

**PUSH AND PULL ACCELERATORS FOR TRUANCY IN TANZANIA  
COMMUNITY SECONDARY SCHOOLS IN TABORA MUNICIPAL  
COUNCIL**

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

**2020**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation titled: “*Push and Pull Accelerators for Truancy in Tanzania Community Secondary Schools in Tabora Municipal Council*” in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....

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.....

Date

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**DECLARATION**

I, **Pamphil Martin**, do hereby declare that this is my original work and to the best of my knowledge it has never been done presented to other universities within or outside Tanzania for degree award.

.....

Signature

.....

Date

**DEDICATION**

I dedicate this dissertation to my parents Martin Joseph and Petronila Martin. My lovely wife Sara Pamphil and my children's Anneth, Martin, Albert, Petronila and Precious for their encouragement and prayers without them, my study would have been difficult.

## **ACKNOWLEDGEMENT**

I would like to thank the almighty God for keeping me alive and healthy to persuade this dissertation and successfully managed to accomplish in time. Secondly, I extend my thanks to Dr. Romwald Joseph Kairembo my supervisor, who guided the accomplishment of my successful dissertation with his encouragement and motivation. I also extend my sincere gratefulness to the staff members of the Open University at Tabora Centre who also contributed to accomplishing this dissertation, of encouragement and giving me moral support. It is an honour to thank Tabora Municipal Council and their management for permitting me to conduct this study.

Also, I extend my thanks to Ward Education Officers, Head of schools, parents and students. They, friendly tolerated my presence in interviewing and questioning, thus providing me with enough information to accomplish this dissertation. My family is an essential aspect of life, my wife Sarah Pamphil, my children: Anneth, Martin, Albert, Petronila, and Precious, were the ones who gave me the enormous support and encouragement to complete this dissertation.

Finally, I would like to appreciate all who were not named on this page, but in one way or another contributed much to the success of my dissertation.

**ABSTRACT**

This dissertation intended to explore perceptions about accelerators that hike truancy in Tanzania community secondary schools at Tabora municipality. Specifically, it examined the extent, of truancy; assessed the contributory root causes of truancy and determined the effects of truancy in same secondary schools in that municipality. The study followed the qualitative research approach and a descriptive triangulated design. The study was conducted in four schools located in some wards, of Tabora municipal. The sample size was 60. The researcher employed triangulated methods as: documentary, interviews and questionnaire tool for data collection. The coding, categorizing, comparison, thematic and content analysis methods analysed data. Among the emerged findings included: The extent of truancy in Form One to be minimum the reason behind was due to newness of studied schools context and neighbors easiness of subjects when compared to the upper class levels. The upper classes of Form Two, Three and Four seemed to have a higher truancy rate, with leading pull and push in and out accelerators to be peer groups, child labour. The study findings found that truancy affected the academic performance of the four studied schools in mock and national examinations seriously and failures tarnish image of the studied schools. The data suggested recommendations; to strengthen cooperation between teachers and parents in all issues of schooling and to ensure the removal of communication barriers between the school, parents and the community in its broad sense. Modernization of school by introducing private canteen for supplying beverages and stationeries to curb students mobility to outside community close to school. Let, a similar study be conducted in other public secondary schools, special and all private owned schools in Tanzania.

**Keywords:** Truancy; Push/pull accelerators; and community secondary schools

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**LIST OF ABBREVIATIONS AND ACRONYMS**

CT1	Class Teacher one
CT2	Class Teacher two
CT3	Class Teacher three
CT4	Class Teacher four
P1	Parent one
P2	Parent two
P3	Parent three
P4	Parent four
NECTA	National Education Council of Tanzania
H1	School Head one
H2	School Head two
H3	School Head three
H4	School head four
MOEVT	Ministry of Education and Vocational Training
WEO 1	Ward Educational Officer one
WEO 2	Ward Educational Officer two
WEO 3	Ward Educational three
WEO 4	Ward Educational four
NCSE	National Council for Special Education
SES	Senior Executive Service
USE	Universal Secondary Education
FI	Form One
FII	Form Two

FIII	Form Three
FIV	Form Four
OUT	Open University of Tanzania
A	Secondary school
B	Secondary School
C	Secondary School
D	Secondary School



## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

Chapter one introduces the reader about aspects of the introductory part of this dissertation. In it find: introduction, statement of the problem, objectives of the study along with their sub research questions. Other sub chapters are: significance as well as the delimitations of the study, operational definitions and it ends with the organization of the study delimitation of the study.

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

The phenomenon of truancy about school access to education has been preventing the enrolled pupils and students in both primary and secondary school levels internationally to accomplish their school cycles as expected (Maynard, Vaughn, Nelson, Salas and Heyne, 2017). In their study, these researchers report about the status of truancy in the United States examining temporal trends and correlate by race, age, and gender. Truancy is synonymously characterized by features like absenteeism, non-attendance, and playing truant from school (Cambridge Oxford, 2019).

The source elaborates further that truancy is a problem or a situation of children being absent from school regularly without permission. The source proceeds to describe the assumed source of this problem associating it with difficulties like poor academic motivation and school failure, depressed mood, school truancy, and delinquency (Cambridge Oxford, 2019). Globally, the issue of truancy that deters efforts of youth to access secondary education at Ordinary level has been reported in different parts all

over the world (Trujillo, 2005). The author argues further that in the United States of America, truancy has been identified as one of the ten major problems in schools. It is often referred to as a 'gateway crime' and has been linked to delinquency among the young people and significant negative behavior in adulthood, including in increased violence (Trujillo, 2005).

In Malaysia, truancy has been classified as the secondary top discipline problem, and the four accelerators usually associated with truanting behavior are family, school, economic status and students themselves (Ishak and Suet, 2015). Besides that Sizya, Muula and Rudatsikira (2007) argue that the school administration has to be responsible in creating a school atmosphere that can attract truants to school and at the time sustain student interest to be in school. In Swaziland, the school administration has to be responsible for creating a school atmosphere that can attract truants to school and at the time, sustain student interest to be in school. Other reports from Swaziland show that truancy among adolescents is regarded as one major social problem as it is relatively prevalent (Satya, 2007).

Truant adolescents have reported to engage in risky sexual practices, use illicit drugs, alcohol drinking and cigarette smoking. The free time that adolescents have when they miss school gives them the chance to initiate and maintain unhealthy behaviors' (Sizya, et al., 2007). In London, results of a study conducted at school from 1985 to 1987 revealed that 70 percent of the sampled pupils admitted truanting during the three years (Stoll, 1990). Those studies involved nine secondary schools, whereby 66 per cent out of 765, in the fifth year, pupils admitted truanting (Stoll, 1990).

In Nigeria, some of the causes of truancy have been found to be school-based. These are harshness towards students, lack of communication and involvement of parents at school progress and too rigid administration policies (Okwakpam and Okwakpam, 2012). Besides that Masithela (1992) reports further that learners tend to miss lessons during first and secondary periods, as well as during the last five periods. The tendency of missing specific lessons towards the end of the school day showed that some form of “hidden truancy” is prevalent and that pupils can be marked present in the register but fail to attend all lessons (Masithela, 1992:45).

Furthermore, the same researcher presents data showing that on the other hand, in South Africa truants may come late and be marked absent or be somewhere on the school premises not attending specific lessons or periods. But still be marked as being presents on the class registers. Smith, (1996:30) also reports that learners continue to play truant, but acknowledges that his sample was composed of Afrikaans and English speaking learners only. In Tanzania, it was once reported that truancy is a big problem hindering academic performance especially in the regions including Tabora, Geita, Shinyanga, Mtwara, Simuyu, Singida, and Rukwa, which were reported by that source as regions with the highest absenteeism and dropout rates (Kiango, 2018).

The source narrates more that the problem of truancy is noted since when Tanzania gained independence. The government of that time had been putting efforts to let all schools going children to join primary schools. The example is cited referring to the Universal Primary education Policy of (UPE), whereby the government obliged all parents to ensure they let all school-going children join primary schools. Recently, from 2015 the government declared that basic education from primary to secondary

education at the level of Form Four should be compulsory and free. Thus it is not surprising that beginning 2015 several ordinary and new erected secondary schools enrolled a growing number of students countrywide (Kiango, 2018).

Since then, the government of United of the Republic of Tanzania encourages educationists and other stakeholders to contribute for schools infrastructures such as desks, laboratories, and libraries to be adequate, to cater for enrolled student needs. Truancy has been reported to be one of the accelerators affecting not only the retention but also the graduation rate in ordinary community secondary schools (Kiango, 2018).

Recently, during his visit in Tabora Region, the current Prime minister of the United Republic of Tanzania his Excellency Kassim Majaliwa observed and commented that absenteeism and drop out numbers in seven regions in Tanzania is alarmingly high (Majaliwa, 2018). The report identifies the regions being Tabora, Geita, Shinyanga, Mtwara, Simiyu Singida and Rukwa (Kiango, 2018). As if that was not enough, the premier's declaration hiked the Minister of State in the Prime Minister's Office of (Policy, Parliamentary Affairs, Labour, Employment, Youth and the Disabled). Honorable Jenista Mhagama was ordered to investigate, so as to discover the magnitude of the claimed problem (Kiango, 2018).

Besides that, Dohho (2015): Magoke (2013) investigated about accelerators responsible for truancy among secondary school in Tanzania Mainland, particularly in Mkuranga Coast Region. Mgonja (2016) investigated accelerators influencing truancy in community secondary schools in Mtwara District. Lastly, is another study by

Mwangonda (2017) on the same problem this study aimed to find out accelerators that contribute to the high drop out of girl child from primary schools in the Masai community in Tanzania, specifically at the Arusha region.

For instance, Mgonja (2016) conducted a study which was guided by three objectives namely; to explore the level of truancy in community secondary schools in Mtwara District, to identify accelerators influencing truancy in community secondary schools in Mtwara District and distinguishing the impact of truancy in community secondary schools in Mtwara District. However, little attention has not been investigating about the pushing and pulling accelerators leading to the increase of truancy in Tabora Municipality (Mgonja, 2016).

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

Despite recent measures by the government of the United Republic of Tanzania to provide free education for all in order to create a knowledgeable society by 2025 still yet, these efforts are challenged on one hand by a problem of truancy, which is reported to increase in some regions in the country (URT, 2000). The existing primary statistical data originating from Tabora region reveal trend of the problem, which if not curbed might deter efforts to achieve the envisaged Vision 2025 goals and objectives for education provision as exhibited in Table 1.1.

The cited data in Table 1.1 show that the truancy problem in ordinary secondary schools paints the picture to be increasing. Basing on the figures obtained from Tabora District Education Office (DEO), the researcher observed that significant variations exist. Such reports lend the researcher to raise several critical questions, as

to what extent have the established, and existing secondary schools in particular community ones retained the enrolled students to graduation moment as expected?

**Table 1.1: Truancy in One of Secondary Schools Tabora Municipality**

<b>Year</b>	<b>Enrollment</b>		<b>Truancy</b>	<b>%</b>	<b>Total</b>
<b>2013</b>	Male	1439	44	3%	2,920
	Female	1481	31	2%	
<b>2014</b>	Male	1589	33	2%	3,160
	Female	1571	21	1.3%	
<b>2015</b>	Male	1076	39	3.6%	2,230
	Female	1154	20	1.7%	

Source: Tabora Municipal Education Office Statistics (2018)

The summed up reviews prompted the researcher to raise still a general philosophical research puzzle for this study in the form of the grand research question, *what might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?* This puzzle has not been adequately investigated in Tabora in reference to some reviewed global sources; this becomes the study gap of this study, which it envisages to fill.

As a result, there is little information creating study gap about the unknown pushing accelerators amplifying the dropout rate in the proposed study of Tabora. Likewise, there are very few studies such as Mgonja (2016); Dohho (2015); Magoke (2013) which have been conducted to address the above general raised research problem, as such there was a need for conducting updated study to fill the identified gap. This was why this study was about the accelerators, *“Push and Pull Accelerators for Truancy in Community Secondary Schools of Tabora Municipality”*

## **1.4 Study Objectives**

This study was guided by two categories of objectives namely: general objective and specific objectives as follows.

### **1.4.1 General Objective**

The Objective of this proposed study was to explore research participants' perceptions about underlying possible accelerators hiking truancy in the community secondary schools of Tabora municipality, to come up with a way forward.

### **1.4.2 Specific Objectives**

The specific objectives that guided this study were:

- (i) To examine the extent of truancy in community secondary schools to be studied in Tabora Municipality;
- (ii) To assess the contributory push and pull in/ out accelerators of truancy in community secondary schools in Tabora Municipality;
- (iii) To assess the effects of truancy and views for a way forward for studied community secondary schools in Tabora Municipality.

## **1.5 Research Question**

The following research question guided the purpose of the study.

- (i) What is the level of truancy in community studied secondary schools of Tabora Municipality?
- (ii) What are the push and pull out accelerators for students' truancy in studied community secondary schools of Tabora Municipality?

- (iii) What are the effects of truancy in community secondary schools academically in studied Tabora municipality?

### **1.6 Significance of the Study**

This study was expected to raise awareness among the public officials, particularly educationists about the accelerating causes of the truancy in community secondary school. The study too expected its results to act as a catalyst to the policymakers to make proper policies that raise the daily level of students' school attendance. The study helped teachers and students to curb truancy.

### **1.7 Limitation of the Study**

In this study the research assumed to face some challenges beyond the control. First, the researcher expected schools to be studied to have busiest schedule in November month when the teachers and students are busy with national and annual examinations. The second expected challenge was peripheral geographical locations of two schools B and D being far from the centre of municipal, where the transport is available. More effort was needed to reach these schools. The third expected challenge was low cooperation's of some respondents to hide the required information, due to suspicion of the researcher. The last but not least fourth expected challenge, was weather season, since this study was conducted during the rainy season beginning from 10<sup>th</sup> to 19<sup>th</sup> November, 2019.

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

Every challenge got the solution by the researcher. To begin with the first challenge of the busiest schedule, the researcher visited the studied schools administration and



negotiated to be given the ample time to conduct a study. The possible time was during the break time and after examinations in all schools A, B, C and D, this arrangement worked so well. Regarding the second challenge of peripheral geographical locations, the researcher prepared the emergent budget to reach them as planned, this also worked quite well.

As per the third challenge of low cooperation from study, the participants were expected to hide the required information. The researcher solved it by establishing rapport and assuring the researchers confidentiality as seen in (See Appendix I and II). For the fourth challenge of weather rainy season, the researcher set apart a budget for buying gumboots and rainy coat and private car. Above all, this study was limited in scope, it focused on Tabora Municipal studied community schools not otherwise.

### **1.9 Operational Definitions**

**Truancy-** in this study meant a prolonged absenteeism in classrooms.

**Push accelerators-**in this study push out accelerators meant some factors within the school, which might make students to admire outside community surrounding, and dislike the school environment hence trigger them to move out without permission.

**Pull accelerators-**in this study, the pull out accelerators referred to some factors outside studied schools, attracting hence to attempt to escape outside the school unnecessarily.

### **1.10 Organization of the Study**

This study was organized in five chapters as follows: Chapter one dealt with aspects of introductory part like: background of the problem, statement of the problem,

purpose and objectives of the study, research questions and tasks, significance of the study, conceptual framework, limitation of the study, delimitation of the study (scope), operational definitions, organization of the study and ends with a chapter summary. Chapter two, dealt with the literature review in which the researcher reviewed the concepts, theories, principles and global empirical literature to inform this study so as to identify research gaps.

Chapter three, dealt with aspects of research methodology such as: the paradigm of choice, approach, design, study area, population, sample and sampling procedure, data collection and data analysis methods. Chapter three too covered research rigor and ethics. Chapter four dealt with four tasks of: data presentation, analysis, discussion and interpretation. Finally, chapter five dealt with the summary of the findings in terms of: conclusion, recommendations for action and further studies. Next follows chapter two.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is about the literature review related to the study. The explanation was based on school related accelerators, social accelerators and physical related accelerators and political related accelerators. The arrangement of this chapter as well followed the objectives and research questions, which were developed in chapter one.

#### **2.2 Conceptual and Theoretical Literature**

The literature review for this chapter was in two main categories: conceptual (theoretical) and global empirical studies.

##### **2.2.1 School Organization Related Accelerators**

Shelton (2010) observes that for effective organization, leaders create vision, development, support schools and strengthened schools culture. Such as leaders shares leadership roles among teachers to enhance schools academic performance and encourages student's good attendance. Parret and Budget (2012) conclude that good leaders served as catalysts for the specific actions that in turn drove the success of the school actions and built leadership capacity.

Focus on students, staffs and fostered safe, healthy and supportive learning environment. Therefore, effective school leadership had better position to determine students who were truant and gave out the best strategies, which dealt with student attendance and truancy (Parret and Budget, 2012).

The other informative source is that of Damon and Paco (2009), adding that there were positive relationships between school leadership and school performance. This implies that strong and affective school leadership facilitated good student attendance, unlike weak school leadership (Damon and Paco, 2009). Similarly, Norma (2013) asserted that an effective leader utilized the strong leadership abilities of strong Teacher leaders, which helped to put strategies and interventions in place which helped at-risk students. Other scholars like Michael and Elizabeth (2006). Haruni and Mafwimbo (2014) note that school leaders in the best performing schools did the right things, shared power, and demonstrated higher moral and ethical behavior. That included specialized administrative functions, which focused on attendance and discipline (Haruni and Mafwimbo, 2014).

School leadership had a great role to play in dealing with student truancy; Jane (2012) argues that school leadership included not just the Head and the senior staff, but all those who had responsibility to lead, such as class teachers. Ige (2012) points out that, secondary school leadership should be more alive to its responsibilities. It should double its efforts at ensuring that there was high level discipline, especially working towards truancy prevention. Therefore, if the school leadership failed to control attendance procedures at school fell into a chaotic kind of leadership, which did not care about disciplinary issues, which finally promoted student truancy (Ige, 2012).

In connection to that Rumberger (2004) argues that, ineffectiveness of the Administration's practice to support students gave rise to truancy in schools. National Center for School Management (2011) argues that lack of commitment of the school leadership had been identified as a risk factor for student truancy. In addition, Reid

(2008) note that schools and their organization as well as rule systems were becoming outdated to the extent of causing truancy and other forms of no attendance to increase (Reid, 2008).

### **2.2.2 Teacher Related Accelerators**

For effective and attractive teaching and learning, good relationship between Teachers and Students was highly encouraged and this mostly relied on how teachers treated their students. Odalipo (2009) notes that Teachers needed to help student within outside the school setting. Teacher should understand their characters, traits and value. Therefore, among key roles teacher had been to guide and counsel students so as to create harmony between them. Braddock (2001) conforms by arguing that the purpose of guidance and counseling was to improve academic achievement, foster positive student attitude and habits, which finally decreased student truancy and dropouts in school (Braddock, 2001).

