make their daughters to get married in order that they will get money from dowry paid for a girl to be married". This correlates with what was found by UNESCO (2012) all children in school by 2015 the study focus on global initiative on out of school children.

The findings in this study revealed that early marriage is a result of parental cultural norms, social pressure within the community and it can be the inability of parents to take care of the girl's basic needs. From what the study revealed it seems that parental cultural norms of play ngoma to a girl who reach puberty age, it prepares a girl into another stage of a girl's life which is a marriage, this is an informal education which should not be ignored but there should be regulations on the kind of teaching according to the age of a girl. This means that most of puberty girls are still

in school they need a kind of knowledge and skill that help to give them awareness that they are grown up but biologically not ready for marriage until they are above eighteen years old.

4.3.3.2 Early Pregnancies

UNECEF (2005) refers early marriage and pregnancy as a time before the girl is physically, physiologically and psychologically ready to do the responsibilities of marriage, child bearing and home care.

During an interview with WEO of 'G' ward she had this to say: "When a girl reach a puberty and has been played a traditional dance, parents and guardians do not give her basic needs like cloths, food, oil, exercise books and these results in early pregnancies".

The findings concur with Ahikire and madanda (2011) who studied a survey on re entry of pregnant girls in primary and secondary schools in Uganda. The study indicated that in many cases it was noted that the lack of basic requirements tend to expose girls to risks of pregnancy. The researcher learned that parents and guardians failure to provide basic needs can lead to early pregnancy and girl dropout from secondary schools.

During the interview with WEO of "E" ward said that: "girls have been deceived and become pregnant but they don't receive assistance from men who give them pregnancy as a result some children become street children" .Also during an

interview with WEO of 'G ward' she said that: "effects of cultural practices include early pregnancy, orphans and others are affected by HIV/AIDS most of girls they don't tell male partners to use condoms". Also during an interview with WEO of 'H' ward he said that: "the effects of cultural practices include early pregnancy and girls take responsibilities of child care before she is an adult". This situation relate to. the study by Earle and Roach (1989) who said that teen pregnancy is increasingly viewed as an indication of low self esteem, low basic skills and a general lack of life option. Also the situation relate to what has been said by Ahikire and Madanda (2011) life skills are social competencies necessary to help children to reach their full potential. These include among others: high self esteem, assertiveness, decision making, communication and generally relating with others to achieve greater success in life. Life skills are necessary especially for young girls who, due to the gendered socialization lack essential skills to negotiable through life's challenges. The findings also comply with Bayisenge (2006) who examine the effects of early marriage in Rwanda, he stated that girls who marry young inevitably have children early, and have many children, because their knowledge of contraception is limited and their power to negotiate its use is weak.

Through the study the researcher learned that the early pregnancy was a result of cultural practices that lead to girl students' dropout from school. Dropout girl do not have life skills that enable them to counter life challenges as a result they get pregnancy and they end up in a bad life. Also the study found out that early pregnancy is not a good practice because at this time a young girl is not matured

enough to take care family responsibilities. Also the study revealed that other dropout girls are affected by HIV/AIDS, those who died by HIV/AIDS or during delivering leave their baby orphans. This means that those who are affected by HIV/AIDS reduces the manpower of the society and nation at large and baby born by young women who left school and died of HIV/AIDS becomes a burden to the family, some of this becomes street children.

4.3.3.3 Prostitution

Prostitution has been among effects of cultural practices in Bagamoyo district. Questionnaires and interview guides were provided to continuing students and WEOs in order to find out the effects of cultural practices in relation to girl dropout from secondary schools.

During FGD at 'E' secondary school a girl student said that: "parents are not playing their role of providing basic needs to their daughters because during initiation ceremonies a girl is taught that she is matured on that day a girl can be given gifts such as a bed and cupboard or even a sofa set thereafter a girl is ask to find her own needs. This situation forced a girl to involve in prostitution in order to get her basic needs include school needs like text books, exercise books and writing pen". Also During the FGD with 'H' secondary school a girl student said that: "girl students have been asked by their parents and guardians to find their basic needs like cloth, oil, exercise books and other needs". This practice in turn makes them to be prostitute. The simple way of looking for money has been through selling themselves

to men”. This study is similar to the research conducted by Fawe (1994) which showed that some girls were involved in prostitution so as to get money to meet their needs. Also during another discussion with WEO of ‘H’, he had these to say:

A grown up girl is sometimes asked to find her personal needs and not depend to parents or guardians. The girl decide to engage in selling her body and as she is practicing this bad behavior she find hard to cope with her studies, these bad behavior end in prostitution and drop out from school. .

During an interview with WEO of ‘H’ ward, he had this to say: “other drop out girls left their children with their parents or guardian or grandparents, they consider themselves to be matured and decides to become prostitutes. This situation makes them end up with HIV/AIDS infection”. This concurs with findings made by Mawere (2012) who revealed that dropout students have been engaged in anti social behavior and increase in crime rates of the society in which the dropout live. The most serious problems cited were drug abuse; robbery/pick pocketing, alcohol drinking and prostitution among both boys and girl dropouts and others were affected by HIV/AIDS.

The study reveal that initiation rites contributes to girl prostitution, teaching and gifts which a girl receive make her consider that she is matured enough to start her own life. The situation makes a girl to lose interest in education, a girl student decide to dropout from school and start selling her body in order to get money.

4.4 School Factors that Lead to Girl Drop out from Secondary Schools

The third research objective of the study examined the school factors that lead to girl

dropout from secondary schools in Bagamoyo district. Data were collected through interviews, questionnaires and from focus group discussion which were administered to DEO (S), WEOs, academic masters/mistress, class teachers and continuing students. The findings on school factors that lead to girls' dropout from secondary schools includes school learning environment, teachers' motivation in the class room and school distance from home. This findings correlates with what was found by Rumberger (1995) who studied dropping out of middle school. His study showed that the interest of child on school and studies are influenced by different factors like school environment, behavior of teachers, distance to school etc

4.4.1 The Findings on the School Learning Environment in Relation to Girl

Drop out from Secondary Schools

The first research question in this part identified school learning environment in relation to girl drop out from secondary schools in Bagamoyo District. FGD, questionnaires and Interviews were administered to continuing students, class teachers, academic masters/mistress, WEOs and DEO (S) The aim of a researcher was to investigate from respondents on how school learning environment relate to girl drop out from secondary schools in Bagamoyo district. The school learning environment includes school/academic performance, teachers' language and provision of food, heavy punishment, love affairs, female teachers' views on girl students and school fees.