Mgheno (2003) notes that was an indication that the service offered helped student to build positive toward their studies including regular attendance. Contrary to that, Somers and Piliawsky (2004) observes that, lack of teacher peer respect, a disinterest in students, lack of teacher expectation for student achievement made them treat student unfair, leading to truancy as a measure to avoid harshness. Lorenzo (2006) revealed that, disrespect of students from staff and simply feeling uncomfortable to stay at school. Moreover, Malcolm et al. (2003) note that, many student disliked teacher who taught them, some student had no respect for teacher who shouted a lot and got angry (Lorenzo, 2006).

Eva (2013) argue that, when teacher used their power wrongly, created a poor relationship which discouraged student to enjoy learning, in connection to that Ndibalema (2013) argues that when teachers were no longer taking moral. Responsibilities to the children under their students that could cause some negative effect on their attendance that finally led to poor academic performance. Robson (2005) argues that corporal punishment could lead students to run away, fear of teachers, feeling of helplessness and humiliation; eventually students could become disinterest to attend school. It is concluded that many students decided to be truant because of poor relationship with teachers (Monkie, 2009).

On the other side, teaching style could either build positive teacher student relationship or negative relationship. That was become of poor teaching style. Contrary to that, if teaching style was boredom to students, students dislike a particular subject and tended to skip a lesson where finally resulted into poor relationship between teachers and students ending up truancy. Jodi (2003), conclude that teaching style contributed to student truancy as a result of boredom; created by teacher incompetent teachers. Gay (2007); Florence (2009); Ayayi and Ekuduyo (2010), found that poor method teaching bored students. That being the case teachers tended to experience low expectations for student achievement which finally created a poor relationship between teachers and students and ending up into truancy (Gay, 2007; Florence, 2009; Ayayi and Ekuduyo, 2010).

Meanwhile, it was noted that class teachers who lacked consistence in the record keeping, gave room for students to be truants. To support that idea of U.S. Department of Justice (2001) argues that, schools often had inconsistent procedures for dealing

with truancy despite the availability of attendance registers. Linda (n-d) found that, many students seemed to take advantage of the lack of consistency in attendance and their enforcement by both teachers and administrators.

Similarly Yeide (2009); Jane (2012) adds that, poor consistent registration of absenteeism (excused and non – excused) brought chances for the student to be involved in truancy. It was believed that consistency and systemic attendance record gave the room for school management to enforce strategies toward truancy (Yeide, 2009; Jane, 2012). Above all, Freda (2005) argues that the strategy should ensure that policies on student registration were rigorously and consistently enforced, that common standards were applied through all schools with respect to punctuality (Freda. 2005).

### **2.2.3 Some Accelerators Related to Peer Groups and Learning Difficulties**

Gava and Davis (2006) argue that, peer group of an adolescent contributed a word of its own with its customs tradition manners and even its own language. They developed that neither at school nor at home attitudes. Peer group could extraordinary influence each other particularly to academic aspirations and attitudes towards school, like being truant. Asmawat2009; Reid, 2005; Idu and Ojedapo (2011) reveal that peer ship had influenced students' truancy. Much more, Adowele (1999) in Fareo (2013); Rosa (2011); Otopa (2009) report that peer influence at school was strongly associated with truancy Otopa, 2009; Rosa, 2011).

Chudi (2013) concludes that, the groups as well as classmates have effects on the students' truant behavior. On the other hand, student academic performance could

motivate or discourage Student' attendance. That was because students who performed better always enjoyed learning and could perform any homework or assignment given to them contrary to students who performed poorly in different subjects. That by itself was a factor, which led to absconding classes. In connection to this, Reid (2005) (2008), NCSE (n-d) argues that lack of career aspiration and poor academic performance leads to low self - esteem to student finally causing students to be truants (Reid, 2005; 2008).

Similarly, Monkie (2004), Children's Law office (2005), Otopa (2009) report the existing significant dependency between learners having poor academic problems and truancy. Connie (200) noted that students on the edge of dropping out because of poor academic performance could choose to withdraw rather than face the humiliation of failing an exit exam or of falling further behind.

Other scholars like Learner and Janet (200), Cited by Igwue and Ashani (2013) noted that learning difficulties included short memory and poor reasoning, poor reading skills and difficulty in calculations. Students could refuse to work hard because efforts were deemed worthless. For that Igwue and Ashani (2013) confirm that, social common signs of learning difficulties were truancy and aggressiveness on the part of teachers (Igwue and Ashani, 2013).

Furthermore, Nasir (2013) found that assignments and test or incomplete assignments also affected the tendency of skipping classes among students due to the unfairness of being asked and punished by their teachers. Catherine (2001) concludes that, poor academic performance was a strong school indicator of students who could drop-out



of school due to truancy. Not only that but also, Kampmann (2007) found that among the key reasons why students slumped or intentionally opted for were difficult take home exercises.

#### **2.2.4 School Environment and Location**

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

#### **2.2.5 Accelerators Related to Weather**

Weather condition might contribute to student's truancy as per Look (2005), who contends that wet weather often make country roads impassable. That incidence finally forced students fail to attend school. Other scholars like: Heather (2003); Darmody (2007); Yehuda (2009); Sunita (2011); Jane (2020) note that some of the students become truants during wet season because of difficulties with work especially cleaning and slashing school environment frequently.

#### **2.2.6 Buildings**

Carolyn (2008) reports about the school infrastructures, including classrooms and playgrounds influence student attendance. Thus, that author concludes that there is a

positive relationship between attractive classrooms and playgrounds with students' attendance. Other scholars like Reid (2005/ 2008); Auditor (2004); Jane (2012); Sunita (2011) and McCaskey (2004) and Barongo (2007) argue that, unattractive school building influenced. Students lose interest in school. On the other hand, school structure reflected teaching and learning resources had direct relationship with students' truancy. However, Dincer and Uyasal (2010) concluded that there was a weak relationship between resources and students attendance and achievement.

### **2.2.7 Community Related Accelerators**

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

### **2.2.8 Social economic status of a parent**

Families with low income were the one with truant students compared to middle or higher income families. Tonisha et al (2011) and Malcolm (2003) argue that students from poor families (low socio economic status) failed to afford the necessities of schooling. That involved uniforms, school fees and other school equipment. On the other hand, higher life families tended to be more involved in their children's, education which resulted in lower truant rates.

In addition, Sheldon (2001); Teasly (2008); Lorenzo (2007) show that, from lower economic status, absence rates were higher than the middle and upper economic status, families; for that matter such families had a greater risk of having truants.

That had an effect on the student's exposure to be both mentally and physical stressed. Jod (2003); Monkie (2004); Romero and Lee (2007) conclude that low socio-economic status (SES) families contributed and was a predictor of school truancy due to failure of affording school needs. Jod (2004), stressed that (SES) aspect contributed highly to student truancy in schools (Jod, 2003; Monkie, 2004; Romero and Lee, 2007).

### **2.2.9 Marital Status of a Parent**

Finlay (2006), argued that students from single parent families were likely to miss school than students from two parent's families. That was because single parent families were subjected hardship, economic status and always concentrated on how to acquire daily needs like food. For that matter such families had minimal time supervise and monitor their children attendance and academic matters in particular. Jod (2003) found that single parent families contributed to student truancy.

On the other hand, marital status associated with conflicts led to family breakdown. For that matter such students fell unhealthy with studies finally dropped out due to being truants. Carvile (1998) in Virginia Department of Education (2005) argued that, children who experience family conflicts felt academically inferior, which lead to absconding schooling. Moreover, Veenstra et al. (2010) conducted a study titled 'Truancy in late and early secondary.

The influence of social bonds and self-control, the study found that low family bonding could increase the Like hood of school absenteeism. Furthermore, Hunt and Hopko (2009), Argus that lower levers of family cohesion or bonding contributed to

student truancy. Asamawati (2012) found that family conflict in Malaysia was the secondary most accelerators in causing student truancy.

#### **2.2.10 Education Regulations**

The education Act in any nation had a key in providing guideline and running education system. The Act should give a direction on school attendance and how should it be with. For example the Tanzania Education Act of 1978, revised in (2000); under a sub secondary called “the primary school” (Compulsory enrolment and Attendance) Rules 2002, state that; the enrollment and regular attendance of every child in primary school shall be compulsory” as from the effective date and every child in primary school shall attend until the completion of primary education. Any aren’t to whom those rules apply, who fails to enroll his child commits an offense and liable on conviction, in the case of a first offense to fine not less than thirty thousand shillings and exceeding six months or not, both such a fine and imprisonment or fine not less than fifty thousand or a imprisonment for terms not exceeding six months or both fine and imprisonment.

This sub secondary of the Act, stresses that at the primary level the Regional Educational Officer, District Educational Officer, Ward Officer (WEO) and courts are given mandate to deal with cases of truancy directly (Tanzania Education Acts 2002).

### **2.3 Empirical Studies**

The following secondary presents the researchers’ works continent wise globally drawing reports from Asia, Americas, Europe, Africa, and Australia, shading light about the magnitude of truancy problem compared to some cases on the same issue in Tanzania.

### 2.3.1 Asia

Clores (2009) conducted a study about qualitative research study on school absenteeism among college students. The author reports that school absenteeism is an alarming problem for administrators, teachers, parents and the society, in general, as well as for the students, in particular in Philippines. That study aimed to explore the process by which the phenomenon of school absenteeism evolves or is experienced by the college students. The researcher used methods of data collection like, in-depth interviews of ten absentee students and the use of editing style analysis and a method. The study revealed some findings including: three category schemes of experience of school absenteeism: (a) disempowering circumstances feeling of helplessness; secondary, it revealed the misguided value system - mixed up priorities; and (c) pedagogical dilemmas - unappealing academic environments. Based on the findings, the pedagogical, psychological and socio-cultural implications are discussed (Clores, 2009).

Critically speaking, the study of Clores (2009) has some strength if compared with the proposed study, in sense that both studies are about the same problem of absenteeism. However, the two studies differ in locations where they were conducted. The weaknesses of Clores study is a failure to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised questions.

### **2.3.2 Malaysia**

Global School-Based Health Survey (2012) conducted a study about, global school-based health survey. The purpose of the study was to examine the prevalence of truancy and its associated accelerators among school going Malaysian adolescents. Involving 28,933 students aged 12-17 years old. A two-stage cluster sampling was used to select the schools and students with an overall response rate of 88.6 percent. The data were obtained using the GSHS questionnaire. Involving 28,933 students aged 12 -17 years old. A two-stage cluster sampling was used to select the schools and students with an overall response rate of 88.6 percent. The data were obtained using the GSHS questionnaire (Global School-Based Health Survey 2012).

Sadiq, Norsuh, and Auwalu (2015) conducted a study about the Problem of Truancy among Secondary School Students in Kuala Terengganu, Malaysia. The purpose of this study was to examine approaches to solve the problem of truancy among secondary school students in Kuala Terengganu, Malaysia. Descriptive survey research design was used where self -administered questionnaires were given to 100 (hundred) teachers and 100 (hundred) parents in five selected secondary school s within Kuala Terengganu district. The data obtained was analyzed using the Statistical Package for Social Sciences (SPSS) version 19.0. Descriptive statistics was used to determine the mean, frequency, percentages and standard deviation of the respondents (Sadiq, Norsuh, and Auwalu, 2015).

The findings of the study of Sadiq, Norsuh, and Auwalu (2015) indicated that school-based interventions have a positive impact in solving truancy. Role of teachers was also found to have a significant impact in solving truancy. However, based on the

result, role of parent teachers' association was significant in solving the problem of students' truants' behavior. Finally, recommendations were given to school administrators, teachers and parents. Critically, the two studies of Global School-Based Health Survey (2012); Sadiq, Norsuh and Auwalu (2015) have some strength if compared with the proposed study, in the sense that both studies are about the same problem of absenteeism.

However, the two studies differ in locations where they were conducted. The weaknesses of the Global School-Based Health Survey (2012); Sadiq, Norsui and Auwah (2015) is a failure to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised questions.

### **2.3.3 North America**

Michael, Terri, Tyson and Brand (2012) conducted a study about Effects on School Attendance among Chronic Truant Students .The purpose of that study was to examine the effects of interventions on school attendance to inform policy, practice, and research. The review summaries findings from 28 studies conducted in the US, Canada, UK and Australia, revealed that the overall, truancy intervention programs are effective. That study also revealed that there was a significant overall positive and moderate mean effect of intervention on attendance, which increased the attendance

rate by 4.7 days per student by the end of that intervention. The other studies did not measure longer-term outcomes, so it was not known if those gains in attendance continued after the intervention ended. Contrary to popular belief and recommendations for best practices in truancy reduction, it was found that in the existing literature, collaborative programs and multimodal interventions did not produce greater effects on attendance than other types of programs (Michael, Terri, Tyson and Brand, 2012).

Critically speaking, the study of Michael, Terri, Tyson and Brandy (2012) has some strength if compared with the proposed study, in the sense that both studies are about the same problem of absenteeism. However, the two studies differ in locations, time, data collection method where they were conducted. The weaknesses of Michael, Terri, Tyson and Brandy study was less interested to address the raised general research question of this study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.

### **2.3.4 Europe**

#### **2.3.4.1 Stockholm**

Ramberg, Laftiman, Franson and Modin (2019) conducted a study to investigate school effectiveness and truancy. The aim of this study was to examine the links between three teacher-rated features of school effectiveness school leadership, teacher



cooperation and consensus, and school ethos and student-reported truancy. Data were collected in 2016 among 4,956 students and 1,045 teachers in 46 upper secondary schools in Stockholm. Results from two-level binary logistic regression analyses show that higher teacher ratings of the school leadership and of the school ethos (but not of teacher cooperation and consensus) are associated student-level, even when adjusting for student- and school-level socio-demographic characteristics (Ramberg et al., 2019).

Critically speaking, that study by Ramberg, Låftman, Fransson and Modin (2019) has some strength if compared with the proposed study, in sense that both studies are about the same problem of absenteeism. However, the two studies differ in locations where they were conducted. The weaknesses of Ramberg, Låftman, Fransson and Modin study is a failure to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.

#### **2.3.4.2 Ireland**

Merik, Emer and Selina (2008) conducted a study about the Truancy in Irish Secondary Schools", the purpose of this paper was to explore the way in which truancy levels were structured by individual social class and the social mix of the school within the Republic of Ireland. The empirical analyses were situated within the

context of the concepts of individual and institutional habitués as well as resistance theory. The findings suggested the institutional habitués of the school was a strong factor in influencing truancy levels among young people it served to reproduce social class inequalities since it was associated with more negative educational and labour market outcomes in the longer term (Merik, Emer and Selina, 2008).

Critically speaking, the study of Merike, Emer and Selina (2008) has some strength if compared with the proposed study, in sense that both studies are about the same problem of absenteeism. However, the two studies differ in locations where they were conducted. The weaknesses of Merike et al. study is failure to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.

### **2.3.5 Africa**

#### **2.3.5.1 Nigeria**

Oluremi (2013) also conducted a study about Truancy and Academic Performance of Secondary School Students in Southwestern Nigeria. The purpose of the study was to identify the relationship between truancy and academic performance of secondary school students in Southwestern Nigeria and also to examine the relationship between schools physical environment and truancy, behavior among students and also investigated the deference between male and female manifestation of truancy

behavior. Stratified sampling technique was used to select 360 sample sizes from four secondary schools in four out of six states in southwestern (Oluremi, 2013).

Three research instruments were used for this study namely: academic records of students, attendance registers and “School Environment Questionnaire (SEQ). Four hypotheses were raised and tested using chi-square and t-test analysis. The study revealed that there was a significant relationship between truancy and academic performances of students; there was not a significant relationship between the school physical environment and truancy behavior among students; there was not a significant difference between the academic performance of male and female truants. Critically speaking, the study of Oluremi (2013) has some strength if compared with the proposed study, in sense that both studies are about the same problem of absenteeism. However, the two studies differ in locations and time where they were conducted (Oluremi, 2013).

The weaknesses of Oluremi study was a failure to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.

### **2.3.5.2 South Africa**

Moseki (2004) conducted a study about the nature of truancy and the life world of truants in secondary schools .The purpose of the study was to determine how truancy

manifests and also to explore the life world of truants in secondary schools. An empirical investigation was undertaken with a sample of 758 Grade 10 learners from three secondary schools. The result of investigation was males were engaged in truancy than females. There is also a significant dependency between learning problems and truancy. The results of the study were analyzed and recommendations for intervention and for further study were made. Critically, the study of Moseki (2004) has some strength if compared with this study, in the sense that both studies are about the same problem of absenteeism (Moseki, 2004).

However, the two studies differ in locations where they were conducted. The weaknesses of Moseiki study fails to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.

### **2.3.5.3 Ethiopia**

Berhanu (2016) conducted a study about absenteeism and truancy of students in government general Secondary schools of Arada Sub city in Addis Ababa Ethiopia. The purpose of the study was to assess the student’s absenteeism and truancy in Government general secondary schools in Arada sub city in Addis Ababa. The study used a qualitative as well as quantitative research mixed methods. Questionnaires, interviews and Focused Group Discussion tools were used to collect the data from 200

students were selected at systematic random sampling and were provided with the questionnaires in the selected schools. The study used purposive sampling in selecting schools from the population to get sufficient information. The analysis of the data was conducted using mixed methods (Berhanu, 2016).

The obtained results in this research indicated that of the student respondents 85percent were absent at least once. Besides that 65 percent were absent at least twice in the school year. The result also indicated that both students and adult respondents blame personal accelerators like lack of school value and school accelerators like unattractive school environment for the student's absence. As a conclusion, this study has shown that the problem of absenteeism is quite prevalent in the selected schools education landscape. The study also has shown the majority of the causes for students absenteeism and truancy stem from personal causes of poor grades, lack of value towards education and the Friday mentality and the school causes of unattractive school environment, lack of proper school recreational areas and discouraging subjects (Berhanu, 2016).

Critically speaking, that study of Berhanu (2016) has some strength if compared with this study, in sense that both studies are about the same problem of absenteeism. However, the two studies differ in locations where they were conducted. The weaknesses of Berhanu study is a failure to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.

#### **2.3.5.4 Swaziland**

Seter, Adamson, and Emmanuel (2003) conducted a study about truancy among adolescents in Swaziland 2003. The propose of the study was to estimate the prevalence of self-reported truancy within the last 30 days among adolescents. A total of 7341 students participated in the study. In analysis of available data, 2, 526 (36.2) percent and 4470 (63.8) percent were males and females respectively.

The overall prevalence of truancy within the last 30 days preceding the study was 21.6 percent. Prevalence of truancy was 605 (27.4) percent and 723(17.9) percent in males and females respectively. In multivariate logistic regression analysis, being a male, having been bullied, lower school grades, and alcohol use were positively associated with truancy (Seter, Adamson, and Emmanuel, 2003).

Truancy among adolescents in Swaziland should be regarded as an important social problem as it is relatively prevalent. The design and implementation of intervention programs aimed to reduce truant behaviors should incorporate our knowledge of the accelerators identified as associated with bullying Swaziland (Seter et al., 2003). Critically, that study of Seter, Adamson and Emmanuel (2003) has some strength, when compared with the proposed study, in sense that both studies are about the same problem of absenteeism. However, the two studies differ in time, sample, and location where they were conducted (Seter, Adamson, and Emmanuel, 2003).

The weaknesses of Seter, Adamson and Emanuel study is a failure to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.

### **2.3.6 East Africa Region**

#### **2.3.6.1 Uganda**

Osuu and Agwot (2014) conducted a study about “Students' Absenteeism: A Silent Killer of Universal Secondary Education (USE) in Uganda.” The purpose of this study was to investigate the major causes of students' absenteeism; and the possible solutions to the vices in Universal Secondary Education Schools in Uganda. The collected data was analyzed using descriptive statistics from the study population of one thousand (1000) constituting a sample of 278 respondents of which 226 returned their fully completed questionnaires giving a response rate at 81.3 percent; obtained from 17 out of 36 USE schools in the four (4) districts of Serere, Ngora, Soroti and Kumi comprised of 07, 04, 03, and 03 USE schools respectively (Osuu and Agwot, 2014).

The study applied a descriptive cross secondary research design. The study also employed both qualitative and quantitative approaches/methods. Data was collected using secondary and primary sources. Secondary sources consisted of publications, reports and literature related to students' absenteeism whilst primary data was collected

using questionnaires and interviews. The study findings showed that; lack of scholastic requirements, household work, lack of interest in education, hunger at school/lack of midday meals, sexual harassment at school, long distance to school, illness or disease, loss of parent or close relative, peer influence, and harsh punishment at school were the top ten (10) causes of students' absenteeism in USE schools respectively.

These causes were both unexcused (64.5) percent and excused (35) percent. Furthermore, the empirical study also shows that; the average rate of students' absenteeism is 23.18 percent in day schools as compared to 3.25 percent in boarding schools. The study recommends that; parents understand their responsibility, government reduces taxes on scholastics materials/provides them free, improve the household income, the government and development partners to support school feeding programme. Critically, the study of Osu and Agwot (2014) has some strength if compared with the proposed study, in sense that both studies are about the same problem of absenteeism. However, the two studies differ in locations where they were conducted (Osu and Agwot, 2014).

The weaknesses of that study of Osu and Agwot, is a failure to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.



### **2.3.6.2 Tanzania**

The researcher Dohho (2015), conducted a study about accelerators Influencing Truancy in Community Based Secondary Schools in Tanzania: A case of Mbulu District. Its purpose was the idea behind this study waste find out the causes of truancy among students in the district. Research objectives were developed to help explore accelerators that manipulate. It was a qualitative research approach. Data collection methods were interviews, focus group discussion, observation and documentary review. The findings showed that there were number of reasons for students 'truancy in community based secondary schools in Mbulu district. The reasons were complex as they were composed of many accelerators that make students not to sustain attending schools regularly (Dohho, 2015).

However, through deep analysis of field data, several interrelated accelerators were revealed. These included peer group and globalization, which were more evident with students who are in adolescent age. Other accelerators included household poverty for students coming from economically disadvantaged families and corporal punishment that influence truancy in schools.

Therefore, if the problem of truancy will not be solved immediately as well as education policies not implemented as required, the strategic role of secondary education to each individual in the district to realize socio-economic development will be affected. The researcher makes several recommendations including the government to build hostels and subsidizing other educational cost to motivate students from economically disadvantaged families to maintain regular school attendances (Dohho, 2015).

Critically, the study of Dohho (2015) likewise, has some strength if compared with the proposed study, in sense that both studies are about the same problem of absenteeism. However, the two studies differ in time, location, methods of data collections where they were conducted. The weakness of Dohho Study is a failure to address the general research question of the proposed study, what is the push and pull accelerators for truancy of students in Tabora Municipal?

Mgonja (2016) conducted a study about accelerators that Influence Truancy in Community Secondary Schools in Mtwara District Rural the purpose of that study was to explore accelerators influencing truancy in community secondary schools in Mtwara District. The study had a sample of 99 participants. The study revealed accelerators, which influence truancy in secondary schools. Data were collected by using questionnaires, Interview guide and documents. The analysis involved quantifying frequencies of responses, which were later presented in Tables. Lack of administrative strategies by heads of school on student truancy, corporal punishments offered to students, low expectation of students from what happens in schools.

These include poor peer groupings, distance from home to school, unreliable transport to school weather aspect especially in rain season variation in socio economic status of parents (SES) family divorce, lack of clear policy on managing student truancy in secondary schools, parents keeping themselves distant from their children academic performance and teachers to be not close enough to their students. Thus, the study recommend the government through Ministry of Education and Vocational Training (MoEVT) to introduce compulsory attendance law similar to that in primary education to involve parents in their children education. Teachers are recommended to develop a

habit of being attentive to problems raised by students for better assistance (Mgonja, 2016).

Critically, the study of Mgonja (2016) has some strength if compared with the proposed study, in the sense that both studies are about the same problem of absenteeism. However, the two studies differ in locations and sample size where they were conducted. The weaknesses of Mgonja study is a failure to address the general research question of the proposed study,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.

Magoke (2013) conducted a study about an Assessment of the accelerators Responsible for Truancy among Secondary School Students: Case Study of Mkuranga District in Pwani Region. The aim of this study is to investigate the factor responsible for truancy among secondary school in Tanzania Main land. The study used primary and secondary data. Primary data were collected from 100 respondents who were interviewed and some filled through questionnaires. The findings presented in this study have identified some accelerators that cause Tanzania students to be truant from secondary education. The study showed that Tanzania students who are truant may see the world around them as unstable, unsafe, threatening and confusing.

That study also revealed that differing sets of pressures in the students' daily lives affect their learning. In order to eliminate the problem of truancy in Mkuranga District

it is recommended that the government should provide a curriculum that meets Tanzania students' needs by providing a positive climate where success and achievement are acknowledged (Magoke, 2013).

Critically, that study of Magoke (2013) has some strength if compared with the proposed study, in sense that both studies are about the same problem of absenteeism. However, the two studies differ in locations where they were conducted. The weaknesses of Veronica study is a failure to address the general research question of this study that inquired,

*“What might be the contributory push and pull in/out accelerators underneath accelerating truancy rate among ordinary community secondary schools in Tanzania, particularly at Tabora Municipality?”*

This was why this fresh study was justified, so as to fill the identified gaps and address the raised fundamental question.

#### **2.4 Knowledge Gaps**

Several conceptual and empirical literatures have been reviewed globally. Suffice to say that the reviewed literature were compared to the proposed study, whereby strength and weaknesses have helped to identify the gaps in terms of locations, time, sample size and methods of data collections and data analysis.

This is why this study will be conducted to fill the identified gaps, so as to address the general raised question enquiring, what are the push and pull accelerators for truancy of students in Tabora municipal? This study was about *Truancy in Community Secondary Schools in Tanzania at Tabora Municipality*.

## 2.5 The Conceptual Framework

In order to execute this study, the researcher drew the logical concept mapping explaining how the researcher viewed the interaction of the constructs, which emerged from the field rather than the variables studied phenomenon. This concept mapping reflects the key words in specific objectives and sub research questions found in chapter one in Figure 2.1, which guided this study as follows.

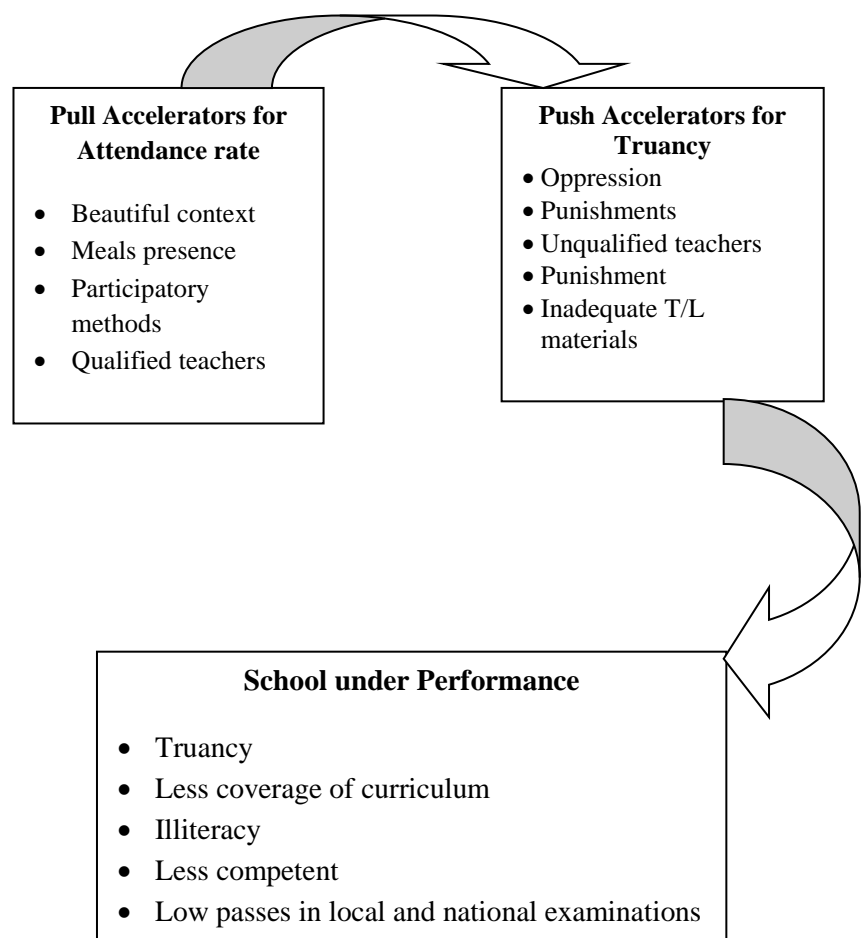


Figure 2.1: Conceptual Framework

Source: Pamphil (2020)

From Figure 2.1 the concept mapping framework one observes what the researcher encountered in the studied field as follows. In Box 1, one sees that the researcher met the beautiful context of schools such as school gardens and buildings. At school as

well, the researcher found the qualified teachers who were using the participatory methods for teaching. Above all the researcher found the students being given meals, and applied participatory methods in the classroom situation. Together, these factors accounted for the pulling accelerators, which may encourage students to like their schools, and that the opposite of those, could lead to truancy for the students in the studied community schools and in turn influence the attendance rate to be low or high (Figure 2.1).

In Figure 2.1 concept mapping framework, one also observes what the researcher encountered in the studied schools field in **Box 2**. One reads another construct about the potential push out accelerators mentioned by the research participants including: truancy, oppression, punishments, unqualified teachers, punishment, and non-participatory teaching and learning methods and in adequate teaching and learning resources such as material. Such, factors together were perceived as the accelerators, which might cause students to escape from schools regularly (Figure 2.1).

Finally, in Figure 2.1 one reads about school performance in **Box 3** in relation to previously observed accelerators in the studied phenomenon. One also reads about potential behaviors' as a result of integration of the pointed out factors, which may either raise the rates of truancy at studied schools with similar context. Moreover, less coverage of curriculum, illiteracy, less competent graduates, and low passes in local and national examinations (Figure 2.1). Briefly, suffice to say that the researcher thinks this concept mapping elaborates what was observed in the entire study in (Figure 2.1).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers an introduction, research paradigm of choice, approach, and design and study area. Also, it covers population, sample size and sampling techniques, methods of data collection ethics, research reliability, validity and ends with chapter summary.

#### **3.2 Research Paradigm of Choice**

In this study the researcher opted the post positivism paradigm, whose philosophies include: pragmatism, interpretive and constructivism, encouraging flexibility rather than conservatism on choice of research approach. The first reason for choice of this paradigm is due to the nature of this study about human's behaviors such as truancy, which are not easily to quantify. Among the philosophies surrounding the post positivism the researcher opted the philosophy of constructivism. This was because, the constructivism philosophy allows a researcher to construct knowledge based on the data from the field not assumptions. The third reason for the choice of this philosophy was because the researcher believes that knowledge is socially constructed, between the researched fellows and the researcher, rather than being discovered out there.

Denzin and Lincoln (2005); Patton (2003); Creswell (1994) insist on the importance of the researcher to begin with the choice of research paradigm before proceeding with issues of methodology. Rehman (2016) elaborates paradigm as a group of

philosophical underpinnings with three major paradigms: positivism, interpretive, and critical the or consisting of four components of: ontology, epistemology, methodology, and methods. The author adds that researchers can investigate different experiences under any of the three paradigms and they should not avoid the possibility of subscribing to different paradigms because of any concerns that they have to be mutually. Above all, it is argued that post positivism is consistent with social constructivists' views (Phillips, 1990).

### **3.3 Research Approach**

In this study the researcher followed the qualitative research approach of the post-positivists. One of the rationales for opting this approach was because of the chosen post positivism paradigm. The post positivism paradigm follows the qualitative approach without disregarding other mixed methods from the quantitative side. The qualitative approach was chosen with the second rationale that the researcher intended to collect more views from research participants' perceptions about the problem of push and pull accelerators for truancy rather than quantities. The third rationale for this choice was because the study involved assessment of subjective attitudes, opinions and behaviors, hence difficult to quantify these.

Resolving the problem of incompatibility of mixing, what, when, where, why, and how to mix, paradigm and approaches Sandelowsky (2000) contends that one can neither mix at paradigm nor approaches levels. The author cautions the researchers not to mix at the level of paradigm approach, but may opt single paradigm, and decide to mix it at the levels of: research design, sampling procedure, data collection and analysis methods (Sandelowsky, 2000).



### **3.4 Research Design**

In this study the researcher opted a triangulated descriptive design. The first rationale was because this design is fond of descriptions, when compared to the quantitative requiring researcher to use larger samples with view to generalize based on the population. The second rationale of opting this triangulated design was because of the chosen paradigm approach in line with the qualitative approach. The descriptive design was favored because it takes account some emerging statistical measures as nominal descriptions as well as the percentages. This design as well, suited the small sample sizes and not necessarily representative of the broader context.

Defining the descriptive design Babbie (1995) says that it is a design, which gives explanation to the high extent, so as to enhance understanding of social research. Patton (2002) too supports it arguing that the descriptive design suits the qualitative approach characterized by its aims which relate to understanding of some aspects about the social life and its methods which generate words, rather than numbers as data for analysis (Patton, 2002).

### **3.5 Research Area**

The researcher conducted this study in Tabora Municipal. The first rationale was because the Tabora municipal is among the historical places where slave trade routes was practiced, the second reason includes that Tabora region is among the earliest regions where Arabs settled. The history of Tabora town can be traced back to 1830, when it was called “Unyamwezi.” During the slave trade in the mid-1840s, the Arabs constructed a base in the town. So, it is assumed that the slave trade might have long term impact in the area academically, economically, as well as culture wise. And

academic wise Tabora is the place where the father of this Nation Mwalimu Julius. K. Nyerere studied at Tabora boys school and taught at St. Mary's secondary school.

The third rationale of conducting this study was due to Tanzania National Census (2002) contending that the literacy rate of the population in Tabora Municipality was 56 percent, which has implications for health awareness. The last rationale for choosing Tabora was because it is among those regions that has high rate of truancy in secondary education, this is according to argument of Prime Minister of United Republic of Tanzania revealed that absenteeism in seven regions in like zones are high in which Tabora is the first region leading with such challenge as per the premier Majaliwa in (Kiango, 2018). The researcher conducted research in four schools located in four wards namely: Cheyo, Ndevelwa, Itonyanda, and Mbugani in Tabora Municipal community schools. These wards are among 29 wards.

### **3.6 Target Population**

The researcher provided equal chance to the homogenous population to be studied, which was related to all Tanzania secondary schools. However, the accessible population included the units of analysis with: teachers, students, headmasters, education officers and parents. Teachers were involved because these are close to call students' names in attendance registers as well as teaching them. Consequently, teachers were thought to possess the rich source information for this study. Students were involved because they are victims and had adequate information, about pull and push accelerators of truancy since they are the ones, who are experiencing this challenge.

The school heads were involved because they are the ones, who are custodians of the studied secondary schools, but also these possess expected rich information about the students. Education officers were involved because they are the ones with municipal data records in their offices, so as well they possess the rich in information.

### 3.7 Sample Size and Sampling Procedure

Since time was not friendly, it could be too difficult to study all secondary schools in the country. The solution was to select a few fellows to be studied as a sample.

#### 3.7.1 Sample Size

The sample size of this study involved 60. This number was expected to be adequate for this study because the research participants' views were expected to be in depth explanation rather than in width in complex statistical counts. So, while all 60 research participants were expected to respond to a questionnaire, their responses were expected to give a general picture about the problem to be studied. Few out of these were interviewed through semi-structured interviews. Patton (1990) supports this small number in a qualitative study saying 40 respondents are enough to give adequate in depth information about the studied problem. The profile of the research participants to be studied was tabulated here under.

**Table 3.1: Research Participants**

Schools	F1 to FIV Students		Parents		Teachers		Head Schools		Education Officer	
	F	M	M	F	M	F	M	F	M	F
	16	16	2	2	8	8	2	2	2	2

**Source:** Pamphil (2020)

### 3.7.2 Sampling Procedure

The researcher in this study opted the purposeful-random sampling. That was because partly the researcher though opted the post positivists' non-probabilistic purposive sampling procedure, but also triangulated the positivists' probabilistic random sampling procedure of randomizing. So, while the purposive procedure assisted to select a few participants, random sampling assisted the researcher to select the groups with majority of participants example four classes of Form One up to Form Four. This group had 32 sampled students. That means in each class two students were selected, whereby one was male and one was female, due to gender roles balance (Table 3.1). Again the randomization assisted to avoid biasness. The researcher also borrowed from the post positivists' non-probabilistic sampling procedure, because of studying few research participants with special roles, in this case school heads, educational officers to mention a few. For instance, teachers have rich information because they call students name in attendance registers, parents too were selected because they have the role of molding students in their families.

So, they have rich information about student's behavior in relation to school. For Education Officers, these were selected purposeful because they possessed adequate information about overall data in a given district or region. This was because it is a procedure supported by experts, in which the researcher mixes strategy of qualitative paradigm and some methods of sampling of quantitative paradigm (Patton, 1990:169; 2009). The choices reflect the researcher's selected flexible philosophy of constructivism and his paradigm of choice of the post positivists, which support small samples and flexible procedures.

### **3.8 Data Collection and Analysis Methods**

For data collection purposes, the researcher opted eclectic model, by triangulating the documentary, interview methods from post positivists and questionnaire tool from positivists. The rationale for eclectic is because one method can have strengths and weaknesses. So, more than one method can reduce the weaknesses found by the other. Patton (1999) defines triangulation as the use of different methods or data sources in qualitative research to capture the comprehensive understanding of a given phenomenon. Denzin (1978); Patton (1999; 2009) identifies four types of triangulation: methods triangulation, investigator triangulation, theory triangulation, and data source triangulation. In this study methods, and data source triangulation was opted. The reason for this is as Patton (1990) suggests that the triangulated methods are complementary in themselves.