Table 4.7: School Learning Environment in Relation to Girl Dropout

Responses	Continuing Students No 64	
	Frequency	Percentage
Love affairs	26	41
Female teachers hate girl students	4	6
School fees	12	19
Corporal punishment	6	9
Academic low performance	16	25
Total	64	100

Source: Field Data (2015)

Information summarized in table 4.7 indicate that love affairs twenty six (41%) is a leading school learning environment that cause girl to drop out from secondary schools followed by academic low performance 16 (25%) other school learning environments were school fees twelve (19%), corporal punishment six (9%) and female teachers hate girl students four (6%). The data on love affairs are supported by Lema (2004) who explained that some implication to teachers is that sexual motive is a natural drive in human. He continue to argue that teachers should make student understand the societal expectations on them (they are required to control this natural motive), and the consequences on the individual.

During the discussion with FGD at 'D' secondary school a girl student had this to say: "love affairs or relationship between girls and boys and some girl students to teacher have affected the learning of girls this makes girls fail to concentrate with

their study as a result girls decide to drop out from school". The findings comply with Sifuna (1999) who pointed out that the issue of sexual violence and abuse in some schools adversely affected girls. The main offenders included teachers and community members.

The researcher found out that a girl student who engages in love affairs with fellow students or teachers is missing life skills that help her to understand that engaging in bad relationship can result in drop out from school. Also teachers should be reminded to observe teachers code of conduct and respect all working conditions in school. The study also agrees with Lema (2004) on some implication to teachers is that sexual motive is a natural drive in human beings. He continue to argue that teachers should make student understand the societal expectations on them (they are required to control this natural motive), and the consequences on the individual.

During discussion at 'E' secondary school a girl student had this to say:

Female teachers hate girl students because they think that male teachers have relationship with girls. Some of female teachers have relationship with male teachers. Female teachers decide to deal in a bad way as revenge to girl. This discourages girl students who end up in drop out.

Such findings relate to the study by Revilla (1998) who studied why girls dropout, he find that whether or not they are excelling in school, girls are often not given appropriate attention in classroom. In many instances, male and female teachers enact sexist views and enforce stereotype in the classroom, ignoring the potential (positive

and negative) of female students. In addition, these findings support what was found by Finn (1989) whose study on the participation-connection theory suggested that as youth actively participate in school; the more likely they are to feel a sense of connection or belonging to school. The greater a student's sense of connection to school, the less likely he or she will drop out from school. According to findings in this study girls are not given appropriate attention in classroom some male teachers enact sexist views instead of making them actively participate in school this implies that teachers should not ignore potential of female students.

During the discussions in FGD students had much to say. In FGD at 'E' secondary school, a girl student had this to say:

As we are looking school performance, we are discouraged; there is no attracting NECTA results, so we are discouraged that there is no need of going on with the study because there is no prosperity in academic performance this also affects students performance in school.

This correlates with what was found by Ntumva and Rwambali (2013) who found that academic performance is a great incentive to students. They become encouraged and anticipated more years of schooling to reach their ambitious and destination. During the study all respondents were asked to state whether they were satisfied with their academic performance. Results indicated that 56.5% were not satisfied. This suggests that students could drop out of school due to poor performance. Also such findings relate to the study by Hale and Cante (1998) whose findings showed that

poor academic performance is the single strongest predictor of dropping out of school. Poor grades and low scores regardless of ability, may increase student frustration and reduce motivation to stay in school.

The findings in this study indicate that bad school performance contributes to girl students' dropout from school this mean that, there is a need for school management to make a follow up of teaching and learning process for the purpose of improving school performance.

During the FGD at 'H' secondary school, a girl student had this to say: "male teachers are using abusive language, they do not want to listen to girl students and called them prostitute, and this has discouraged girls to continue to school". Also during an interview with WEO of 'A' ward he said that: "in some schools teachers are using abusive language by telling students that, people of coast areas are not going to school and coast area people are always back in development". Another student at 'H' secondary school said that: "some teachers tell girl students they are not able to do science, as science subjects are for boys". This agrees with the findings by FAWE (2001) the study investigated gender responsive school management system whereby the findings showed that teachers were not conscious in using their language toward girls in the classroom. They also viewed girls as less intelligent to those boys and that girls are just there to marry early.

This study shows that some teachers contribute to girl dropout from the school, this happen when they use abusive language and labeled girl students. This situation indicates that there is a need to remind teachers that to label a student does not help a girl student to make improvement on her studies. The similar situation was observed in the study done by Munavi (1992) who indicated that, the misuse of negative reinforces and labels students are applied on the assumption that they will suppress undesirable behavior and replace it with desired behavior.

During the interview with WEO of 'C' ward had this to say: "in some schools there is no lunch, so the girls feel that it's hard to keep on studying with empty stomach, sometimes students are asked to go back home so that they come with money contribution for food but parents complain that they do not have money" This is in line with Mloka (2013) who observed that when a family is facing economic set back, girls' education is neglected.

Another girl student at 'H' secondary school said that: "corporal punishment is applied on girl buttocks, sometimes the skirt uncovers girl cloth and she feels shy and decides to drop from school. Also other punishment like cutting mans fire woods discouraged girls who dropped out from school". During discussion in FGD at 'D' secondary school a girl student said that: "punishments like cunning, digging large area surrounding the schools make students not entering in the class as a result the girls decides to drop out from schools". The findings concur with Meena (1996) whose findings showed that corporal punishment and other forms of punishment and

disciplinary measures which are administered on boys and girls can have some negative impact on the learning process and might be affecting girls in a differential manner. As a signatory to the Universal declaration of human rights, Tanzania has to respect all the implication of the declaration. Any form of physical violence against an individual ought to be considered as an abuse of one's human rights. The school children not exempted from this.

It was learned in this study that the use of heavy punishment including corporal punishment has caused students dropout from school, teachers should be careful when administering punishment. This is in line with Munavi (1992) any undesirable outcome or misuse of punishment which interferes with school attendance or the learning process goes against the aims of education and should be avoided in our schools.

The findings in this study reveals that teachers need to follow teachers' code of conducts and also teachers should be role model to students they need to remember that they are playing roles like parents and guardians, they should respect themselves.

Another WEO of 'A' ward had these to say:

Some students do not have school fees and other contribution required for students to be in school .School administration force them to go back home for school fees unless students come with school fees they are not allowed to attend in school programme. Others do not come back and continue to be truancy which leads to drop out from school.

This correlates with what was found by Koskei, Tonui and Simiyu (2015) who studied school based factors as determinants of secondary school dropout in Bomet County. It was observed in the study that the class teachers perceived that lack of money for school expectancy as the most influencing school based factor that causes students to dropout of secondary schools in Bomet County. Also the findings comply with Shahidul and karim (2015) who studied factors contributing to school dropout among the girls. The study showed that direct and indirect schooling costs are important factors for the education of children and some research indicate that schooling costs especially school fees are a central reason for early dropout from schools. This study shows that lack of school fees, other school contribution leads to truancy and girl dropout in secondary schools in Bagamoyo district.