#### **3.8.1 Documentary Method**

The researcher collected information from different sources of varying documents.

##### **3.8.1.1 Primary Documentary Data**

One of the type of documentary data is primary sources, which included original data to be collected live from the field, primary documents in this study were students' attendance registers, school boards duty books, because they were rich with fresh teachers' information about the problem of truancy with their possible push and pull accelerators in community secondary schools. Byman and Bell (2007) defines primary data as original data generated for specific purposes of research projected such interviews that were conducted by researcher, questionnaires from the survey that were organized for the research.

### **3.8.1.2 Secondary Documentary Data**

Another category of opted documents in this study were secondary sources, which are not live but they might consist of the relevant information about the studied problem, in which the researcher read the various written related to truancy problem along with their possible, push and pull accelerators in community secondary schools. The secondary data refers to data that were collected by someone who was the user. For example, data for social science included censuses and information collected from the government departments.

Primary documents such as attendance registers, national bureau statistics, and journals were explored. Secondary documents as newspapers, books were consulted to collect secondary data. The rationale included that analysts of social and economic change consider secondary data as crucial. The rationale of opting the documentary sources of data was according to Gagel (1997) arguing that documents may be only necessary data sources for studies designed within an interpretive or constructivists' paradigm.

### **3.8.2 Interviews Method**

Another method that the researcher used was interviews. This method was used because it is a flexible way of getting in depth information. The researcher was the main instrument of collecting such data. This method helped researcher to collect adequate information about the study topic as well as the researcher got appropriate information and at the same time, it helped the researcher to clarify the questions to the respondents. Some authors support the use of interviews elaborating that the

interviewer often may ask several questions together and ask them all as one. The author suggests that researchers should ask one thing at a time (Patton, 1987:124).

### **3.8.2.1 Semi Structured Interview Schedule Tool**

The researcher used the semi structured both open and closed ended questions to the participants. The first rationale for choice of semi structured interviews is because of its capability of collecting thick descriptive data by asking closed questions but with follow up critical probing questions after YES/NO responses such as: why, how and what, instead of only YES/NO. This category of interview schedule tool was used because of collecting the oral information in face to face meeting with respondents in the field, where a respondent asked to fill it in case is able to read and write. But again the researcher may be reading the tool to collect views and may write the responses of the asked questions. Kvale (1983) recommends it saying that the purpose of the semi-structured interview is to gather descriptions of a participant's views with respect to the situation being studied questions act as a guide providing a systematic framework for exploring the topic and enhance consistency in the process of data collection (Kvale, 1983).

### **3.8.3 Questionnaire Tool**

A questionnaire is another research strategy that was used as a tool to collect data so as to seek respondents' attitudes by using a Likert scale of opinions with range of level four or five. This tool was used because it is easier for participants to answer because they have got opportunity for respondents to choose questions to answer since it has got categories of questions, also respondents has got sufficient time for answering the questions appropriately and also he has got time to visit books or any

sources of information, therefore chance for irrelevant answers was limited. Panneerselvam (2004) argues questionnaire as a crucial instrument set of well formulated questions to obtain response from respondents. Furthermore, questionnaires are popular and fundamental tools for acquiring information on public knowledge (Bird, 2009).

#### **3.8.4 Data Analysis Methods**

After finishing the field data collection, the researcher presented data using different styles. Words were put in quotes, and some emerging statistical data appeared using the triangulation of methods for data analysis such as: content analysis, coding and merging raw data to get common categories leading to body of readable text. Likewise, the researchers used contrast and compared data in tables and the content analysis method, were necessary. Patton (1990) argues that the purpose of content analysis is to organize and elicit meaning from the collected data and to draw realistic conclusions from it. The discussion of each analysed data followed and the interpretation as well as conclusion ended in every objective.

#### **3.9 Research Ethics**

The researcher asked the permission from responsible institutions including the Post Graduate Directorate of OUT and districts. Resnik (2015) argues that ethical norms in research are crucial. With rationale that norms promote the aims of the research such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating or misrepresenting research data promote the truth and minimize error. Second rationale was because the research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions,



ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness (Resnik, 2015).

### **3.10 Research Validity and Reliability**

The researcher is aware that validity and reliability are words used by positivists, when elaborating the research rigor for ensuring instruments are reliable and valid so as to yield quality report. However, since the researcher opted the post positivists' paradigm language. So, validity in this study, had also to use their language.

#### **3.10.1 Research Trustworthiness (Validity)**

So, validity in this study referred to trustworthiness. Trustworthiness in this study was ensured through several ways. For instance, study instrument tools were ensured through piloting the questionnaire tool. This instrument was tried to some few fellows to see if it could collect the expected results. Those fellows were not included in the latter field study.

The rationale for conducting pilot study enabled the researcher to have appropriate research questionnaire and interview tools expected to yield reliable responses. To this end, Stand (2002) argues that the term 'pilot studies' refers to specific pre-testing of a particular research instrument such as a questionnaire or interview schedule as an important element of a good study design. Second trustworthiness was ensured through maintaining consistency, and ensuring close follow-up of ethics component. However, the author cautions that conducting a pilot study does not guarantee success in the main study. It only increases the likelihood of success. The tested population respondents were not necessarily included in the main work process of conducting this

study. The validity of the research findings was ensured by consulting my supervisor not only to critique the research instruments but also to edit my work done.

### **3.10.2 Research Dependability (Reliability)**

Reliability in this study referred to dependability of the instruments and findings. The dependability in this study was ensured by giving the proposal and report to expert peer fellows method where they read the texts and gave their critique. One of those expert fellows was my supervisor and editor. Second way of ensuring dependability in the qualitative study was to collect data that were context based, since the aim of this study was not to generalize the findings based on the entire population but to the sample and context. So, the researcher expected the study findings to be transferable to similar other context with similar characteristics. Another way was to ensure the researcher collected thick descriptions about the problem.

Confirming the conformability and transferability of qualitative findings, Lincoln and Guba (1985) suggest that for qualitative research findings to be dependable the processes within the study should be reported in details, so as to enable the future researchers to repeat the same work and if need be get the same results (Lincoln and Guba, 1985).

## **3.11 Chapter Summary**

This chapter was about the research methodology. It covered: research paradigm of choice, research approach, research design, study area, population, sample size as well as sampling techniques. It also, covered data collection and data analysis methods, issues about research ethical considerations, research rigor about reliability and validity. Chapter three ends with the chapter summary.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, DISCUSSION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter covers data presentation, analysis, discussion and interpretation. The researcher followed the pragmatism suggestion of following the specific objectives and research questions when the hypotheses are not used in arranging chapter four and five.

#### **4.2 Extent of Truancy in Studied Schools**

Objective one of this study examined the extent to which truancy exists in studied community secondary schools. Its first sub research question inquired, what is the level of truancy in community secondary schools in Tabora Municipality? The primary documents and interview methods were used for collecting data for this objective. The primary documentary data were analysed manually to yield tables, while content analysis, categorizing, coding, and transcription were used to analyse interview responses.

In order to understand the trend of truancy scenario, four schools given pseudonyms A, B, C and D were studied variously. For understanding the extent of truancy in two sampled schools, the researcher studied two academic year cohorts of 2017-2018 and 2018-2019 at levels of Form One (FI) as well as Form Four (FIV) in objective one the researcher explored the duty and attendance register reports.

For other levels of Form Two (FII) and Form Three (FIII) classes, the interviews method dominated. Results for the extent of truancy in classes of two cohorts of FI and FIV are portrayed in Tables 4.1, 4.2, 4.3 4.4. To start with Table 4.1 is presented first as follows.

**Table 4.1: Extent of Truancy at School A from Attendance Register and Duty Reports**

Year		Form I			Registered			Absentees	
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
<b>2018</b>	31-Jan	0	0	0	0	0	0	0	0
	28-Feb	20	14	34	19	14	33	1	0
	23Mar	20	14	34	19	12	31	1	2
	30-Apr	19	12	31	19	12	31	0	0
	31May	20	12	32	20	12	32	0	0
	1-Jun	21	12	33	20	12	32	0	0
	31-Jul	17	12	29	21	11	32	0	1
	31-Aug	17	14	31	17	14	31	0	0
	28-Sep	17	14	31	15	14	29	2	0
	31-Oct	17	14	31	16	14	30	1	0
	30 Nov	17	14	31	17	14	31	0	0
	7-Dec	17	14	31	17	14	31	0	0
<b>2019</b>	30-Jan	20	15	35	19	15	34	1	0
	28-Feb	22	8	30	19	8	27	3	0
	28Mar	22	10	32	21	10	31	1	0
	30-Apr	22	14	36	19	13	32	3	1
	30May	22	14	36	21	13	34	1	1
	June	22	14	36	17	12	29	5	2
	31-Jul	22	13	35	21	10	31	1	3
	29-Aug	19	19	38	19	19	38	0	0
	30-Sep	19	19	38	17	17	34	2	2
	31-Oct	20	19	39	19	19	38	1	0
	7-Nov	20	19	39	19	18	37	1	1
	6-Dec	0	0	0	0	0	0	0	0

Source: Field Data (2019)

In Table 4.1 one sees the presented data of FI in two cohorts 2017-2018 academic year and cohort 2018-2019 academic year at school A, starting from January to November.

The extent of truancy for FI from February 2018 had only one 1(2.94) percent of truant out of 34 registered students. In March the amount of truancy increased to 3(8.82) percent of truants out of 34 total students registered in that month (Table 4.1). In July truancy amount was 2 (3.44) percent of truants out of 29 total students registered in that month students in that month. Similarly, September truancy remained constant with 2(6.45) percent of truants out of 31 total students registered in that month, while in October truancy decreased to 1(3.22) percent of truants out of 31 total students registered in that month at school A (Table 4.1).

In Table 4.1 too, one observes that in the academic year cohort 2018-2019, the extent of truancy in February remained at 3(10) percent of truants out of 30 registered students in the studied secondary schools of Tabora municipality. In March truancy fluctuated to 1(3.12) percent of truant out of 32 registered students. Besides that, in June, truancy increased to 9 (19.44) percent out of 36 increased registered students at school A. In July, truancy rose to 7 (14.28) percent of truants out 35 registered students. Finally, in September truants were 6(10.52) percent out of 38 students registered students (Table 4.1). The data gathered from the field at school A suggested that the extent of truancy in FI cohort 2018-2019 academic year was greater than in the previous academic year as of 2017-2018 (Table 4.1).

Looking at Table 4.1, one still sees further the extent of truancy at school A for Form One in two consecutive years from the cohort 2017- 2018 to cohort 2018-2019, beginning from the month of January to November. Looking at the collected and analysed primary data from the attendance register, the results revealed that in the year 2018 the number of truancy was low when compared to the attendance in the

previous year 2019 the extent of truancy for FI from February 2018 and other months are seen as follows. In February, truancy rose to only 1(2.94) percent of truants out of 34 registered students. In March, truancy rose to 3(8.84) percent out of 34 registered students. In July, truancy rose to 2(3.44) percent of truants out of 29 existing students in that month (Table 4.1).

In September truancy rose to 2 (6.45) percent of truants out of 31 registered students. Besides that in October truancy remained at only 1(3.22) percent of truants out of 31 registered students. In the cohort 2018-2019 academic year the extent of truancy from February truancy rose to 3(10) percent of truants out of 30 registered students. On March truancy rose 1(3.12) percent of truants out of 32 registered students (Table 4.1).

In June truancy rose to 9(19.44) percent of truants out of 36 registered students which was the highest peak, when compared to the rest of months. Much more, in July truancy to 7 (14.28) percent of truants out of 35 registered students and in September truancy lowered a bit to 6(10.52) percent of truants out of 38 registered students (Table 4.1). The registered students in the cohort 2017-2018 academic years and cohort of 2018-2019 academic year varied from one month to another from January to December in form one classes because students in these cohort were reported in school at different intervals (Table 4.1).

Through the interview method, the researcher inquired school head (H1) of secondary school A was interviewed about the extent of truancy at the very school, the administrator had the following words to say;

*“...Truancy at school A in FI seems to be low when compared to other classes because students are newcomers, and they are not familiar with the school environment. Also, their subjects at this level are not difficult, and there are at a young age...” (H1 11.11.019).*

All in all, the analyzed data from the field at school suggested that the extent of truancy in cohort 2018-2019 academic year was greater than in the previous cohort 2017-2018 academic year as shown in (Table 4.1). When the School Head (H1) of secondary school A was interviewed about the varying extents of truancy at the very school, the leader had the following words to say;

*“...The type of truancy which exists in my school is temporary whereby students absent for few days and then returned to school or absent in some periods and then returned truancy exists more in Form Two and forms three due hardness of subjects and students foolish age...”(H1 11.11.019).*

Furthermore, the researcher proceeded to interview other research participants, including Class Teachers (CT). When the CT of secondary school A was interviewed about the extent of regular truancy in FI class at school A, this teacher also had the following words to say;

*“...The rate of truancy in FI students at school A is not high because these are newly registered students, who have started their schooling afresh their attendance is still at almost 95 percent...”(CT 11.11.019).*

When the representative parent (P1) with a child at school A was interviewed to think about the extent of prevailing truancy at school A, the P1 had the following words to say;

*“...Truancy exists in school A I realized this from parents meeting which are held at the end of each term to solve different challenges which exist in school A...” (P1 11.11.019).*

As one can read through the analysed primary data in Table 4.1 and the interviews from varying interviewed research respondents H1 of A CT and P1 (12.30. 019) such data suggest the conclusion on the extent of truancy in Form One (F1) to be low. The given reasons for truancy to be lower at that level of class the first was because of either newness of (F1) students. The second reason from the administrator and interviewed class teachers were their subjects to be easiest compared to the rest of upper level (H1; A 11.11.019; CT1 11.11.019; P1 11.11. 019). The analysed data also seem to suggest that the upper classes of FII, FIII and FIV, seemed to have higher dropout rate at studied secondary schools, because of the experienced students to the environment surrounding the schools.

Likewise, the interviewed research participants seem to suggest that the higher students' progress to enter higher levels of study in Form Two, three and four, they encounter difficult subjects, and hence the difficulty of the subjects seems to be one of the reasons for the prevailing rise of dropout at school A (Table 4.1). Critically speaking one wonders on these findings from school A, which seem to be quite different from normal expectations one could have. Instead of the students to be motivated by entering higher levels of secondary education, the students at school A surprised the researcher for being unique to the contrary to the normal experience in other schools.

The findings in Table 4.1 reflect the studies of (Dohho, 2015; Mgonja, 2016). The researcher explored the extent of truancy in the studied schools A, B, D and E. The following Table 4.2 as follows.



**Table 4.2: School (A) Attendance Register and Duty Report of FIV 2019 on Truancy**

Year	Form IV	Registered			Present			Absentees			Tot. %
		Boys	Girls	Tot.	Boys	Girls	Tot.	Boys	Girls	Tot.	
2018	30-Jan	15	19	34	15	18	33	0	1	1	2.94
	28-Feb	16	20	36	16	18	34	0	2	2	5.55
	29-Mar	16	20	36	15	18	33	1	1	2	5.55
	30A	16	21	37	15	18	33	1	1	2	5.40
	31May	16	21	37	15	19	34	0	1	1	2.70
	7-Jun	16	21	37	16	20	36	7	11	18	48.64
	31-Jul	16	20	36	9	10	19	1	1	2	5.55
	30- Aug	16	20	36	15	19	34	0	1	1	2.77
	30-Sep	16	20	36	16	19	35	0	1	1	2.77
	31-Oct	16	20	36	12	18	30	4	2	6	16.66
	1-Nov	16	20	36	12	18	30	4	2	6	16.66
<b>Dec</b>	NECTA										
<b>Jan</b>	NECTA										
2019	28-Feb	22	15	37	16	11	27	6	4	10	27.02
	23Mar	22	15	37	20	14	34	2	1	3	8.10
	30-Apr	22	14	36	19	12	31	3	2	5	13.88
	31May	21	14	35	21	14	35	0	0	0	0
	1-Jun	21	14	35	21	14	35	0	0	0	0
	31-Jul	21	14	35	19	13	32	2	1	3	8.57
	31-Aug	21	14	35	19	14	33	2	0	2	5.71
	28-Sep	21	14	35	12	11	23	9	3	12	34.28
	31-Oct	21	14	35	17	12	29	4	2	6	17.14
	30-Nov	0	0	0							
Dec	0		0	0	0	0	0	0	0	0	

Source: Field Data (2019)

Table 4.2 shows the attendance register of FIV students at school A in the cohort 2017- 2018 academic year and cohort 2018-2019 academic year at school A the results show that the amount of truancy varied from month to month. For example, in January truancy was 1(2.94) percent of truants out of 34 registered students, in February truancy rose to 2(5.5) percent of truants out of 36 registered students.

Whereas in March truancy was 2(5.5) percent of truants out 36 registered students. In April truancy remained at 2(5.4) percent of truants out of 37 registered students. While in June, truancy rose higher to 18 (48.68) percent of truants out of 37 registered students existing in that month. Whereas in July truancy was lowered to 2(5.5) percent of truants out of 36 registered students (Table 4.2).

In August truancy recorded only 1(2.7) percent of truants out of 36 registered students in that month, while in the month of September truancy remained at only 1(2.7) percent of truant out of 36 registered students. Whereas in October truancy was with 6(16.66) percent of truants out of 36 registered students. While in November truancy was with 6 (16.66) percent of truants out of 36 registered students (Table 4.2). With these data in June, the implication is that, October, and November had a higher rate of truancy compared to the rest months (Table 4.2). Also, in the academic year 2018-2019, the number of truancy had decreased from one month to another month. However, the researcher found that in February the amount of truancy rose to 10 (27.02) percent of truants out of 37 increased registered students. In September truancy rose high to 12(34.28) percent of truants out of 35 registered students existing in that month (Table 4.2).

These analysed data suggest that the months seem to have a higher rate of truancy in this year were February and September (Table 4.2). So the researcher found that in the academic year 2017-2018 cohort the amount of truancy was higher as compared to the year 2019 in which on June 2018, truancy rose to 18(48.67) percent of truants out of 37 registered students existing in that month. October and November 2018 had the same higher truancy was with 6(16.66) percent of truants rose to out of 36 registered

students existing in that month (Table 4.2). The analysed data in 4.2 were complemented by interviews. When the School Head coded (H1) of secondary school A was interviewed about the extent of truancy in Form Four at the very school, the leader had the following words to say;

*“...In Form Four class some of the students are at the pick of losing interests of schools hence some of them decided to leave the school, and if forced by parents to go to school they decide themselves to absent, cheating their parents that they go to schools, but they ended up in shrubs waiting their fellows' students returned from school, and joined them back to home, and this is proved by parents when they are called to school following the truancy cases of their children's they say their child wore the uniform as normal and go to school at appropriate time...”(H1 11.11.019).*

When the researcher interviewed the Ward Educational Officer coded (WEO) of the ward in which school A is situated in Tabora municipality, to respond to interview question about the extent of truancy in FIV the WEO had the following words to say;

*“... In school, A Form Four, students are not engaged in truancy. May be due to most of them are prepared for the National exams, and they have well understood the significance of education...” (WEO12.11.019).*

Furthermore, the researcher proceeded to interview other research participants, including Class Teachers coded (CTs). When the CT1 of secondary school A was interviewed about the extent of prevailing truancy in Form Four class at school A, this teacher also had the following words to say;

*“...The rate of truancy in Form Four students in my school is not high because at that time students are started preparation of national examinations, and they are well matured known relevant of educations, by comparing with other classes the CT1 insists that extent of truancy in FI, FI and FIII is of the high rate at my school due to the subjects seems to be difficult, and they are at foolish age...”(CT1 12.11.019).*

When the Parent (P1) with a child at school A was interviewed to think about the extent prevailing of truancy at school A, in Form Four class the P1 had the following words to say;

*“...Truancy exists in FIV class at school A, but not to greater extent as in Form Two and Form Three classes this is because most of the students in Form Four are well matured know the relevance of education,. They are making preparation of National examinations ...”* (P112.11.019).

As one can read through the primary data in Table 4.2 and the interviews from varying interviewed research respondents H1; WEO; CT1; and P1 (11.11.019; 12.11.019;) portrayed the extent of truancy at school A.

The given accelerators as per why the truancy is low among the FIV students in school A was assumed by one of the respondents rationalizing; to be;

*“...The accelerators for low truancy in Form IV is because at this time students Form Four are candidates because they have started the preparation of the national examinations and they are assumed to be matured known relevant of educations, so, only a few of them lose the interests of schooling, and decide to leave the school dropout of school. Any attempt to force these students through their parents to go to school, such students begin to absent themselves. They may start cheating their parents that they attended at school, but they end up in bushes waiting for their fellow's student to return from school to join them back to home. Such a serious tendency of behavior was proved by parents, when they are called by the administration to school, to discuss the truancy cases of their children. Such parent said; my child wears uniform pretending to be normal and attending school at the appropriate time, but actually I get information that doesn't attend at school...”* (H1 A; WEO; CT1; and P1 11.11.019; 12.11.019).

By comparing with the rest of other classes FII and FIII, the data seem to suggest a high dropout rate at school A, because of the experienced students to the environment surrounding the school. Likewise, the interviewed research participants seem to

suggest that the higher students' progress to enter higher levels of study in Form Four they are starting to realize the relevance of education and starting thinking about their future lives and hence a number of truancy in FIV is low at school A. Critically speaking one wonders on these findings from school A, which seem to be quite different from other studied schools and elsewhere in the country.

**Table 4.3: School B Primary Data by Attendance Register Form One on Truancy**

Year	Form I	Registered			Present			Absentees			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Absentees %
	31-Jan	0	0	0	0	0	0	0	0	0	0
	28Feb	40	40	80	37	39	76	3	1	4	5
	23Mar	40	40	80	38	39	77	2	1	3	3.75
	30Apr	40	40	80	32	39	71	8	1	9	11.25
	31May	40	40	80	30	33	63	10	7	17	21.25
<b>2018</b>	1-Jun	40	40	80	30	33	63	10	7	17	21.25
	31-Jul	40	40	80	33	39	72	7	1	8	10
	31Aug	40	40	80	40	39	79	0	1	1	1.25
	28-Sep	40	40	80	33	36	69	7	4	11	13.75
	31-Oct	40	40	80	35	38	73	5	2	7	8.75
	30Nov	40	40	80	38	36	74	2	4	6	7.5
	6-Dec	40	40	80	35	40	75	5	0	5	6.25
<b>2019</b>	30-Jan	0	0	0	0	0	0	0	0	0	0
	28-Feb	40	40	80	31	32	63	9	8	17	21.25
	28Mar	40	40	80	37	38	75	3	2	5	6.25
	30-Apr	40	40	80	40	40	80	0	0	0	0
	30May	40	40	80	38	36	74	2	4	6	7.5
	June				<b>H</b>	<b>O</b>	<b>L</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>Y</b>
	31-Jul	40	40	80	28	39	67	12	1	13	16.25
	29Aug	40	40	80	30	40	70	10	0	10	12.5
	30-Sep	40	40	80	25	32	57	15	8	23	28.75
	31-Oct	40	40	80	28	37	65	12	3	15	18.75
	7-Nov	40	40	80	29	34	63	11	6	17	21.25

Source: Field Data (2019)

Instead of being motivated by entering higher levels, the students of this school A seem to be unique to the typical experience in other schools. The findings in Table 4.2 reflect the findings of other reviewed researchers reported in (Dohho, 2015). The researcher proceeded to investigate the scenario of truancy at school B and the findings are portrayed in the Table 4.3.

Table 4.3 shows the attendance register record of two cohorts of FI class 2017-2018 and cohort 2018-2019 academic years at school B. The number of truancy in this class varies from month to month. In February, the truancy rose to 4(5) percent of truants out of 80 students registered students existing in that month. In March the recorded truancy was lower with 3(3.75) percent of truants out of 80 registered students existing in that month. In April the recorded truancy was with 9 (11.25) percent of truants out of 80 registered students. In May the recorded truancy rose to 17 (21.25) percent of truants out of 80 registered students. In June truancy remained constant with 17 (21.25) percent of truants out of 80 registered students. In July, truancy was lower 8 (10) percent out of 80 registered students existing in that month. In August truancy was even lower with only 1(1.25) percent of truant out of 80 registered students existing in that month. In September the recorded truancy was with 11 (13.75) percent of truants out of 80 registered students existing in that month (Table 4.3).

In October the truancy was with 7 (8.75) percent of truants out of 80 registered students. In November recorded truancy was with 6(7.5) percent of truants out of 80 registered students, and in December 2018 recorded truancy was with 5(6.2) percent of truants out of 80 registered students.

Looking at these analysed data they suggest that the following months had a great extent of truancy in April, was with (11.25) percent of truants out of 80 registered students. This month is followed by May in which the number of truants was with 17(21.25) percent truants out of 80 registered students. In June also truancy was with 17(21.25) percent of truants out of 80 registered students. In September 2018 truancy was with lowest with only 1 (13.75) percent of truant out of 80 registered students (Table 4.3).

Looking the same FI class cohort of 2018-2019 one realises that the number of truancy\increased as a month to month from February to December 2019, this implies that truancy existed in each month. From the Table 4.3 the months which show the high rate of truancy was in February, in which the recoded truancy with 17(21.25) percent of truants out of 80 registered students existing in that month. In July, truancy was with relative high with 13 (16.25) percent of truants out of 80 registered students existing in that month. In September the recorded truancy was highest with 23 (28.75) percent of truants out of 80 registered students existing in that month. In October the recorded truancy was relative higher with 15 (18.75) percent of truants out of 80 registered students, and in November the recorded truancy with relative higher 17 (21.25) percent of truants out of 80 registered students existing in that month. From Table 4.3, still one observes that the extent of truancy was great in 2019 in FI class at school B indicated consecutive cohorts in two academic years 2017-2018 and 2018-2019 (Table 4.3).

One may argue from Table 4.3 that the attendance record of FI cohort 2017-2018 academic year at school B revealed the rise of truancy at constant amount in two

consecutive months of May with 17(21.25) percent of truants out of 40 registered students and June 2018 with 17(21.25) percent out of 40 registered students. It was revealed too that the months with lowest truants were January 2018 with 0 and August with only 1(1.25) percent out of truants out of 40 registered students. Similarly, Table 4.3 reveals the attendance record of Form I (FI) cohort 2018-2019 academic year at the same school B, revealed the rise of truancy at constant amount in two consecutive months of February 2019 with 17(21.25) percent of truants out of 40 registered students and November 2019 with 17(21.25) percent out of 40 registered students.

It was revealed too that the month with highest truants rate was September, 2019 with 23 (28.75) percent out of 40 registered students (Table 4.3). The months with lowest truants were January, April, 2019 with 0 (Table 4.3). When the School Head (H2) of secondary school B was interviewed about the extent of truancy in Form One at the same school B, the leader had the following words to say;

*“...the extent of truancy in Form One is minimum because Form One students are new in school environments Form Two and Form Three had got a high rate of truancy because they are experienced with school environments...”* (H2.12.11.019).

When the representative parent (P2) with a child at school B was interviewed to think about the extent prevailing of truancy at school B, in FI class the parent (P2) had the following words to say;

*“...Truancy exists at my school, but it is not in a great extent because parents are familiar with the significance of education, classes with high truancy are Form One, because of language changed from Kiswahili to English also FII and FIII truancy is high because they are absent from school and go to do individual works like preparation of coal for domestic uses...”* (P212.11.019).



When the researcher asked the Word Educational Officer (WEO) of school B to respond to an interview question about the extent of truancy in Form One the executive leader had the following words to say;

*“... FI students they are registered more than seventy students, but as time go number of drop out is high for example in the year 2019, in FI class truancy was minimum, high rate of truancy started in FI up to FII is higher than FI and FIII is higher than FIV in school B...”*(WEO.12.11.019).

Furthermore, the researcher proceeded to interview other research participants, including Class Teachers (CT1). When the CT1 of secondary school B was interviewed about the extent of prevailing truancy in FI class at school B, this teacher also had the following words to say;

*“... FI and FII students are seen to be more absentees from school than Form Three and FIV, FII students are in take-off stage in village schools they are coming to school to see if subjects are understood. So most of the students realize subjects are difficulties, and they leave school and go to do other economic activities. For FIII and FIV students they are not much truant because at the time they know the procedure of school and significance of education...”* (CT2 12.11.019).

As one can read through the primary data in Table 4.3 and the interviews from varying interviewed research respondents H2 of B (12.11.019); P2 (12.11.019); WEO (13.11.019); CT2 (12.11. 019) provided reasons rationalizing that;

*“...The extent of truancy in FI, and FII are upper levels. The provide accelerators included; the first was because of FI have English language problems, which force them to code shifting from Kiswahili to English. Consequently, the students become truant due to the language problem. Other identified reasons for FI truancy was due to difficulties of subjects as most of the students are new to fresh subjects, when compared to the rest of top classes. Other classes FII, FIII, and FIV at these classes, their students are matured, surely they know the significance of education, and hence truancy is not high at school B (H2 12.11.019; P2 12.11.019; WEO 13.11.019; CT2.12.11. 019).*

Critically speaking, one may wonder on these findings from school B, which seem to be quite different from so many schools elsewhere in the country. The students of this school B, seem to be unique deviating from the normal experience in other schools. The findings in Table 4.3 reflect the findings of the reviewed reports, reporting that the students in FI1 have the highest rate of truancy (Magoke, 2013). The researcher proceeded to investigate the scenario of truancy in two cohorts of FIV at school B and the findings are portrayed in Table 4.4 as follows.

**Table 4.4: School B Attendance Register and Duty Report Book Form IV on Truancy**

Year	Form IV	Registered			Present			Absentees		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total %
2018	31Jan	3	2	5	3	2	5	0	0	0
	28Feb	3	2	5	3	2	5	0	0	0
	23Mar	3	2	5	3	2	5	0	0	0
	30Apr	3	2	5	3	2	5	0	0	0
	31May	3	2	5	3	2	5	0	0	0
	1Jun	3	2	5	3	2	5	0	0	0
	31Jul	3	2	5	3	2	5	0	0	0
	31Aug	3	2	5	3	2	5	0	0	0
	28Sep	3	2	5	3	2	5	0	0	0
	31Oct	3	2	5	3	2	5	0	0	0
	30Nov	3	2	5	3	2	5	0	0	0
2019	6Dec	3	2	5	0	2	2	3	0	3
	30Jan	8	0	8	8	0	8	0	0	0
	28Feb	8	0	8	8	0	8	0	0	0
	28Mar	8	0	8	8	0	8	0	0	0
	30Apr	8	0	8	8	0	8	0	0	0
	30May	8	0	8	7	0	7	1	0	1
	June	8	0	8	3	0	3	4	0	4
	31Jul	8	0	8	8	0	8	0	0	0
	29Aug	8	0	8	8	0	8	0	0	0
	30Sep	8	0	8	8	0	8	0	5	5
	31Oct	8	0	8	8	0	8	0	0	0
7Nov	8	0	8	8	0	8	0	0	0	

Source: Field Data (2019).

In Table 4.4 one also observes how the researcher studied FIV class in two cohort's academic years 2017-2018 and 2018-2019 at school B. The existing data of every class at school B were examined and revealed that the cohort of FIV of 2017-2018 joined the school in the academic year 2014-2015 with 12 registered students (Appendix IV). The females were 4(28.57) percent and males were 10(71.42) percent out of 14 registered students. However, the analysed data in Table 4.4 reveals that as time went on, until the academic year of 2017-2018, Table 4.4 shows that in January the attendance of existing students remained 5 in total, whereby females were 2 and males were 3 with 0 truancy out of remaining 5 registered students at school B (Table 4.4; Appendix IV).

The same trend of zero truancy record continued across months of February, March, April, May, June, July, August, September, and October, 2018 except the month of December recorded truancy with 3(60) percent truants out of 5 registered students remaining in the class of that FIV cohort of 2017-2018 academic year before quitting the school as graduates. One may still argue that although the degree of truancy remained at zero across the year, but the degree of dropout was very high. Similarly, the analysed data in Table 4.4 revealed further that the FIV cohort 2018-2019 joined school B 2015-2016 academic year with only 14 registered students (Table 4.4).

The class primary data of attendance register indicated that in May the recorded truancy had only 1 (12.5) percent of truant out of 8 remaining registered students existing in that month. In June, the recorded truancy was higher with 4 (50) percent of truants out of few 8 students existing in that month. In September truancy rose even

more to 5 (62.5) percent of truants out of 8 registered students existing in the class in that month at school B.

Looking at Table 4.4 one sees that the cohort of FIV in 2018-2019 academic year, the month of February 2019, recorded 0 truancy out of 8 remaining registered students, and trend of zero record truancy continued in the month of March, April, but in May same year the recorded truancy was only 1(12.50) percent of truants out of 8 remaining registered students in that month. In month of June the recorded truancy rose higher with 4(50) percent of truants out 8 remaining registered students. In the months of July and August the recoded truancy resumed zero (0) percent of truants out of remaining 8 registered students. The recorded truancy of September in the same year was the extent of truancy was highest with 5(62.50) percent of truants out of 8 remaining registered students at school B. From months of November, the recorded truancy resumed (0) percent out of 8 remaining registered students (Table 4.4).

Through interviews the researcher met with School Head coded (H2) of secondary school B was interviewed about the extent of truancy and the accelerators which might be hiking truancy at that school in FIV class, the very school leader had the following words to say in reference to the rest of classes;

*“... In FIV classes the number of absenteeism are minimum compared to other classes of FII and FIII. The reasons could be because FIV students have already registered as candidates of the national examinations, and the registration begins every January of every year...” (H212.11.019).*

The interview responses of H212.11.019 fit the FIV cohort of 2017-2018 but not cohort of 2018-2019, the later recorded higher record of truancy in 2018-2019

academic years. Furthermore, the researcher proceeded to interview other research participants, including Class Teachers (CT). When the CT2 of secondary school B was interviewed about the extent of prevailing truancy in FIV class at school B, this teacher also had the following words to say;

*“...The rate of truancy in FIV students in school B is not high because at this time, students are starting to understand themselves about the importance of education at the level they in relation to time management. So they are trying to prepare for good performance well in their examination...”* (CT212.11.019).

In this study the parents were also involved too. When the parent coded (P2) with a child at school B was interviewed to think about the extent prevailing of truancy at school B, the P2 had the following words to say;

*“...Truancy exists in school B but not in great extent because most of the parents are starting to be familiar with the importance of education. Classes with high truancy is FI because of new subjects and language change from Kiswahili to English also FII and FIII, they are also absent from school and go to do individual economic activities like preparation of wood charcoal and cattle keeping...”* (P212.11.019).

When the researcher asked the Word Educational Officer (WEO) of school B to respond to an interview question about the extent truancy in Form Four the executive leader had the following words to say;

*“...When students are registered in FI in school B, they are at two trims which are approximated to be 80 students, but the amount of drop out was higher, for example, the number of students who completed FIV in 2019 was only 8 students in school B, FI truancy is low in school B problem starts after FII exams up to FIV and truancy in FII is higher than FIII but also higher than FIV...”*(WEO 13.11.019).

As one can read through the primary data in Table 4.4 and the interview responses from varying interviewed research respondents as H2 of B; CT2; P2 and WEO,

suggest that the extent of truancy in FIV when compared to rest of classes of FI, FII and FIII in the studied cohort and academic year was minimum at school B.

Among the mentioned accelerators of truancy at that school one was;

*“...because the FI language code are faced with the problem of language code shifting problem from Kiswahili to English. So, some students become truant due to language problem, may be because they lose interest of following up what is being taught. Another assumed accelerator for FI was difficulties of subjects as most of the students are new to FI lessons, when compared to the rest of top classes. At these classes are well matured know the significance of education (H2; CT2; P2; WEO2; 12.11.019).*

Critically speaking, one may be surprised with these findings from school B, because students of school that school seems to be unique contrary to normal expectations that FI are interested with learning fresh things like Biology, Chemistry, and Physics, advanced English language and so on. So, one could not expect truancy at FI in several schools just as the results of the two studied school suggested. This finding in Table 4.4 reflects the findings of the reviewed national reports reporting similarly truancy cases at lower classes of ordinary secondary schools in particular FII students with had the highest truancy rate in Mkuranga district (Magoke, 2013).

#### **4.3 Push and Pull Accelerators for Truancy in Tabora Municipality Schools**

Objective two assessed the accelerators, which hike the extent of truancy in the four studied schools A, B, C, and D. Its research question inquired what are push and pull in or out accelerators, which are accelerating students' truancy in studied community secondary schools Tabor municipal? The data were collected through primary documents, questionnaire and interviews. Thus, the researcher analysed the data of

each category independently using triangulation methods such as content analysis, coding and merging raw data to get common categories leading to a body of readable text. The researcher presented data using Tables categorized into ethical, economic, social, geographical, biological, health and government, as well as school-related accelerators.

It should be clear right from the beginning that on the one hand, the push accelerators are those causes within the school like severe punishments which may make the school unattractive place for some students, hence act as accelerator the pushing students out of the school environment. On the other hand, the pull out accelerators is those causes accelerating the students by attracting them to escape from school, such as pornography video watching (H111.11.019).

The researcher proceeded to investigate the accelerator categories associated to ethical category in three groups: peer group, drug abuse, and punishment that are responsible to hike truancy variations at school B using a questionnaire tool. The findings about accelerator categories associated to ethical category in three groups: peer group, drug abuse, and punishment are portrayed in the Table 4.5.

In Table 4.5 one sees the ethical grouped accelerator category, including peer group, drug abuse, and corporal punishment. Among these ethical categories, the data from interviewed people and Table 4.5 revealed that the peer group seemed to be both internal and external push and pull out ethical accelerator, which hikes truancy in studied secondary school. This was supported by greatest amount 38(63.33) percent of respondents out of 60 research participants at school A, strongly agreed that the peer

group associated to ethical accelerators category is leading accelerator of truancy in four studied community secondary schools (Table 4.5). It was followed by relative great amount 13(26.66) percent of respondents out of 60 research participants at school B, who agreed casually on the same ethical pull and push out accelerator to be hiking truancy in four studied schools (Table 4.5).