From what the researcher observed that there is a need to make a permanent solution for school fees issues and all contribution should be removed in order to help poor people in the society to get education for the betterment of their future life and national prosperity.

4.4.2 Class Teachers' views on the Relationship between Motivation in the Classroom and Girl Drop out from Secondary School

Researcher provided questionnaires to class teachers to examine teachers view on relationship between motivation in the classroom and girl drop out from school.

The term motivation is derived from ‘motives’ which were defined as those things which energize, or give impetus to, our behavior (Munavi 1992).

Class teachers had different views in regard to motivation in the classroom. A class teacher at ‘B’ secondary school said that: “motivation can increase daily attendance to school, that yes, if a girl student will be motivated dropout will be reduced because any student need a motivation in order to perform well in examination”. A class teacher at ‘D’ secondary school had a view that: “there is relationship because motivating them will increase the attendance of girls in school”. Also another class teacher at the same secondary school ‘D’ responded that: “there is, relationship because, motivation help girl students to aim the right to education as it provide the zeal to learn”. This agrees with Munavi (1992) who said that before any learning takes place the learner must be sufficiently motivated. A class teacher at ‘E’ secondary school said that:”girls are often shy and they need encouragement in classes such as gifts to make them do well”. Another class teacher at ‘E’ secondary school commented that: “there is relationship between motivations in the classroom because motivation increases the awareness and consciousness of learning to girls”.

Table 4.8: Class teachers’ views on Relationship between Motivation in the Classroom and Girl Dropout

Responses	Frequency	Percentage
Increases awareness	16	50
Improve academic performance	12	37.5
Help to build self confidence	4	12.5

Total	32	100
-------	----	-----

Source: Field Data (2015)

The findings in Table 4.9 show that there is a relationship between motivation in the classroom and girl dropout in secondary schools. Responses showed that motivation is important in classroom it increases awareness (16-50%), improve academic performance (12 -37.5%), help to build self confidence (4-12.5%). The findings relates to what has been said by Mishra and Ep (2014) who studied family etiology of school dropout. Their study showed that 18 children's were interviewed and most of them did not have interest in studies and they said that they have been never motivated by their teachers in continuing education. In this study the researcher has learn that through motivation a girl student can improve her performance and attendance in classroom so far a girl student can increase awareness, consciousness and zeal towards her study. The study findings revealed that motivation was important to girl student because it help in improving academic performance of any student, teachers should remember to give positive motivation to girl students so that she could be able to pursue with education in secondary school.

4.4.3 How School Distance from home to School Influence Girl Drop out from Secondary School

The second research question wanted to identify how distance from home to school and back home has influence girl drop out from secondary school in Bagamoyo district. Questionnaires were provided to class teachers, interviews and focus group discussions were conducted to WEOs and continuing students respectively.

Questionnaires, interview and focus group discussions guides had questions which intends to know how a class teacher, WEOs and continuing students relates distance from home to school and back home influence girl drop out from secondary school. Class teachers had different views on how school distance influence girl drop out from school. Students get tired and they cannot study well, punishment for being late to school, absenteeism, leads to low academic performance, sexual harassment, prostitution and others are infected by sexual transmitted diseases (STDs).The study correlates with Mloka (2013) who study reasons of girls dropout in primary schools, in his study he observed that living far from school causes dropout especially to girls who are mostly faced by sexual harassment and the like.

During the discussion at FGD 'B' secondary school, a boy student claimed that: "school distance from home has been among major problems lead to girl drop out from secondary schools in Bagamoyo district". A girl student at 'F' secondary school said that: "students who stay far from school faced temptations on the way to and from school. Some girl students were sexually harassed by men". These findings comply with Sifuna (1999) who pointed out that the issue of sexual violence and abuse in some schools adversely affected girls.

During discussion at FGD 'A' secondary school, a girl student had this to say:

Some students stay more than 5 km from school, when they arrive late at school in the morning ,teachers punished them, some teacher use corporal punishment not on the hands but any part of the body

even on buttocks or legs, these has cause some girls to drop out from school.

The findings by Mloka (2013) indicated that pupils are staying ten kilometers from the school and he commented that such distances from home to schools not safer for girls than boys. In regard to punishment finding of Hunt (2007) showed that the use of corporal punishment or force is practiced by teachers in many countries. Also the study findings are like that of Ntumva and Rwambali (2013) who studied school dropout in community secondary school. Their study showed that distance from home to school contributed to dropout of students. They found that students were inconvenienced by rains, got tired, arriving late nearly every day and got punished. All of these led to reduced morale of schooling

Also there was a question on questionnaires for teachers which ask how do you relate distance from home to school and girl students dropout from school? A class teacher from 'F' school said that, on the way to school a girl can meet up with some men who can seduce her using different things hence she get pregnant. These findings are like those of Ahikire and Madanda (2011) whose findings observed that girls are at risk of sexual abuse-rape, defilement and enticement by males of all kinds; fellow students, teachers, neighbors, relatives (including biological father) and men in the community such as traders ,shopkeepers, politicians, religious leaders and bodaboda (motor cycle) riders. A class teacher of 'H' secondary school said that: "a girl student get risk on the way to and from school while on the way to school or back

home, she meet with bad friends and do risk activities such as prostitution and illegal drug use”. Also another class teacher of ‘G’ secondary school said that: “on the way to school and back home, a girl faces a lot of obstacles which may convince her to dropout from school for example men seduced them, raped and other peer groups like drug abusers”. These findings are in line with those findings of Chugh (2011) who studied dropout in secondary school in New Delhi. He gave an example of two girls who dropped out as they were teased by boys on the way to school on hearing about her daughter, one of girl’s mother did not allow her to go to school. Similarly another girl was teased by boys she got frighten and stopped going to school

Also during an interview with WEO of ‘A’ had these to say:

WEO and ward executive officer decided to ask “Mgambo” local solders of the village to make a patrol around the school and village areas during morning time to make sure that students reach at school, some students do not reach at school they stay in bush areas or entering in farms and houses spends time doing love affairs and neglect their studies these has also lead to girls student drop out from school.

This finding complies with Revilla (1998) who observed that girls and boys that are at risk of dropping out need to be valued by school system, teachers, administrators and parents. The progress of each individual student is closely related to the amount of support he or she receives from the school community. Hunt (2008), revealed that when schools are far from a child’s home it does not only affect their initial access to

school but creates a barrier to their retention, completion and transition to higher-level of school

In this study the researcher learned that students who stay far from school are facing different temptations including sexual harassment and can also engage in dangerous activities such as prostitution and illegal drug use. The community need to support education of all children include girls.

4.4.4 The Findings on Gender Sensitive School Facilities

This was the third research question which sought to find how gender sensitive school facilities influence girl students to dropout from secondary schools in Bagamoyo district.