**Table 4.5: Ethical Pull or Push Accelerator Category for Truancy Increase/Decrease**

	<b>Schools</b>	<b>Accelerator</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>SD</b>	<b>D</b>	<b>Total</b>
	A	Peer Group	14	0	1	0	0	15
	B		9	6	0	0	0	15
	C		8	5	1	1	0	15
	D		7	2	4	2	0	15
<b>Total</b>	Frequency		<b>38</b>	<b>13</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>60</b>
	Total %		<b>63.33%</b>	<b>21.66</b>	<b>10</b>	<b>5</b>	<b>0</b>	<b>99.9</b>
	A	Drug Abuse	3	1	5	0	6	15
	C		4	5	3	3	0	15
	D		2	2	6	2	3	15
	B		1	2	3	0	9	15
<b>Total</b>	Frequency		<b>10</b>	<b>10</b>	<b>17</b>	<b>5</b>	<b>18</b>	<b>60</b>
	Total %		<b>16.66</b>	<b>16.66</b>	<b>28.33</b>	<b>8.33</b>	<b>30</b>	<b>99.98</b>
	A	Corporal Punishment	4	8	1	1	1	15
	C		2	3	3	2	5	15
	D		4	1	3	4	3	15
	B		1	4	2	5	3	15
<b>Total</b>	Frequency		<b>11</b>	<b>16</b>	<b>9</b>	<b>12</b>	<b>12</b>	<b>60</b>
	<b>Total %</b>		<b>18.33</b>	<b>26.66</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>99.99</b>

Source: Field Data (2019)

Besides that the analysed data revealed that the little amount 6 (10) percent of respondents out of 60 research participants were not sure on which factor really hikes the truancy in the studied schools in four studied community secondary schools. Next, were very little amount 3(5) percent out of 60 respondents strongly disagreed that peer group accelerator related to ethical category hikes the truancy in four studied schools.



Lastly, none (0) percent out of 60 respondents disagreed casually that peer group accelerator hikes the truancy rate in number rose to participants in four community secondary schools (Table 4.5).

The analysed questionnaire data suggested the conclusion that the greatest number of respondents strongly agreed that really the ethical related category of peer groups within school and outside the school environment is a pull and push out accelerator at both studied secondary schools in Tabora municipality. In comparison with Table 4.5, one can still see that the peer group in school A is a leading pull factor in accelerating the truancy problem in the studied schools of Tabora municipality. This was because had high frequency of respondents agreeing strongly frequently; 14 at school A, followed 9 at school C, then 8 at school D and lastly 7 at school B. This shows that in school A ethical factor, peer group existed at highest frequency of all studied schools (Table 4.5).

Another identified category of ethical category accelerator was drug abuse. That factor of drugs abuse was supported by respondents of four studied schools of Tabora municipality. The analysed data revealed that very few 10(16.66) percent of respondents out of 60 research participants frequented agreeing strongly that really the drug abuse is one of the potential accelerators of the truancy problem in four studied schools of Tabora Municipal. Besides those few 1(28.33) percent of respondents out of 60 research participants frequented responding that they were not sure with the category of an ethical factor of the drug abuse is an accelerator factor for students' truancy in the studied schools of Tabora municipality (Table 4.5).

Once again very few 5(8.33) percent respondents out of 60 research participant, frequented disagreeing strongly on the drug abuse as an accelerator for truancy in the studied secondary schools. The relative majority 18(30) percent of respondents out of 60research participants frequented disagreeing that the drug abuse is one of the pull factor accelerating the truancy in the studied four community secondary schools. One may argue correctly based on the analysed data that in Table 4.5 suggesting that the drug abuse in both schools was perceived by very few respondents to be the accelerator are not causing students to be truant Instead, the responses from both schools perceived it as a moderate factor (Table 4.5).

Finally, the last ethical factor was corporal punishments from Table 4.5 ethical accelerators are presented as follows. Little amount 11(18.33) percent of respondents out of 60 research participants from both schools frequented agreeing strongly that the category of ethical accelerators of the corporal punishment, maybe the accelerating the pull factor for students' truancy in the studied schools of Tabora municipality. Not only that but also, higher amount 16(26.66) percent of respondents out of 60research participants frequented agreeing casually in both schools with that corporal punishment as the pull factor for truancy in the studied secondary schools (Table 4.5).

However, Very few 9(15) percent of respondents out of 60research participants frequented responding that they were not sure with that factor of corporal punishment, while 12 (20) percent of respondents out of 60research participants frequented disagreeing strongly with corporal punishment as the accelerator of students' truancy in Tabora municipal studied secondary schools. About 12(20) percent of respondents

out of 60 research participants frequently disagreed, when the comparison is made among the studied schools of A, B, C, and D (Table 4.5).

One may realise that the corporal punishment factor was supported by few respondents as the causative of students' truancy studied schools. When the School Head (H1) of secondary school A was interviewed about the accelerators causing truancy in his school, the leader had the following words to say;

*"...In my school, there is a group of youth outside the school which attracts students to join them so as to commit a crime, for example, to take mobile phones from royal civilian and handbags from women's, and watching of pornography video..."*(H1 11.11.019).

When the School Head (H2) of secondary school B was interviewed about the same accelerators the leader had the following words to say;

*"...Drug abusers like the use of 'marijuana' and alcohols to some students are among accelerators which contribute truancy in my school..."* (H2.12.11.019).

When the parent (P2) with a child at school B was interviewed to think about the accelerators causing truancy at school B, the P2 had the following words to say;

*"...The corporal punishment is among of the accelerating accelerators, whereby a student commits a mistake, he or she must be punished, and this makes them be truant ..."*(P2.12.11.019).

When the parent (P2) with a child at school B was interviewed to think about the accelerators of truancy at school B, the parent (P2) had the following words to say;

*"...In school B there are challenges of corporal punishments which caused fieriness of students to go to school, and counted as absentees..."*(P2.12.11.019).

As one may read through the data from a questionnaire in Table 4.5 and the interviews from varying interviewed research respondents H2 of B (12.11.019); CT2; P2 (12.11.019) and WEO (13.11.019); they suggested that the pull and push ethical accelerators hike truancy in all studied areas in school A, B, C and D are peer group, corporal punishment, and drug abuser. Peer group was the leading factor in those four studied secondary schools, followed by corporal punishment and lastly drug abuse (Table 4.5).

The schools which were found to lead by a factor of peer group were those found in town centre area (A and C) when compared with other studied schools B and D, which were found in town suburbs. In the peripheral schools, the leading factor of the peer group was minimum in accelerating truancy (Table 4.5). The reasons behind were due to environments in which these schools found for example school A there are a group of youth outside the school which attracts students to join them so as to commit a crime, for example, to take mobile phones from royal civilian and handbags from women's and watching pornography video (H1 11.11.019). This study finding in Table 4.5 reflects the findings in studies conducted by (Mgonja, 2016, Dohho, 2015, Gava and Davis, 2006, Robson, 2005).

The researcher proceeded to investigate the accelerator categories associated with economical category in three groups such as engaging in small business, child labour and weak economy which were considered to hike truancy variations in schools A, B, C and D by using questionnaire tools. The findings are portrayed in Table 4.6 as follows.

**Table 4.6: Economical issues Pull/ Push accelerators for Truancy Increase or Decrease**

Schools	Accelerators	SA	A	NS	SD	D	Total
A	Engaging	6	4	0	1	4	15
C	Small Business	7	4	1	2	1	15
D		6	4	1	3	1	15
B		10	3	0	0	2	15
<b>Total</b>	Frequency	29	15	2	6	8	<b>60</b>
	<b>Total %</b>	<b>48.33</b>	<b>25</b>	<b>3.33</b>	<b>10</b>	<b>13.33</b>	<b>99.99</b>
A	Child Labour	6	4	2	1	2	15
C		3	9	0	1	2	15
D		9	3	0	2	1	15
B		11	4	0	0	0	15
<b>Total</b>	Frequency	29	20	2	4	5	<b>60</b>
	<b>Total %</b>	<b>48.33</b>	<b>33.33</b>	<b>3.33</b>	<b>6.66</b>	<b>8.33</b>	<b>99.98</b>
A		8	4	1	1	1	15
C	Weak	3	7	2	2	1	15
D	Economy	6	4	0	4	1	15
B		8	3	0	1	3	15
<b>Total</b>	Frequency	25	18	3	8	6	<b>60</b>
	<b>Total %</b>	<b>41.66</b>	<b>30</b>	<b>5</b>	<b>13.33</b>	<b>10</b>	<b>99.99</b>

**Source:** Field Data (2019)

In Table 4.6 about economic accelerators, one sees yet another category of economic accelerators found to be among both push and pull accelerators, causing students' absenteeism at school starting with student engaging in small business, child labour and weak economy. In Table 4.6 still one observes that students, who engaged in small businesses as one of the categories of economic factor accelerating truancy, surprisingly, it was supported by the relative majority 29(48.33) percent of respondents out of 60 research participants frequented agreeing strongly that the category of economical accelerators of child labour, small businesses are accelerators for students' truancy in the studied secondary schools of Tabora municipality (Table 4.6).

Much more, 15(25) percent of respondents out of 60 research participants frequented agreeing on the previously mentioned accelerators. About 2(3.33) percent of respondents out of 60 research participants were not sure that engaging in a small business may cause truancy, while 6(10) percent of respondents out of 60 research participants strongly disagreed with that factor. Much more, 8(13.33) percent of respondents out of 60 research participants frequented disagreeing casually with that factor. From Table (4.6) school B was a leading with 10(16.66) percent of respondents out of 60 research participants strongly agreeing with that factor. Thus, respondents agreed actively and casually (Table 4.6).

This was followed by school C with a frequency of 7(11.66) percent of respondents out of 60 research participants strongly agree and lastly school A, and school D both of them had a similar frequency of 6(10) percent out of 60 respondents strongly agree that engaging in small business causes truancy. So, if one looks clearly there are many respondents from both schools, who support that one of the pull factor causing students to be absent from school is students' engaging in petty business (Table 4.6).

The researcher also interviewed some respondents about this very factor of School Head (H1) of secondary school A was interviewed about the whether or not an economic factor is one among push and pull accelerators accelerating truancy in his school. When interviewed, the leader had the following words to say; some students liked to engage in small business such as driving motorcycles to carry passengers in towns and in the street engaging in "boda boda" transport they tell their parents to buy motorcycles for such business (H1. 11.11.019).

When the School Head (H4) of secondary school D was interviewed about the push and pull economical accelerators caused truancy in his school, the leader had the following words to say;

*“...Most of the students are coming from a poor family whereby students are engaged in doing business such as selling wood charcoal and mangoes these business caused students to be absent from school...” (H414.11.019).*

Again when one parent (P3) with a child at school, C was interviewed to think whether the economic accelerators cause truancy at school C or not, P3 had the following words to say;

*“...Students are involved in playing pull tables and betting during school hours which make them be absent from school...” (P3.13.11.019).*

Another economic factor, which was presented by the researcher, was child labour. This factor was supported by respondents from both schools as follows. The majority of 29(48.33) percent of respondents out of 60 research participants frequented agreeing strongly with that factor (Table 4.6). Meanwhile, 20(33.33) percent of respondents out of 60 research participants frequented agreeing with that factor (Table 4.6).

Again, 2(3.33) percent out of 60 respondents frequented responding that they were not sure. Some of 4(6.66) percent of respondents out of 60 research participants frequented disagreeing strongly with that factor, and 5(8.33) percent of respondents out of 60 research participants frequented disagreeing with that of child labour as an accelerator of students' truancy in the municipality in Tabora (Table 4.6). From the Table 4.6 school B led by having 11(18.33) percent of respondents out of 60research

participants strongly agreed, followed by school D 9(15) percent of respondents out of 60 research participants frequented strongly agreeing, followed by school A 6(10) percent of respondents out of 60research participants strongly agreed, and last one school C 3(5) percent of respondents out of 60research participants frequented strongly agreeing, support child labour as an economic factor causes student truancy(Table 4.6).

Therefore, if one takes respondents who strongly agreed and those who agreed casually, the analysed data suggested the conclusion that those who agreed casually had a larger number of respondents supporting that child labour factor as the pull factor for students' truancy in community secondary schools (Table 4.6). When the School Head (H1) of secondary school A was interviewed about the whether or not the economical accelerators are push and pull causing truancy in his school or not, the leader had the following words to say;

*“...In my school, some students are taken to do business with” mama lishe” for example last year one student decided to leave school and do “mama lishe business ...” (H1.11.11.019).*

When the School Head (H2) of secondary school B was interviewed about whether the economical accelerators are among push and pull accelerators of truancy in his school the leader had the following words to say;

*“...In my school most of the students are coming from cattle keeping family who migrates from one place to another searching for pasture, and also students are given tasks of keeping cattle, hence being absent from school...”(H2.12.11.019).*

When the parent (P3) with a child at school C was interviewed to think about whether the category of economical accelerators causes truancy at school C, the P3 had the following words to say;



*“...Parents give their children’s tasks which are not associated with education, for example, selling” (burns), wood charcoal, to go to the wedding ceremony to demonstrate dancing ...” (P3.13.11.019).*

The last but not the least category of economic factor is poor economy (Table 4.6). From the Table, 4.6 the category of the economic factor, namely the ‘poor economy’ was supported by the majority as the pull accelerators from those schools as follows.

About 25 (41.66) percent of respondents out of 60 research participants frequented agreeing strongly that the accelerators of truancy in the studied schools included that category of economical accelerators. Besides that, 18(30) percent of respondents out of 60 research participants frequented agreeing casually with category of the poor economy is a causative factor of truancy category of economical accelerators that are push and pull accelerators of truancy (Table 4.6).

Besides that 3(5) percent of respondents out of 60 research participants frequented responding that they were not sure of that category of the economic factor for truancy. As if those were not enough, 8(13.33) percent of respondents out of 60 research participants frequented strongly disagreeing with that economic category of the factor for truancy in the studied schools of Tabora municipality (Table 4.6).

On top of that, 6 (10) percent out of 60 respondents frequented disagreeing with that economic category of the factor for truancy. Generally, from the Table 4.6 if you take those who strongly agree and those agree you came to realized that many respondents supported poor economy as the pull accelerators which cause students to be absent in schools (Table 4.6).

The researcher also conducted interviews with some interviewees at school D about whether the same economic category is an accelerator for hiking truancy or not. The class teacher CT4 had the following words to say;

*“...Some parents force their children’s to-do domestic works in school hours, such as coal preparations, taking care of cattle, farming, take care of children’s...”*(CT4.14.11.019).

Furthermore, the researcher proceeded to interview other research participants, including CT4. When the School Head (H1) of secondary school A was interviewed about the push and pull economic accelerators accelerating truancy in his school, the leader had the following words to say;

*“...Some students are coming from a poor family, although there are some agency which supports these family for example Campaign for Female Education (CAMFED) and so on but these family does not want to be the member of the company. ...”*(CT4.14.11.019; H1.11.11.019).

When the School Head (H2) of secondary school B was interviewed about the push and pull economic accelerators caused truancy in his school, the leader had the following words to say;

*“...In my school, there is a presence of poor families who have got low income in whose children are depended to generate income in their families. Hence they do not attend school regularly...”* (H2.12.11.019).

The parent (P1) with a child at school A was inquired to think about the categories of economic accelerators of truancy at school A. This parent (P1) had the following words to say;

*“...Some students in my school lack school basic needs such as uniform, school shoes, exercise books and other essentials which make students absent from school...”* (P1; H2; 11.11.019).

Furthermore, the researcher proceeded to interview other research participants, including Class Teachers (CT3). When the CT3 of secondary school C was interviewed about whether the category of economic accelerators of basic needs hikes truancy at school C, this class teacher had the following words to say;

*“...Low income to the family level caused the student to be involved in pet trades such as selling domestic products along the streets and making pet trades in local shops within the streets ...”*  
(CT3.13.11.019).

As one can read from the analysed data from a questionnaire in Table 4.6 above and the interviews from varying interviewed research respondent of school H1 (11.11.019);H4(14.11.019);P3(13.11.019);CT4(14.11.019);H1(11.11.019);H2(12.11.019);P3(13.11.019);P1(11.11.019); and CT3(13.11.019), together they suggested that the categories of economic accelerators pull and pushes accelerators of truancy in all studied schools namely: A,B,C and D engaging in small business, child labour and poor economy; .engaging in small business was leading, followed by child labour and lastly the poor economy (Table 4.6). Most of the business which was reported by interviewees said;

*“...Motor cycle popularly known as ‘boda-boda’ driving, selling wood charcoal, mangoes, playing pull tables, betting during school hours made by students near town areas as this machines were available, child labour for example mama lishe business, cattle keeping, take care of children’s especially for villager school here in Tabora. Another economical category of factor was poor family, in which some few family does not manage to buy essential requirement for their children’s for example exercise book, clothes, books, shoes and these make them to be absentees in schools as argued by the interviewers...”*  
(H111.11.019;H414.11.019;P313.11.019;CT414.11.019);H111.11.019);H2(12.11.019)P313.11.019;P111.11.019; CT313.11.019).

These study findings in Table 4.5 and the interview responses about economic accelerating accelerators in this study tally with findings in studies conducted by

(Malcolm, 2003, Sheldon, 2001, Teasly, 2008, Lorenzo, 2007, Jod, 2003, Mukangara, 2006, Adebayo, 2009). The difference of both studies of them they have been conducted in different locations, sample size were different, number of respondents were also different as well as instruments used in data collections were not the same (Van Breda, 2006; Reid, 2002).

The researcher proceeded to investigate the accelerator categories associated with geographical category in two groups such as weather aspect in rain season, and unattractive school environment which were considered to hike truancy variations in schools A, B, C and D by using questionnaire tools. The findings are portrayed in Table 4.7 as follows.

**Table 4.7: Geographical as Pull or Push Factor for Truancy Increase or Decrease**

<b>Schools</b>	<b>Accelerators</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>SD</b>	<b>D</b>	<b>Total</b>
A	Weather aspect in rain season	3	3	3	3	3	15
C		5	0	1	4	5	15
D		3	2	1	2	7	15
B		0	6	0	3	6	15
<b>Total</b>		Frequency	11	11	5	12	21
	<b>Total %</b>	<b>18.33</b>	<b>18.33</b>	<b>8.33</b>	<b>20</b>	<b>35</b>	<b>99.99</b>
A	Unattractive school environment	2	3	5	0	5	15
C		0	4	2	4	5	15
D		1	4	0	1	9	15
B		2	1	5	3	4	15
<b>Total</b>		Frequency	5	12	12	8	23
	<b>Total %</b>	<b>8.33</b>	<b>20</b>	<b>20</b>	<b>13.33</b>	<b>38.33</b>	<b>99.99</b>

Source: Field Data (2019)

In Table 4.7, one reads another category of geographical accelerators acting as push and pulls accelerators, which hike students' truancy in studied secondary schools of Tabora municipality. Looking at Table 4.7 whether aspects during rainy seasons was supported among the studied respondents. To start with respondent's meanwhile 11(18.33) percent of respondents out of 60 research participants, frequented agreeing strongly. Besides that some 11(18.33) percent of respondents out of 60 research participants frequented agreeing that weather aspect in rain season is the pull factor of truancy in community secondary schools in studied schools (Table 4.7).