During FGD at ‘H’ secondary school a girl student said that pads used during menstruation periods are kept in toilet pit and there are no special places like furnaces which are used to burn after use them. This concur with Bendera and Mboya (1996) who studied gender and education in Tanzania; they said that girls specific problems include those of sitting in cramped classrooms or on the floor, lack of privacy due to poor conditions of latrines, lack of necessary facilities for girls’ menstruation

During an interview with WEO of ‘C’ he said that: “lack of enough toilets in schools contributes to girl drop out in schools in Bagamoyo district”. This correlates with

what was found by Colclogh et al., (2000) who studied gender inequalities in primary schooling. The study found that the availability of Separate sanitary facilities is important for female retention, particularly as girls get older and start menstruation.

This study found out that girl student dropout of school is also contributed by lack of necessary facilities for girl students which enable them to be comfortable especially during menstruation period.

Also during FGD at 'G' secondary school a boy student had this to say: "There is no water; we are fetching water from a seasonal river and sometimes pastoralists refuse to allow us from setting water. The distance from schools to where water is available is about of an hour walking from school".

Also another girl student at 'G' secondary school said that:

Sometimes they spend more than one hour to bring water to school and sometimes people who owns wells or sources of water do not allow them to take water. This problem discourages girls especially during the menstruation period as a result some students decide to shift to other schools and other decides to drop out from school.

The findings concur with Kirk and Sommer (2006) who studied on menstruation and education; they commented that, In terms of practical programs, the provision of adequate sanitary facilities for girls, especially an appropriate number of separate latrines for girls, with water available for washing, is of major importance. Also this concur with HakiElimu (2010) a girl has many needs and she easily despairs when

environment is not favorable for her studies. Most rural schools have poor learning environment which contributes much to dropouts. In villages there is lack of important services such as water, toilets and privacy. In a situation when a girl is menstruating amidst poor environment, lack of clean toilets, lack of water makes the situation difficult. It is very difficult for her to tolerate this situation and most girls decide to return home. This causes a girl student to miss studies and she begins to lag behind academically.

The study findings indicated that some of schools were built in a place whereby there are no water sources; this has discouraged girls especially during menstruation period. This has led to girl student dropout from secondary schools in Bagamoyo district.

4.5 The Way Forward to Eliminate Girl Drop out from Secondary Schools

The researcher further examined strategies for eliminating girls drop out from secondary schools in Bagamoyo district. Interviews, questionnaire and FGD were provided to collect data. Questionnaires were given to class teachers; interviews were conducted to DEO (S) WEOs and FGD was conducted to continuing students. The respondents gave their suggestions as it is discussed below.

4.5.1 Suggestions by class Teachers to Eliminate Girl Drop outs

The results below are drawn from class teachers' questionnaire responses to the question that asked 'what solutions would you suggest to eliminate girl students' drop out from schools in Bagamoyo district and Tanzania at large?' Class teachers in

sample schools provided the following suggestions on how to eliminate girl drop out from secondary schools as follows.

First is the provision of education on the importance of education for girls. A class teacher of 'D' secondary school said that: "society should be educated on the importance of education especially on girls' education". This finding is in line with UNESCO (1990) study showed that the importance of education for the female child was discussed in Jomtien, Thailand in 1990. The aim of the conference was to bring about the benefit of education to every citizen in every society. In relation to the aim of this study the researcher emphasizes that all members in the society should be educated on the importance of girls' education for the purpose of eliminating girl dropout from secondary schools.

Second, is provision of conducive learning environment to female students. Respondents emphasized that there should be good environment for studying, for example building of hostels near the school and constructing boarding schools. Building of hostels or dormitories for girls in each school will provide safe environment for studying of female students. These findings concur with the study by Meena (1996) who observed that studies of achievement and performance in Tanzania have revealed that girls perform better in boarding schools than in day schools. Also the study by Ntumva and Rwambali (2013) recommended that boarding schools should be encouraged to cut down on distance as well as on domestic chores burden.

Third, girl dropout from secondary schools can be eliminated by providing guidance and counseling to female students. This finding is in agreement with Meena (1996) who observed that the introduction of formal education undermined the traditional patterns of initiation of young people into adulthood which included sex education. And yet schooling system did not introduce alternative forms of sex education, or family life education to substitute the tradition system as a result of these girls and boys have been left to explore and experiment with their sexuality without guidance.

The study found out that though teachers have learned principles of guidance and counseling in teachers college or university, but seldom do they practice it at school. This is also in line with Okech and Ngumba (1991) who pointed out that counselors play varied roles. Such roles include counseling students, consulting with staff and parents, as well as acting as liaison between schools, community, health agencies, etc

Fourth, elimination of traditional ceremonies can help to reduce female students drop out of school. This finding complies with UNESCO (2013) Education for All Global Monitoring Report (EFAGMR) which showed that social and cultural barriers can prevent girls from continuing with schooling once they reach adolescence. Government need to carryout reform to specifically address these barriers and to ensure that young people consolidate foundation skills.

The study has established that social and cultural barriers including traditional ceremonies contribute to girl dropout from school especially in adolescent age. This means that the government needs to look on how to introduce reforms in our traditional culture in such a way that tribal traditions taught during initiation rites should not spoil the girl's wellbeing. This can be possible if society members were informed that culture is supposed to be dynamic and not static.

4.5.2 DEO (S) and WEOs Suggestions on how to Eliminate Girls Drop outs

The researcher wanted to know from DEO (S) and WEOs possible strategies for stopping girls' dropout from secondary schools. Data were collected through interview guides.

The results showed that girls drop out from school can be eliminated by using the following strategies; First is educating society on the importance of education for both boys and girls but with emphasis on girls' education. This finding agrees with WAMA (2012) who maintained that obtaining an education is as important for girls as it is for boys. Education provides girls with the knowledge and skills needed to earn a living, support a family, and be a productive member of the community.

The finding further agrees with the findings by Ishumi (1978) who established that education is an essential asset to development. Education raises people's aspirations, increases social, economic and cultural performance and individual level of

awareness of the environment and equips them with the necessary skills and ideology for contending with the problems they encounter.

Further to the DEO (S)'s view, there is a need to educate societies on the importance of education for both boys and girls in Bagamoyo district, the society of Bagamoyo need to realize specifically benefits on educating girl students. The study has further revealed that the Bagamoyo community and other places which face a similar challenge as that of Bagamoyo should put much effort to educate other members in their communities about the importance of education especially education for girls.

Second, establishing clubs whereby girls shall be able to participate and give their views on girl dropout from schools.