Some 5(8.33) percent of respondents out of 60 research participants from all studied schools frequented disagreeing, that weather is a probable accelerator as a pull factor of truancy in studied secondary schools of Tabora municipality. However, some 12 (20) percent of respondents out of 60 research participants frequented strongly disagreeing that weather aspect in rain season is pull factor causes truancy in studied schools. Some 21(35) percent of respondents out of 60 research participants frequented disagreeing that weather aspect especially during rainy season is pull factor accelerating truancy in the studied community secondary schools in Tabora municipality (Table 4.7).

Generally, on this category of environment factor, the analysed data suggested the conclusion that the amount of respondents, who disagreed strongly and those disagreed were larger than those who strongly agreed or agreed that weather aspect in rain seasons is one of the accelerators for truancy in the studied schools of Tabora municipal. Meanwhile, the analysed data suggested the conclusion that weather aspect

in rain season is one of the responsible causes of the students' absenteeism (Table 4.7).

The researcher proceeded to interview some of the research participants including Class Teachers (CT2). When the CT2 of secondary school B was interviewed about the weather categories of the geographical accelerators are among push and pull accelerators of truancy at school B. This teacher had the following words to say;

*"...During rainy season river Kashegena is full of water which prevent students to cross the river and coming to the school ..."* (CT2 12.11.019).

In Table 4.7 too one reads still another category of possible accelerator related to the geographical factors such as unattractive school environment as shown in Table 4.7, in which some few 5(8.33) percent of respondents out of 60 research participants from studied schools, agreed strongly that unattractive school environment is push factor causing truancy in studied schools in Tabora municipal (Table 4.7).

Some 12(20) percent of respondents out of 60 research participants from all studied schools frequented disagreeing casually that unattractive school environment accelerator hikes students' truancy in the studied schools of Tabora municipality (Table 4.7). As if that was not enough some 8(13.33) percent of respondents out of 60 research participants frequented responding that they were not sure that unattractive school environment is an accelerator of hiking truancy in a studied school (Table 4.7).

Besides those accelerators still some 23(38.33) percent of respondents out of 60 research participants frequented disagreeing that unattractive environment accelerates.

The analysed data suggested the conclusion on this category of environment as an accelerator hiking truancy in studied schools, because the amount of respondents, who disagreed strongly, not sure and who disagreed casually, were larger than those who strongly agreed or agreed casually (Table 4.7).

Besides that 12(20) percent out of 60 respondents from all studied schools in Tabora municipal strongly disagreeing that weather aspect during rainy season is a pull factor causes students truancy in studied schools (Table 4.7). Few of the respondents agreed strongly and agree that weather aspect during rainy season is a pull factor causes truancy in studied schools, for example 11(18.33) percent of respondents out of 60 research participants from studied schools frequented strongly agreeing on the same accelerator (Table 4.7).

At the same amount 11(18.33) percent of respondents out of 60 research participants frequented agreeing that weather aspect during rainy season is pull factor causes truancy in studied schools in Tabora municipal. All in all, 5(8.33) percent of respondents out of 60 research participants of studied schools frequented doubting that they were not sure on weather aspect during rainy season as pull factor of truancy in studied schools (Table 4.7). For the case of whether or not unattractive school environment, 12 (20) percent of respondents out of 60 research participants were not sure that unattractive school environment is accelerator of truancy in studied schools also 8 respondents (13.33) percent out of 60 respondents were strongly disagree and 23 respondents (38.33) percent out of 60 disagree that unattractive school environment is push accelerator of truancy in studied schools.

As the analysed data reveal, few of the respondents strongly agreed and agree that unattractive school environment is a pull accelerator causes truancy in studied schools for example, 5 respondents (8.33) percent out of 60 respondents were strongly agree and 12 respondents (20) percent out of 60 respondents agree that unattractive environment is a push accelerator of truancy in studied schools (Table 4.7). As one also, can read through the data from questionnaire in Table 4.7 and the interviews from varying interviewed research respondents (CT2.12.11.019; WEO.12.11.019; P2.12.11.019).

The analysed data suggested that the pull/push out and in accelerators for students' truancy at the studied schools A, B, C and D included: the category of geographical accelerators such as weather aspects during rainy seasons, and unattractive school environment. These two accelerators were not very much supported by many respondents. For the case of weather aspect during rainy season the following data revealed, 21(35) percent of respondents out of 60 research participants disagreed that weather aspect during rainy season is a pull accelerator causing truancy in studied community secondary schools in Tabora municipal (Table 4.7).

When the researcher asked the Word Educational Officer (WEO) of school B to respond to interview question about the geographical accelerators of truancy in school B the executive leader had the following words to say;

*"...The school environment is not friendly for students for learning environment for example, lack of food for lunch, lack hostels for girls and boys which causes students to be absent from school..."*(WEO 12.11.019).



Besides those, when the parent (P2) with a child at school B was interviewed to think about the geographical accelerators of truancy at school B, the P2 had the following words to say;

*“...In our school environment there is no electricity and availability of sufficient water for school consumption ...”* (P2 12.11.019).

These study findings reflect others' studies of researchers reporting that wet weather often make country roads impassable which make students fail to attend school. Also, such studies report that, some of the students became truants during wet season because of difficulties with work especially cleaning and slashing school environment frequently. That school structure, including classrooms and playgrounds influence students' attendance (Look, 2005; Carolyn, 2008; Sunita, 2011; Jane, 2020; Yeuda, 2009; Darmody, 2007; Heather, 2003).

Some other studies reflecting the study findings in this study report that: there is a positive relationship between attractive classrooms and playgrounds with students' attendance. Also, that unattractive school building influence students' truancy. On the other hand, school infrastructure for teaching and learning resources had direct relationship with students' truancy. However, some researchers reported from some other countries that there has been a weak relationship between resources and students' attendance and achievement (Reid, 2005; 2008; Auditor, 2004; Jane, 2012; Sunita, 2011; McCluskey, 2004; Barongo, 2007; Dincer and Uyasal, 2010).

The researcher proceeded to investigate the accelerator categories associated with truancy in four groups such as divorce, long distance, unreliable transport and teachers

not being close to students, were considered to hike truancy variations in schools A, B, C and D by using questionnaire tools. The findings are portrayed in Table 4.8(a) as follows.

**Table 4.8(a): Social as Pull or Push Accelerator for Truancy increase or Decrease**

Schools	accelerators	SA	A	NS	SD	D	Total
A	Divorce	10	0	1	2	2	15
C		2	5	0	3	5	15
D		3	6	0	4	2	15
B		4	2	2	1	6	15
Total Frequency		19	13	3	10	15	60
<b>Total %</b>		<b>31.66</b>	<b>21.66</b>	<b>5</b>	<b>16.66</b>	<b>25</b>	<b>99.98</b>
A	Long distance	5	3	4	2	1	15
C		3	5	1	3	3	15
D		7	4	2	1	1	15
B		10	3	0	1	1	15
Total Frequency		25	15	7	7	6	60
<b>Total %</b>		<b>41.66</b>	<b>25</b>	<b>11.66</b>	<b>11.66</b>	<b>10</b>	<b>99.98</b>
A	Unreliable transport	4	3	4	1	3	15
C		3	5	2	1	4	15
D		7	6	0	2	0	15
B		7	4	2	0	2	15
Total Frequency		21	18	8	4	9	60
<b>Total %</b>		<b>35</b>	<b>30</b>	<b>13.33</b>	<b>6.66</b>	<b>15</b>	<b>99.99</b>
A	Teachers are not close to students	4	3	4	2	2	15
C		5	2	1	3	4	15
D		3	1	5	2	4	15
B		0	3	4	2	6	15
Total Frequency		12	9	14	9	16	
<b>Total %</b>		<b>20</b>	<b>15</b>	<b>23.33</b>	<b>15</b>	<b>26.66</b>	<b>99.99</b>

Source: Field data (2019).

In Table 4.8(a) one reads further the other assumed categories known as social accelerators that may be accelerating truancy as pull and push in and out accelerators in studied schools included: divorce, long travelled distance, unreliable transport and lack of teachers' closeness with students. Looking at Table 4.8.it shows that divorce was supported by some relative majority 19(31.66) percent of respondents out of 60

research participants from studied schools, frequently agreed strongly that surely the divorce accelerator is responsible with truancy trend in the studied schools (Table 4.8a).

Not only that but also some few 13(21.66) percent of respondents out of 60 participants frequented agreeing casually that divorce hikes truancy among the studied secondary schools, father more 3 (5) percent of respondents out of 60 research participants frequented being not sure that divorce hikes truancy in studied schools in Tabora municipal studied secondary schools (Table 4.8a). The next accelerator was supported very few 10(16.66) percent of respondents out of 60 percent research participants, who frequented strongly disagreeing that divorcé hikes truancy in the studied community secondary schools of Tabora municipality.

The last accelerator in this category was supported by 15(25) percent of respondents out of 60 research participants, who frequented disagreeing casually that divorcé hikes truancy in studied schools (Table 4.8 a). The analysed data Table (4.8 a)in suggested the conclusion that the amount of respondents, who strongly agreed and agreed about divorce is responsible in accelerating student truancy in studied schools were larger than those who responded that they were not sure, strongly disagreed, and disagreed that the category of divorcees the another accelerator of truancy in the studied community secondary schools (Table 4.8a).

Furthermore, the researcher interviewed some more research participants including Class Teachers (CT1). When the CT1 of secondary school A was interviewed about

the social push and pull accelerators of truancy at school A, CTI had the following words to say;

*“...Divorce is one of the pull out accelerator which accelerates student absenteeism students lack supervision to education issues...”*  
(CT1.11.20.019).

The next accelerator was long distance, which was supported by some respondents from all studied schools as follows. Some relative majority 25(41.66) percent of respondents out of 60 research participants frequented agreeing strongly that the long distance is responsible for accelerating the truancy in the studied schools (CT1.11.20.019).

Much more, some few 15(25) percent of respondents out of 60 research participants frequented agreeing casually that long distance is responsible in accelerating the truancy scenario within the studied schools in the very Tabora municipal. Furthermore some 7(11.66) percent of respondents out of 60 research participants frequented not being sure casually that long distances is responsible in accelerating truancy in studied schools. Much more, some 7(11.66) percent of respondents out of 60 research participants frequented strongly disagreeing that long distance is responsible in accelerating students' truancy in studied schools.

The last assumed accelerator was supported by 6(10) percent of respondents out of 60 research participants frequented disagreeing that long distances is responsible accelerator of truancy in studied schools in Tabora municipality (Table 4.8a). The analysed data suggested the conclusion that the amount of respondents, who strongly agreed and agreed about long distances is responsible in accelerating student truancy

in studied schools were larger than those who responded that they were not sure, strongly disagreed, and disagreed that the category of long distance is the another accelerator of truancy in the studied community secondary schools (Table 4.8a).

The third social accelerator was unreliable transport where by some of the respondents from all studied schools supported it as follows. About 21(35) percent out of 60 respondents frequented agreeing strongly that unreliable transport hike truancy in studied schools Much more, some 18(30) percent of respondents out of 60 research participants frequented agreeing that unreliable transport is responsible in accelerating truancy in studied schools.

On top of that, 8(13.33) percent out of 60research participants frequented neutrality not being sure about unreliable transport as accelerator for truancy in studied secondary schools. Much more, 4(6.66) percent out of 60 respondents frequented strongly disagree that transport accelerator as an accelerator of truancy in the studied secondary schools (Table 4.8 a).

Nevertheless, 9(15) percent out of 60 respondents frequented disagreed that unreliable transport is accelerating accelerator of truancy in studied community secondary schools. The analysed data suggested the conclusion that, the amount of respondents, who strongly agreed and agreed casually, were larger than those who were not sure, strongly disagreed and disagreed that unreliable transport is indeed accelerating accelerator for truancy in the studied schools (Table 4.8a).

Through the interviews, the researcher interviewed some research participants. When the school head H2 of secondary school B was interviewed about the push and pull

social accelerators caused truancy in his school the leader had the following words to say;

*“...one of the causes of student truancy is long distance, that students are coming more than 8kms to 10kms from home to school, so much time is used for walking by foot so students became more tired and absented themselves ...”* (H2 12.11.019).

When the School Head (H4) of secondary school D was interviewed about the push and pull social accelerators caused truancy in his school the leader had the following words to say;

*“...Students are coming 15kms from home to school, this distance makes them to be absents to school...”*(H4.14.11.019).

The researcher also conducted interview with some respondents from all sampled schools, for example the School Head (H2) at secondary school B. When the H2 was interviewed about the category of push and pull social accelerators accelerating the truancy in his school the leader had the following words to say;

*“... Most of students use bicycles and on foot as means of transport from their homes to school, which is not reliable means of transport, since some of them come from fur away...”*(H2.12.11.019).

The fourth category of the social accelerator was teachers not being close to students. In this accelerator some of the respondents from all sampled school supported as follows. Some 12 (20) percent of respondents out of 60 research participants frequented agreeing strongly that teachers not being close to students is an accelerator that hikes truancy in the studied schools of Tabora municipality. Still yet, some 9(15) percent of respondents out of 60 research participants frequented agreeing casually that teachers not being close to students in studied schools accelerates truancy in the studied schools. Above of all, some 14(23.3) percent out of 60 respondents frequented

responding for not being sure that, teachers not being close to students in studied schools hikes truancy. Furthermore, 9(15) percent of respondents out of 60 research participants frequented strongly disagreeing with that teachers' less closeness to students hikes truancy (Table 4.8 a).

All in all, some, 16(26.66) percent of respondents out of 60 research participants frequented disagree that teachers are not close to students in studied community secondary schools in Tabora municipal. The analysed data suggested the conclusion that, the great amount of respondents responded that they were not sure, strongly disagreed and disagreed casually were larger than the amount of those who responded strongly agreeing and agreeing that the category of social accelerator of the teachers being not closer to their students hiked students 'truancy in the studied schools.(Table 4.8).

When the representative parent (P3) with a child at school C was interviewed to think about the social accelerators of truancy at school C, the P3 had the following words to say;

*“...There is no close supervision between discipline master and students for example students get out of school without permission...”* (P3.11.30.019; H1;H4; H 11.11.019; P3 13.11.019).

Conclusively, the analysed data suggested the inference that the pull and push categories of the social accelerators accelerating the truancy in the studied community secondary schools, pseudo named as: A, B, C and D included: divorce, long distance, unreliable transport and teachers not being closer to their students (Table 4.8 a). Meanwhile, the category of social accelerator of divorce is one of the assumed pull

out accelerators, which hikes students' truancy in those schools. Nevertheless, the lack of guidance to students and parents to understand the importance of education was also a miscellaneous minor accelerator. The long distance was mentioned by several interviewees as the one of the pull accelerator of truancy in most of studied schools around the villages surrounding schools B and D (Table 4.8a).

May be this is because most of the students came far away from home to school about 10 to 15 kms. This makes students to be tired and resort into truancy (H212.11.019). The study findings of this study echo several global studies on the same accelerator accelerating of (Baleinakorodorwa 2009; Look, 2005; Auditor, 2010; Machumi and Minde, 2010; Fredrick, 2011; Jod, 2003).

The researcher proceeded to investigate the accelerator categories associated with truancy in three groups such as drunkenness, teacher's harshness to student and no cooperation between parents and teachers were considered to hike truancy variations in schools A, B, C and D by using questionnaire tools. The findings are portrayed in Table 4.8b).

From the Table 4.8(b) another social accelerator was drunkenness, in this accelerator some of the respondents from all sampled schools supported as follows. Few 13(21.66) percent out of 60 respondents frequented agreed strongly, while 8(13.33) percent out 60 respondents agreed about drunkenness is a pull accelerator causes truancy in studied schools in Tabora municipal. However, some of respondents from all schools did not strongly agree or agree that drunkenness to students may be push



accelerator attracting truancy in secondary schools. Very few 11(18.33) percent respondents out of 60 research participants said, responded for not being sure that drunkenness is pull accelerator accelerating truancy in studied schools (Table 4.8b).

**Table 4.8(b) Social as Pull or Push Accelerator for Truancy Increase or Decrease**

Schools	Accelerators	SA	A	NS	SD	D	Total
A	Drunkenness	7	3	1	4	0	15
C		2	4	4	0	5	15
D		2	1	3	5	4	15
B		2	0	3	4	6	15
Total Frequency		13	8	11	13	15	60
<b>Total %</b>		<b>21.66</b>	<b>13.33</b>	<b>18.33</b>	<b>21.33</b>	<b>25</b>	<b>99.65</b>
A	Teachers harshness to students	4	0	3	4	4	15
C		3	3	4	1	4	15
D		1	3	0	2	9	15
B		2	1	2	3	7	15
Total Frequency		10	7	9	10	24	60
<b>Total %</b>		<b>16.66</b>	<b>11.66</b>	<b>15</b>	<b>16.66</b>	<b>40</b>	<b>99.98</b>
A	No cooperation between parents & teachers	11	4	0	0	0	15
C		7	5	2	1	0	15
D		7	5	1	2	0	15
B		9	3	0	0	3	15
Total Frequency		34	17	3	3	3	60
<b>Total %</b>		<b>56.66</b>	<b>28.33</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>99.99</b>

Source: Field Data (2019)

Much more, 13(21.33) percent of respondents out of 60 research participants strongly disagreed that drunkenness does not hike truancy in studied schools. Nevertheless, 15(25) percent of respondents out of 60 research participants disagreed casually that drunkenness is pullout and in accelerator for truancy in the studied schools. Those respondents who disagreed strongly that the drunkenness accelerator does not hike students' truancy were at larger extent than those who agreed and agreed strongly (Table 4.8b).

Another social accelerator was harshness of teachers in this accelerator some of the respondents from all sampled school strongly supported as follows. Very few 10(16.66) percent out of 60 respondents were strongly agreed that harshness of teachers in studied schools hike truancy. Father more, 7(11.66) percent of respondents out of 60 research participants frequented agreeing that harshness of teachers in studied schools hike truancy. Some of the respondents from all studied schools did not agree or disagree strongly, that harshness of teachers to students may be the push accelerator causing truancy in secondary schools. About 9(15) percent out of 60 research participants respondents said are not sure (Table 4.8 b).

About 10(16.66) percent out of 60 respondents disagree strongly that harshness of teachers does not causes student truancy in studied schools. About 24(40) percent out of 60 respondents disagreed that harshness of teaches in studied community secondary schools in Tabora municipality causes students to be truants. So, the amount of the respondents, who strongly disagreed and disagreed that harshness of teachers, hikes students' truancy, were more than those who strongly agreed and agreed (Table 4.8 b).