Third, seminars should be conducted after every specific period of time to educate girls on their capabilities according to their ages. This finding complies with Alexander (2011) who suggested that parents should often collaborate with school authorities to organize durbars and open day functions for students. Some successfully educated women in the communities and outside could be invited to share their experiences or talk with the girls. This finding also complies with UNICEF (2011) which showed that adolescents in Tanzania to be sensitized about avoiding risky sexual behavior; HIV; early pregnancies; child marriage; drug and alcohol abuse; and sexual exploitation, abuse and violence.

The views above suggests that school administration can cooperate with other education stakeholders such as parents, community organizations to arrange seminars to educate youth in order to eliminate girl dropout from secondary schools.

Fourth, Traditional rites should be performed after a school girls have completed form four examination. This would allow female students to make informed decisions because at this period a girl shall be having self awareness skills. A similar view was commented in interview by WEO from 'E' ward who asserted that: "Traditional ceremonies should be conducted after a girl has completed form four examination, this will help to reduce early pregnancies and girl dropout from secondary schools".

According to this view, there should be strict rules on traditional ceremonies. This finding is consistent with HakiElimu (2010) which posited that any environment which accelerates girls dropout should be equated to killing because it 'kills' the girl academically and her future life. Legal instruments are to blame for this because they do not work effectively in safeguarding girl students' right. Also HakiElimu (2010) showed that there are international and national legal organs that protect the rights of girls (and boys), among this instrument is Millennium Development Goal 11 which asks all the countries to make sure that every child is enrolled in school and that she/he finishes school.

In this study the researcher found out that there are no International and National legal organs that protect the rights of girls (and boys). Government is urged to put much effort to follow International and National legal laws to protect the rights of girls (and boys). Traditional rites should not interfere with students learning activities in schools.

Fifth, Secondary schools should have dormitories to avoid girl dropout from schools. This observation concurs with the findings by Sang, Karos and Bosire (2013) who after analysing the dropout levels of public secondary schools in Kericho established that dropout rates in schools were found to be higher in day schools compared to boarding schools. Day schools were found to be more vulnerable to dropout than boarding schools due to high prevalence of negative community influence, peer influence, premarital pregnancies and early marriages.

This study has established that building dormitories in secondary schools for girls to stay is the most effective means for eliminating girl dropout from secondary schools. Government is urged to make all effort to build dormitories especially for girl students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusion based on the findings and recommendations both for action and further research.

5.2. Summary of the Study

This study examined ways in which economic, cultural and school related factors cause girls to drop out from secondary schools in Bagamoyo district in coast region.

The study was guided by three specific objectives namely; to investigate economic factors that lead to girl students' drop out from secondary schools; to find out cultural factors that lead girl students to drop out from secondary schools and finally to examine school factors that lead girl students to drop out from secondary schools.

The theoretical framework that guided this study was adopted from Finn (1989). This theory suggests that as youth actively participate in school life the more likely they are to feel a sense of connection to the school. The greater a student's sense of connection to school is, the less likely that he or she will drop out from school. The conceptual framework used in the study was adopted from Omari (2011). The model adapted shows the relationship between the predictor variables, participating variables and outcome variables.

The reviewed literature focused on various topics and themes dealing with the problem of female students' drop out in secondary schools. The literature review was divided into several sub sections which highlighted global studies on factors contributing to female students drop out from secondary schools, process of girl drop out in secondary schools, importance of girls education, synthesis and research gap.

The study employed both qualitative and quantitative approaches while the research design was descriptive survey design. Data were collected using interviews, questionnaires and focus group discussion methods.

The population sample of the study comprised one hundred and thirteen respondents, categorized into sixty four continuing students, eight academic masters /mistresses, thirty two secondary school class teachers, eight ward education officers and one district education officer of secondary schools.

The study came up with the following findings in accordance with the research objectives.

- Lack of basic educational requirements like text books, exercise books, other school equipment, low income of parents and lack of food, cloth and shelter have been associated with economic factors that lead to girls drop out from secondary school education. This factor can also be considered as a sign of poverty in Bagamoyo district.

- Early pregnancies, teenage marriages and increase of orphans are among the economic effects of girls drop out from secondary schools in Bagamoyo district.
- Initiation rites '*ngoma*' or '*kucheza watoto*' are the main cultural practices that cause girls to drop out from secondary schools in Bagamoyo district
- Prostitution has also been identified as one of the cultural factors among girls who drop out from secondary schools. This is caused by parents / guardians' failure to provide basic needs to their daughters, especially after traditional ceremonies have been performed to girl students who are asked to find ways to satisfy their own basic needs.
- Distance from home to school is another cause factor for girls drop out from school. While on the way to school often girls' faced sexual harassment from fellow boy students, boda boda drivers and other male adults (men) who either seduce or rape them.
- Failure by parents /guardians to follow up their daughters' academic progress on school academic activities was another cause for female students' drop out from school.
- Failure by parents and guardians to pay school fees and other contributions as required by school authorities, together with parents / guardian tendency to allow their daughters to get married before completing secondary school education were cited as other causes of female students drop out from school.

5.3. Conclusion

Based on the findings of the study the study has established that girl students' drop out of secondary school in Bagamoyo district is caused by several factors. The important ones are; economic, cultural and school based factors. The realizations of economic factors include; Failure to meet basic requirements like text books, exercise books, food and clothes which are signs of poverty. Cultural factors include conduct of initiation rites like Gnome/ Kucheza watoto, which lead to prostitution, loss of manpower, early marriages and orphans. The school factors influencing female students' drop out of school include; long distance from home to school; parents/guardians' inability to support their daughters with basic requirements especially after performing traditional ceremonies.

5.4. Recommendations

Based on the research findings and the conclusion arrived at, the following recommendations are made for immediate action administratively and for further research.

5.4.1 Recommendation for Action

The Ministry of Education and Vocation Training should provide guidance and counseling services to every school in Bagamoyo district in order to help students manage different problems they face while at school. This should start in all primary and secondary schools in Bagamoyo district.

This can be achieved if the Ministry of Education by would provide budget for conducting regular workshops and seminars to teachers. The knowledge gained by the teachers would help them to deal with students' problems especially those originating from training received in initiation rites.

Furthermore, the government, non government organizations and community members should strive to establish dormitory/hostel facilities in order to reduce girls drop out from school. This will help to eliminate dangerous practices which happen due to the distance from home to school and enable girls to concentrate on their studies in school. This will also help girls to concentrate more during the teaching and learning process. This strategy can be adopted in different parts of the country which face serious problem of girls drop out s from secondary school.

5.4.2 Recommendations for Further Research

This study was confined to Bagamoyo district in coast region. It is recommended that similar research studies are conducted in other areas of Tanzania where, no similar studies have been carried out or have been carried out in a different situation or time frame. Such studies will provide an understanding of the economic, cultural and school related factors that cause girls to drop out from secondary schools.

REFERENCES

- Ahikire, J. & Mdanda, A. (2011). *A survey of re-entry of pregnant girls in primary and secondary schools in Uganda*. Kampala: FAWE.
- Alexander, W, N. L. (2010). *Assessment of factors affecting female participation in senior high school education in Ghana; A case study of Asunafo North and Sunyani municipality and Kumasi Metropolitan area*. Unpublished, Master of Science in development Policy and planning dissertation: Kwame Nkrumah University.
- Alika, I. H. & Egbochuku, E. O. (2009). *Drop out from schools among girls in Edo State: Implication for counseling*. Benin City: University of Benin. [On line] www.Sloccounty.ca.gov [Accessed on 31st August 2014].
- Barongo, G. (2007). *Factors influencing truancy and dropout among primary school pupil: A case of Rufiji district*. Unpublished M. A (Development Studies), dissertation: University of Dar es Salaam.
- Bayisenge, J. (2011). *Early marriage as a barrier to girl' education: A development challenge in Africa*. Kigali: National University of Rwanda.
- Bendera, S. J. & Mboya, M. W. (1996). (eds): *Gender and education in Tanzania schools*. Dar es Salaam. Dar es Salaam University press.
- Best, J. W. & Khan, J. V. (1992). *Research in education*, New Delhi: Prentice-Hall Private Ltd.

- Best, J. W. & Khan, J. V. (2003). *Research in education*. New Delhi: Peason Education Inc.
- Bunto, T. N. (2000). *Patterns and causes of school dropout in Arusha and Arumeru secondary schools*. Unpublished M.A (Education) dissertation: University of Dar es Salaam.
- Chitrakar, R. (2009). *Overcoming barriers to girls' education in Southern Asia: Deepening the analysis*. Nepal: UNICEF.
- Chugh, S. (2011). *Dropout in secondary education: A study of children living in slums of Delhi*. New Delhi: NUEPA.
- Colclough, C., Rose, P. & Tembou, M, (2000). Gender inequalities in primary schooling: The roles poverty and adverse cultural practice. *International journal of Educational development*, 20:5-27.
- Dakwa, F. E., Chiome, C. & Chabaya, R, A. (2014). Poverty related causes of school dropout. *International Journal of Academic Research in Progressive Education and Development January 2014, Vol. 3, No. 1 ISSN: 2226-6348*.
- Drew, N. & Segi, Y. (2003). *Roles of teachers and their organizations*. Geneva: International Labour Organization.
- Earley, J. & Roach, V. (1989). *Female dropout: A new perspective*. Massachusetts: W E E A publishing center.
- Esau, M. D. (2005). *Factors leading to persistent of dropout and truancy among primary school in Iringa urban: A case study of Kihesa ward*. Unpublished M.A (Education): University of Dar es Salaam.

- FAWE. (1994). *School dropout and adolescent pregnancy*. A report on the ministerial consultation held in Mauritius, September 1994, Nairobi; Forum for African Women Educationalists.
- FAWE. (2001). *Gender responsive pedagogy; A teachers' hand book*. Nairobi: FAWE.
- Finn, J. D. (1989). Withdrawing from school: *Review of Educational Research*, 59, 117-142 [on line] [er.sage pub.com/content/59/2/117.short?](http://er.sagepub.com/content/59/2/117.short?) [Accessed on 30th April 2015].
- Gilbert, N. (2012). *Researching social life* (3rd ed), London: SAGE Publications Ltd.
- Grant, M. & Hallman, K. (2006). *Pregnancy related school dropout and prior school performance in South Africa*, New York: Population Cownel [on line] www.popcownil.org [Accessed 20th December, 2014].
- HakiElimu. (2010). *How to ensure educational success for girls*. Dar es Salaam: HakiElimu.
- Hale, L.F & Cante, A. (1998). *School dropout prevention: Information and strategies for education*. USA: NASP. [On line] www.naspcenter.org/adol_sdpe.html [Accessed on 3rd February, 2014].
- Hunt, F. (2007). *Schooling citizens: A study of policy in practice in South Africa*. Unpublished Phil Thesis, Brighton: University of Sussex.
- Hussein, T., & Postlewhite, D. (1985). *International Encyclopedia of Education*: Volume 9. London: Permagon Press:

- Ishumi, A. G. M. (1978). *Education and development in theory and practice*. Arusha: East Africa Publications limited.
- Kahise, Y. (2013). *Effects of culture on access to secondary school education for girls in Kisarawe*. Unpublished, MED-APPS dissertation: Open University of Tanzania.
- Kamwelwe, E. Z (2013). *Assessment of truancy and dropout among primary school pupils: a case study of Tarime district in Mara region*. Unpublished, MED-APPS dissertation: Open University of Tanzania.
- Kirk, J. & Sommer, M. (2006). Menstruation and body awareness: linking girls' health with girls' education. *Royal Tropical Institute (KIT), Special on Gender and Health*, 1-22.
- Kombo, D. K. & Tromp, D. L. A. (2006). *Proposal and thesis writing*. Nairobi: Paulines.
- Koskei, B., Tonui, R. & Simiyu, C. (2015). School based factors as determinants of secondary school students dropouts in Bormet county. *International Journal of Education and Research* Vol 3 No.3 [On line] www.Ijern.com. [Accessed on 10th April 2015].
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*, New Delhi: New Age International (P) Limited.
- Lema, V. I. (2004). *General psychology*, Dar es Salaam: The Open University of Tanzania.

- Lloyd, C. B., Mensch, G. S. & Clark, W, H. (1998). *The effects of primary school quality on educational participation and attainment of Kenya Girls and Boys*. Working Paper No.116.
- Manzi, Z .M. (2001). *Civics for secondary schools book one*. Dar es Salaam, BPL publishing
- Mawere, M. (2012). Girl child dropouts in Zimbabwean secondary schools: A case study of Chedzamira secondary school in Gutu district. *International Journal of politics and Good Governance*, Volume 3 (3.3),[On line] www.onluneresearchjournal.com/ijopagg/art/107. [Accessed on 30th April, 2015].
- Maziku, F. P. (2013). *The influence of parents' social economic status on students' dropouts in community secondary schools in Tanzania: The case study of Kahama district*. Unpublished, MED-APPS, dissertation: Open University of Tanzania.
- Millanzi, J. E (2005). *Patterns and causes of dropout in community secondary schools in Lindi rural district*. Unpublished MA dissertation: University of Dar es Salaam.
- Mishra, P. & Ep, A. A. (2014). family etiology of school dropouts: A Psychosocial study. *International Journal of Languages & Linguistics* Vol. 1(11)
- Mloka, N. A. (2013). *Reasons of girls' dropout in primary schools: A case study of Mpanda district*. Unpublished, MED APPS dissertation: Open University of Tanzania.

- MoEVT. (2010). *Environmental and social management framework*, Dar es Salaam: Ministry of Education and Vocational Training.
- MoEVT. (2013). *Education statistics in Tanzania*, Dar es Salaam: Ministry of Education and Vocational Training.
- Molosiwa, S. & Moswela, B. (2012). Girl pupils' dropout in secondary schools in Botswana: influencing factors prevalence and conquest. *International Journal of Business and Social Science*, Volume (3), W 7. [On line] connection.ebscost.com/.../girl_Pupil-dropout-sec. [Accessed 5th March 2015].
- Mtengeti, K. S., Jackson, E., Masabo, J., William, A., & Mghamba, G. (2008). *Report on child marriage survey conducted in Dar es Salaam, Coastal, Mwanza and Mara Regions*. Dar es Salaam: Children Dignity Forum.
- Munavi, K. M. (1992). *Psychology of learning*. Nairobi: University of Nairobi
- Ntumva, M. E. & Rwambali, E. G. (2013). *School dropout in community secondary schools: A case of Nyamilama secondary school-Mwanza Tanzania*, Morogoro: Centre of Professional Research Publications. [On line] www.journalofscience_technology.com. [Accessed on 7th February 2015].
- Okech, E & Ngumba, W. (1991). *Psychology: principles of guidance and counseling*. Nairobi; Nairobi University Press.
- Olita, J. A & Andu, V. (2014). Counseling against dropout among secondary school students in Edo State. *International Journal of Education and practice*. Vol.2 (2): 35-41.

- Omari, I. M. (2011). *Concepts and methods in educational research*. Dar es Salaam: Oxford University Press.
- Open University of Tanzania. (2012). *Research methodology*. Dar es Salaam: Open University of Tanzania
- Rehema, M., Verhan, B., Emmanuel., Douglas, M. (2014) Effects of initiation rituals to primary and secondary school girls in Morogoro rural district *International Journal of Innovation and scientific Research, Vol.6 No. 1(8)*
- Revilla, A. T. (1998). *Why do girls dropout*. Texas: IDRA.
- Ricketts, E, A. (2013). *Women's access to secondary education in colonial and post colonial Tanzania and Rwanda*, Chicago: Loyola University [On line] <http://ecomons.luc.edu/viewcontent.cgl>. [Accessed 8th January, 2015].
- Rose, G. (2012). *Visual methodology* (3rd Ed). London: SAGE Publications Ltd.
- Rumberger, R. & Lim, S. A. (2008). *Why students drop out of school: A review of 25 years of research*. Santa Barbara: University of California Santa Barbara [On line] www.slccounty.ca.gov. [Accessed on 1st March, 2015].
- Rumberger, R. W. (1995). Dropping out of middle school: A multi level analysis of students and schools. *American Education Research Journal* 32583625
Wikipedia, the free encyclopedia.
- Rumberger, R. W. (2001). *Why students drop out of school and what can be done*. Santa Barbara: University of California.
- Ruth, M. (1996). Situational analysis of education of girls/women in Tanzania. *UTAFITI (New series)* Vol. 3 No. 2, :39-90.

- Sang, A. K. A., Karos, P. K. A., & Bosire, J, N. (2013). An analysis on dropout level of public secondary school in Kericho district in relation to selected schools characteristics. *International Education studies*, Vol. 6, pp.7.
- Shahidul, S. M. & Karim, A. H. M. Z. (2015). *Factors contributing to school dropout among the girls: A review of literature* UK: Progressive Academic Publishing. [on line] [www. idpublications. org/.../Factors Contributing](http://www.idpublications.org/.../Factors%20Contributing). [Accessed on 30th April, 2015].
- Sifuna, R. J. (1999) *Basic education renewal: The Kenyan experience in basic education renewal research for poverty alleviation*. Dar es Salaam. KAD Association/TFC.
- Silverman, D. (2010). *Doing qualitative research* (3rd edition). London: Comwell.
- Tabachnic, B. & Fidel, L. (2007). *Screening data to analysis using multivariate statistics* (5th Ed). Boston: Pearson Education.
- UN. (2003). *Global education campaign*, New York: UN Press. [On line] [http: www.Un.Org/News/Press/docs/2003/sgm 8662.doc.htm](http://www.Un.Org/News/Press/docs/2003/sgm_8662.doc.htm). [Accessed on 4th July 2015].
- UNESCO. (1990). *Global declaration on education for all: Meeting fundamental education needs*. Paris: UNESCO.
- UNESCO. (2003). *EFA global monitoring report 3003/04: Gender and education for all, The leap to equality*. Paris: UNESCO.
- UNESCO. (2006). *EFA global monitoring report 2007: Strong foundations, early child care education*. Paris: UNESCO.

- UNESCO. (2012). *Global partnership for girls' and women's education*. UNESCO. [On line] www.unesco.org/en/cp...Ed/tz. [Accessed on 27th February 2015].
- UNESCO. (2013). *Education in Eastern Africa*. Paris: UNESCO. [On line] www.efareport.Unesco.org [accessed on 15th January 2015].
- UNICEF. (2005). *Early marriage, a harmful traditional practice: A statistical exploration*, New York: UNICEF. [On line] www.Unicef.org [Accessed on 3rd March 2015].
- UNICEF. (2006). *The state of world's children 2007: Women and children the double dividend of gender equality*. New York: UNICEF [On line] www.Unicef.org [20th February 2015].
- UNICEF. (2007). *Gender and education*. UNICEF. [On line] [www. Unicef.org//7310_Gender_and_education](http://www.Unicef.org//7310_Gender_and_education). [Accessed on 6th January, 2015].
- UNICEF. (2011). *Adolescence in Tanzania*. Dar es Salaam: UNICEF. [On line] www.Unicef.org [Accessed on 2nd January, 2015].
- URT. (2009). *Poverty and human development report: Ministry of Finance and Economic Affairs*. Dar es Salaam: Mkuki na Nyota Publishers.
- WAMA. (2012). *Rapid women Tanzania: Prioritizing girls' education*. Dar es Salaam: The David Lucile & Packard foundation.

APPENDICES

APPENDIX 1: I NTERVIEW GUIDE FOR WARD EDUCATION OFFICER

(WEO)

Factors Influencing Secondary School Girls Drop out in Bagamoyo District in Coast Region, Tanzania

1. What can you identify to be the major economic factors that lead to girl students drop
2. What can you identify to be the major school factors that can lead to girl students to drop out from school in Bagamoyo district?
3. What can you identify to be the major cultural factors that can lead to girl students to drop out in secondary schools in Bagamoyo district?
4. What can you identify to be the major school factors that can lead to girl students to drop out from school in Bagamoyo district?
5. What can you identify to be the major cultural factors that can lead to girl students to drop out in secondary schools in Bagamoyo district?
6. How do parents/guardians contribute to the drop out of girls from secondary schools?
7. How do you cooperate with parents and guardians to make efforts in reducing girl students to drop out from secondary schools in your ward?
8. What do you think are the negative consequences of girl students drop out from secondary schools in Bagamoyo district?
7. What do you suggest should be possible strategies to eliminate girl students drop out from secondary school in Bagamoyo district?

Thank you for your cooperation!

**APPENDIX 11: INTERVIEW GUIDE FOR DISTRICT EDUCATION
OFFICER SECONDARY SCHOOLS (DEOSS) BAGAMOYO DISTRICT**

1. What can you identify to be the major economic factors that lead to girl students to drop out from secondary schools in Bagamoyo district?
2. What can you identify to be the major school factors that lead to girl students to drop out from secondary schools in Bagamoyo district?
3. What can you identify to be the major cultural factors that lead to girl students to drop out from secondary schools in Bagamoyo district?
4. What efforts have been done to eliminate girl students from dropping out in Bagamoyo district?
5. How do you motivate girl students in Bagamoyo district who perform well in national examination?
6. In your opinion, what should be possible strategies to eliminate girl students from dropping out from secondary schools in Bagamoyo district?

Thank you for your cooperation!

APPENDIX III: QUESTIONNAIRE FOR ACADEMIC MASTERS/MISTRESSES

The purpose of this questionnaire is to find out the causes of girl students dropout in secondary school in Bagamoyo district. Your responses will be helpful in planning and design possible solutions for the problem. Your responses will help the management and administration of schools to understand the causes of girl student's dropout in secondary schools in Bagamoyo district. The findings of the study will also help in reducing girl students from dropping out of secondary schools in Bagamoyo district and a nation at large. Would you kindly spend some of your precious time to fill in this questionnaire? The information you provide in this questionnaire will consider ethics in research by maintaining confidentiality.

1. What can be the economic factors that lead to girl students to drop out from school?

- (a).....
- (b).....
- (c).....

2. What can be the school factors that lead to girl students to drop out from the school?

- (a)
- (b).....
- (c).....

3 What can be the cultural factors that lead to girl students from dropping out from school?

- (a).....
- (b).....
- (c).....

4. How does the school deal with sexual harassment to girls?.....

5. How do long distances from school contribute to students drop out from the school?.....

6. What are the negative consequences of girl students who drop out from your school?

- (a).....
- (b).....

7. How do you motivate girl students who do well in examinations?

.....

8. What are the school's strategies you may advise to control girl students from dropping out in your school?

- (a).....
- (b).....
- (c).....

Thank you for your cooperation!

APPENDIX IV: QUESTIONNAIRE FOR CLASS TEACHERS

Dear Teachers

I am Mr. Lawrence Rutakinikwa pursuing MED-APPS programme at the Open University of Tanzania. Currently I am conducting a research on causes that lead to girl students to drop out in secondary schools in Bagamoyo district. Would you kindly spend some of your precious time to fill in this questionnaire? I want to assure you that the information which you will provide will be treated with confidentiality and will only be used for study purpose.

1. What are the economic factors that lead to girl students to drop out of in Bagamoyo district?

(a).....

(b).....

2. What are the school factors that lead to girl students' dropout in Bagamoyo district

(a).....

(b).....

3. What are the cultural factors that lead to girl students' dropout in Bagamoyo district?

(a)

(b).....

4. How does polygamous family enhance girl students to drop out from school?

-
5. How does divorce of families enhance girls from dropping out from school?
-
6. How do you relate distance from home to school and girl student in dropping out from school?
-
7. Is there any relationship between motivation in the classroom and girl students drop out from school?
-
8. As a class teacher, how do you motivate girl students who perform well in examinations?.....
- ...
9. As a class teacher, what solutions can you suggest to eliminate girl students from dropping out from school from school in Bagamoyo district and Tanzania at large?
-

Thank you for your cooperation!

APPENDIX V: FOCUS GROUP DISCUSSION GUIDE FOR CONTINUING STUDENTS

Dear Students

I am Mr. Lawrence Rutakinikwa pursuing MED-APPS programme at Open University of Tanzania. Currently I am conducting a research on causes that lead to girl students dropping out in secondary schools in Bagamoyo district. Feel free to participate in this discussion as I think you are aware of girl students who dropout in secondary schools in Bagamoyo district.

1. What is the importance of education to girls?
2. What do you think are the economic factors that lead to girl students to drop out from school in Bagamoyo district?
3. What do you think are the school factors that lead to girl students to drop out from school in Bagamoyo district?
4. What do you think are the cultural factors that lead to girl students to drop out from school?
5. What are your suggestions to the government to minimize girl students from dropping out from secondary schools in Bagamoyo district and Tanzania?

Thank you for your cooperation!

APPENDIX VI: RESEARCH CLEARANCE

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

P.O. Box 23409 Fax: 255-22-2668759 Dar es
Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

13/07/2015

To whom it may concern

RE: RESEARCH CLEARANCE

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

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

The purpose of this letter is to introduce to you Mr. Lawrence Novat Rutakinikwa, PG 201401512 who is a Masters student at the Open University of Tanzania. By this letter, Mr. Lawrence Novat Rutakinikwa has been granted clearance to conduct research in the country. The title of his research is "Causes of girls dropping out of secondary schools in Bagamoyo district in Coast region in Tanzania" The research will be conducted in Bagamoyo district.

The period which this permission has been granted is from 15/07/ 2015 to 15/09/2015.

In case you need any further information, please contact:

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

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

uzamili

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX VII: PERMISSION LETTER

HALMASHAURI YA WILAYA YA BAGAMOYO
(Barua zote ziandikwe kwa Mkurugenzi Mtendaji [W])

Simu ya Mdomo:
023 - 2440164

Fax: 023 2440338



OFISI YA MKURUGENZI MTENDAJI (W)
S.L.P. 59,
BAGAMOYO
MKOA WA PWANI

Kumb. Na. HWB/1.20/42/VOL.XI/126

14/7/2015

Wakuu wa Shule,
Shule za Sekondari
BAGAMOYO


YAH: **KUMTAMBULISHA NDUGU**
LAWRENCE NOVAT RUTAKINIKWA

Ndugu, husika na mada tajwa hapo juu.

Mtajwa hapo juu ni Mwanafunzi kutoka Chuo Kikuu Huria Tanzania anachukua Shahada ya Uzamivu.

Naomba aruhusiwe kufanya Utafiti katika maeneo yenu kwa lengo la kukamilisha masomo yake.

Apewe ushirikiano.


E. Ngonyani
Kny: **MKURUGENZI MTENDAJI (W)**
BAGAMOYO

K.n.v. AFISA ELIMU WILAYA
ELIMU YA SFKUNDARI
BAGAMOYO