The researcher also conducted interviews to some few respondents about the category of ethical related accelerator for drunkenness as push and pull in or out for truancy in studied community secondary schools in Tabora municipal. When the researcher interviewed the Word Educational Officer (WEO) of school A to respond to interview question about the socio accelerators of truancy in school A the executive leader had the following words to say;

*“...Students prefer valuable things like drinking alcohols which made them to be absents from schools ...”*(WEO 11.11.019).

When the Parent (P3) with a child at school C was interviewed to think about the social accelerators of truancy teachers 'harshness at school C, the P3 had the following words to say;

*"...Harshness of teachers does not exist at school C teachers are considerate in teaching students, I could say that they're generous to their students, mentoring them as we parents do..."* (P3.11.11.019).

Another category of the social accelerator was lack of cooperation between parents and teachers (Table 4.8(a). In this category of social accelerators some of the respondents from all studied schools supported it as follows. Some 34(56.66) percent of respondents out of 60 research participants agreed strongly to that accelerator. The relative majority 17(28.33) percent of respondents out of 60 research participants frequented agreeing that no cooperation between parents and teachers hikes truancy of students in studied schools. Some of the respondents from all studied schools did not strongly agree or disagree, that the lack of cooperation between parents and teachers might be pull accelerator accelerating students' truancy in the studied secondary schools (Table 4.8b).

Moreover, some 3(5) percent out of 60 respondents frequented saying, they were not sure about the accelerator of lack of close follow up of their children' progress. Otherwise, some 3(5) percent of respondents out of 60 research participants kept responding disagreeing strongly that no cooperation between parents and teachers hike student truancy in studied schools. The 3(5) percent of respondents out of 60 research participants kept disagreeing that no cooperation between parents and teachers hike truancy in studied secondary schools. The analysed data suggested the conclusion about this accelerator that the amount of respondents, who disagreeing

casually and disagreeing strongly, that lack of cooperation between parents and teachers as is the accelerator pull accelerator for students' truancy in studied schools, were less compared to those, who responded agreeing strongly and agreeing casually (Table 4.8b).

The last but not the least in importance was category lack of cooperation accelerator between parents and students. This category of accelerator was supported by majority 34 (56.66) percent of respondents out of 60 research participants (Table 4.8b). When the researcher asked the WEO of school A to respond to interview questions about the category four of social accelerators of parents' cooperation versus truancy in school A.

The executive leader had the following words to say;

*"...One of the accelerators is that parents have no good cooperation with teachers. For example, parents do not want to ask teachers about attendance of their children at school..."* (WEO 12.11.019).

Some students in FIII class at school A were reported to be cheating their parents that they attend school but in actual sense are not attending at their specific schools. Nevertheless, even parents were not closely to their children's whether asking to their teachers' attendance in class. As one can read through the analysed data from questionnaire in Table 4.9 and the interviews from varying interviewed research participants WEO (11.11.019); P3(13.11.019); WEO (12.11.019), they suggest that the pull and push social accelerators which hike truancy in all studied areas that are school A, B, C and D are drunkenness', teachers' harshness and lack of cooperation between parents and teachers in those schools it was seen that drunk redness was not

supported by majority of respondents as pull and push accelerators which causes student absenteeism in those studied area according to the data seen at (Table 4.8b). Above all, some respondents' responses showed that some male students at school C attempt risky life styles like consuming liquors, which lead them to absent themselves at schools and in turn translates into their poor performance (WEO;P3; 13.11.019).

The second category of school based push accelerators was teachers' harshness to students. This accelerator of teachers' harshness to students, was not supported by many respondents they responded disagreeing causally and strongly that harshness of teachers does not hiked student truancy in studied schools, only few respondents responded agreed to this category of accelerator.

Likewise, some interviewees refused to agree with this accelerator of teachers' harshness to students (Table 4.8b). For example parent three (P3) did not support it (WEO; P3.11.11.019). The researcher also conducted interviews to some few respondents about the category of ethical accelerator of drunkenness push and pull out accelerators for truancy in studied community secondary schools in Tabora municipal.

When the researcher interviewed the Ward Educational Officer (WEO) about the school A in WEO'S ward, the officer responded through interviews method about the socio accelerators hiking truancy in school A. The executive leader had the following words to say;

*"...Students prefer luxurious life like drinking alcohols which made them to be absents from schools ..."*(WEO 11.11.019).

Looking at analysed data of Table 4.7 and interviews among WEO, and P3 one can argue that parents and school administration lack good communication in order to control the truant students. The data suggested that there are some obstacles hindering smooth communication between teachers and parents as well as school administration. Unless this situation is rectified, there is no way teachers can manage truancy alone.

Cooperation between parents and school administration at large as well as wider community of education stakeholders need to cooperate through planned meetings. The researcher proceeded to investigate other emerged accelerator categories associated with truancy in two groups such as Location of schools near recreation areas example football betting and family conflicts were considered to hike truancy variations in studied secondary schools A, B, C and D. The questionnaire tool was used to collect the data on these factors, whose findings are portrayed in Table 4.8(c) as follows.

**Table 4.8(c): Social Accelerators as Pull or Push for Truancy Increase or Decrease**

<b>Cheyo</b>		<b>SA</b>	<b>A</b>	<b>NS</b>	<b>SD</b>	<b>D</b>	<b>Total</b>
C	Location of schools near recreation areas e.g. betting	3	2	3	6	1	15
D		1	3	1	3	7	15
B		1	1	1	3	9	15
Total Frequency		7	10	8	12	23	60
<b>Total %</b>		<b>11.66</b>	<b>16.66</b>	<b>13.33</b>	<b>20</b>	<b>38.33</b>	<b>99.98</b>
A	Family conflicts	4	4	4	0	3	15
C		8	6	0	0	1	15
D		6	4	1	4	0	15
B		5	4	1	3	2	15
Total Frequency		23	18	6	7	6	60
<b>Total %</b>		<b>38.33</b>	<b>30</b>	<b>10</b>	<b>11.66</b>	<b>10</b>	<b>99.99</b>

Source: Field Data (2019)

From Table 4.8(c) two more categories among eight emerged social accelerators were: The location of school near recreation area and Family conflicts. To begin with proximity of school accelerator, some of the respondents from all sampled school supported it as one among accelerators of students' truancy in the studied schools as follows. Some 7(11.66) percent of respondents out of 60 research participants strongly agreed that indeed it is an accelerator of students' truancy in the studied schools. Besides that some amount 10(16.66) percent out of 60 research participants agreed to that accelerator (Table 4.8c).

Much more, some of respondents from all schools neither agreed strongly nor agree casually, that the category of social accelerator as a location of school near recreation area to students might be a push accelerator accelerating the truancy in secondary schools. Not only that but also, some 8(13.33) percent of participants out of 60 research respondents said that they were not sure to that category of accelerator. As if those accelerators were not enough, some 12 (20) percent out of 60 disagree strongly about that accelerator. All in all, some 23(38.33) percent of respondents out of 60 research participants frequented disagreeing that indeed the category of social accelerators of the proximity of students' home location to school around recreation area was among accelerating accelerators (Table 4.8c).

The analysed data suggested the conclusion that when the amount of respondents who were not sure is compared to the amount of those who responded, disagreeing strongly and disagree casually, on accelerator of the location proximity of school around recreation areas as accelerator of students' truancy, they were larger than those who agreed strongly and agreed casually (Table 4.8(c). When the parent (P3) with a child

at school C was interviewed to think about the category of proximity of school around the recreation areas as accelerators of truancy in studied school C, the parent (P3) had the following words to say;

*“...Some students get out of school and involve themselves in playing pull tables and betting business in the nearby hidden street recreation halls in the town centre...”* (P3 13.11.019).

Another category among emerged social accelerators was the family conflicts accelerator (Table 4.8(c)). In this accelerator some 23(38.33) percent of respondents out of 60 research participants research frequented strongly agreeing that the accelerator of family conflicts is an accelerator of truancy in the studied schools (Table 4.8(c)). Meanwhile, 18(30) percent out of 60 respondents frequented agreeing casually against that conflict accelerator.

However, some 6(10) percent out of amount 60 respondents neither responded disagreeing strongly, nor disagreeing casually, that family conflicts category of social accelerator is as accelerator pull accelerator for students' truancy in studied secondary schools (Table 4.8c).

Nevertheless, 6(10) percent responded not being sure with that accelerator, while some 7respondents (11.66) percent of respondents out of 60 research participants frequented strongly disagreeing with that conflict accelerator. The amount of respondents who responded that family conflicts is pull out accelerator for students' truancy at the studied schools, was greater compared to those who responded strongly disagreeing and disagreeing casually (Table 4.8c). The researcher proceeded to interview research participants including Class Teachers (CT3). When the CT3 of



secondary school C was interviewed about the category of family conflict as a social accelerator pull accelerator of truancy at school C, this teacher also had the following words to say;

*“...One of the pull accelerators, which causes student to be absentees from school is family conflicts, whereby students lack guidance in all issues associated with education...”* (CT313.11.019).

As one can read from data from questionnaire in Table 4.8(c), and the interviews quoted words from varying interviewed research participants (P3; CT3 11.46.019). The analysed data suggested that among the category of social pull out accelerators of hiking students' truancy at the studied community secondary schools namely: A, B, C and D not real are location of school near recreation areas, and family conflicts (Table 4.8c). These findings about social accelerators in this study, tally with findings in studies conducted by (Laraine and Austin, 2010; Baleinakorodorwa, 2009; Look, 2005; Auditor, 2010; Machumi and Minde, Carvile, 1998; Veenstraet al., 2010).

The researcher proceeded to investigate the accelerator categories associated with truancy in four groups such as lack of girls 'facilities during menstruation cycle, early engagement in love affairs, lack of guidance, and cancelling services; as well as parents' death of one parent or both. These were considered as accelerators hiking truancy in studied schools of A, B, C and D by using questionnaire tools. The findings are portrayed in Table 4.9.

In Table 4.9 one reads about biological as pull or push accelerator for truancy increase or decrease in community secondary schools namely: lack of facilities during menstruation cycle, early engagement in love affairs, lack of guidance and counseling services and death of one parent or both (Table 4.9).

**Table 4.9: Biological as Pull or Push Accelerators for Truancy Increase or Decrease**

Schools		SA	A	NS	SD	D	TOTAL
A	Lack	5	4	2	2	2	15
C	facilities	4	5	1	2	3	15
D	during	6	3	1	3	2	15
B	menstruation cycle	4	4	2	1	4	15
<b>Total</b>	Frequency	19	16	6	8	11	60
	<b>Total %</b>	<b>31.66</b>	<b>26.66</b>	<b>10</b>	<b>13.33</b>	<b>18.33</b>	<b>99.98</b>
A	Earl	11	4	0	0	0	15
C	engagement	7	4	1	2	1	15
D	in love	10	3	1	0	1	15
B	affairs	11	1	1	0	2	15
<b>Total</b>	Frequency	39	12	3	2	4	60
	<b>Total %</b>	<b>65</b>	<b>20</b>	<b>5</b>	<b>3.3</b>	<b>6.6</b>	<b>99.9</b>
A	Lack guiding	8	6	1	0	0	15
C	and	3	6	1	0	5	15
D	cancelling	2	2	0	5	6	15
B	services	2	2	2	3	6	15
<b>Total</b>	Frequency	15	16	4	8	17	60
	<b>Total %</b>	<b>25</b>	<b>26.66</b>	<b>6.66</b>	<b>13.33</b>	<b>28.33</b>	<b>99.98</b>
A	Death of one	9	2	1	0	3	15
C	parent or	2	7	2	2	2	15
D	both	4	3	5	0	3	15
B		3	6	1	3	2	15
<b>Total</b>	Frequency	18	18	9	5	10	60
	<b>Total %</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>8.33</b>	<b>16.66</b>	<b>99.99</b>

Source: Field Data (2019)

Starting with the first category of biological accelerators, the lack of facilities during menstruation cycle was supported by some of the respondents from all studied schools as follows. Some 19(31.66) percent of respondents out of 60 research participants frequented agreeing strongly on the same accelerator. Besides that, some 16 (26.66) percent of respondents out 60 research participants agreeing that the lack of facility during menstrual cycles hikes truancy in studied schools (Table 4.9).

However, some of respondents in studied schools frequented responding that they did not neither strongly agree nor agreed, that the lack of facility to girl students during their menstruation cycle may be push. The second emerged category of biological accelerator perceived to accelerating truancy in the studied schools was the early engagement with love affairs (Table 4.9). In this accelerator some of the respondents from the sampled schools supported it as follows. Some 39 respondents (65) percent out of 60 respondents frequented agreeing strongly. Some 12 respondents (20) percent out of 60 respondents agree that early engagement with love affairs hikes truancy in studied schools. Some of respondents from all schools did not strongly agree or agree, that the early engagement with love affairs is one of the category of biological accelerator perceived to hike the truancy at the studied schools (Table 4.9).

Besides those accelerators, some more 3(5) percent out of 60 respondents frequented responding that they were not sure with that accelerator. Still some amount 2(3.3) percent out of 60 respondents frequented strongly disagreeing with that accelerator as incapable of hike truancy in the studied schools (Table 4.9). Some 4(6.6) percent out of 60 respondents frequented disagreeing with that accelerator. The analysed data suggested the conclusion on this category of the biological that the amount of respondents who were not sure, strongly disagreed, and disagreed that the early engagement with love affairs is an accelerator of truancy in the studied schools, was less compared to those who agreed strongly and agreed casually to that accelerator (Table 4.9).

Some 6(10) percent of respondents out of 60 research participants said they were not sure that, lack of facility during menstrual cycles hikes truancy in studied schools.

Some 8(13.33) percent out of amount 60respondents frequented disagreeing strongly with that accelerator. Again some 11(18.33) percent of respondents out of 60 research participants frequented disagreeing that the category of biological accelerator of the lack of facility to girl students is not one of the accelerators accelerating truancy in the studied schools (Table 4.9).

The analysed data on this category of biological accelerator suggested, that the amount of respondents, who were not sure, who disagreed strongly, and who disagreed casually about that accelerator of the lack of facility to girl students during menstruation cycle were less compared to those who were responded agreeing strongly and those agreeing casually to that accelerator for truancy in the studied secondary schools (Table 4.9).

When the representative parent (P1) with a child at school A was interviewed to think about the category of biological accelerators of lack of facilities to girl student during menstruation cycle might be accelerating the truancy at the studied schools had the following words to say;

*“... I am not sure whether lack of facilities to girl students during menstruation cycle might be accelerating the truancy at school A...”* (P1, 11.11.019).

The researcher continued to interview some participants including Class Teachers (CT3). When the CT3 of secondary school C was interviewed about the category of biological push and pull accelerators caused truancy at school C, this teacher also had the following words to say;

*“...One of the pull accelerators which might be accelerating students’ truancy at school C, is the early engagement in love affairs leading to early child unplanned pregnancies...”* (CT3 13 11.019).

The third category of the biological accelerators was the lack of guidance and counseling services. About this accelerator some of the respondents from studied schools, respondents responded variously as follows. Some 15(25) percent out of 60 respondents agreed strongly that lack of guiding and counseling is the accelerating accelerator for student's truancy in studied schools. Some 16(26.66) percent out of 60 respondents frequented agreeing that lack of guidance and counseling services among students is one of the categories of psychological accelerators accelerating the truancy in the studied schools (Table 4.9).

Besides that some 4(6.66) percent out of 60 respondents saying they were not sure about that accelerator. In addition to that 8(13.33) percent out of 60 respondents frequented disagreeing strongly with that accelerator as an accelerator of truancy in the studied schools. Still yet, some amount 17(28.33) percent out of 60 disagreed with that accelerator. The analysed data on this category of biological accelerator of lack of guidance and counseling services among suggested that the amount of the respondents, who were not sure, who were disagree strongly, and disagreed casually was less compared to those who strongly agreed and agreed casually with that psychological accelerator (Table 4.9).

When the School Head (H3) of secondary school C was interviewed about the push and pull biological accelerators caused truancy in his school the leader had the following words to say;

*"...In our school C there are some teachers who are providers of guidance and counseling services to both students males and females. Thus, there are no challenges related to that accelerator because those teachers were professionally trained in that kind of service..."*  
(H3.13.11.019).

The fourth category of biological accelerators is death of one parent or both. In this accelerator some of the respondents from all sampled school as well responded with variation as follows. Some 18 (30) percent of respondents out of 60 research participants were agreed strongly that surely death of one parent or both is one of the possible accelerators accelerating truancy in the studied schools. Not only that but also, some 18(30) percent of respondents out of 60 research participants frequented agreeing casually with that accelerator, in accelerating truancy at studied schools. Also, some 9(15) percent of respondents out of 60 research participants frequented responding that they were not sure with death of one parent accelerator (Table 4.9).

Much more, some 5(8.33) percent of respondents out of 60 research participants frequented disagreeing strongly with that death of one parent or both is one of the possible accelerators accelerating truancy in the studied schools. While some 10(16.66) percent of respondents out of 60 research participants frequented disagreeing with that accelerator. The analysed data about that category of the biological accelerators, suggested the conclusion that the number of respondents who were not sure, disagreed strongly and disagreed casually that indeed death of one parent or both is a accelerator for truancy at the studied schools caused students truancy was less compared to those who agreed strongly and agreed casually (Table 4.9).

When the School Head (H1) of secondary school A was interviewed about the push and pull biological accelerators caused truancy in his school the leader had the following words to say;

*“...Death of one parent is certainly one of the challenges which make students to be truant at schools. The reason is because they lack close supervision of known guardian to educate them about the relevant of education. Consequently, they use most of their time to do other businesses...” (H1 11. 11.019).*

As one can read through the analysed data from the questionnaire in Table 4.9 and interviews from varying interviewed research participants, parent at school A P1(11.11.019); CT3(13.11.019); H3(13.11.019); H1(11.11.019); suggest that one category of biological accelerators namely: lack of facilities during menstruation cycles, early engagement in love affairs, lack of guiding, cancelling services and death of one parent or both as potential pull and push accelerators, which are accelerating truancy at studied secondary schools pseudo named as A, B, C and D (Table 4.9).

This study finding about biological accelerating accelerators in this study tally with findings in studies conducted by: (Finlay, 2006; Jod, 2003; Gava and Davis, 2006; Odalipo, 2009; Braddock, 2001; Romero and Lee, 2007; Jod, 20). The researcher proceeded to investigate the accelerator categories associated with truancy in three groups such as Lack of sufficient teachers, Lack of sufficient classes and Unreliable lack of clear policy to prevents truancy were considered to hike truancy variations in schools A, B, C and D by using questionnaire tools. The findings are portrayed in Table 4.10.

Table 4.10 shows how the category of government concerns including: Lack of sufficient teachers, lack of sufficient class rooms, and unreliable clear policy to prevent truancy is responsible with accelerating truancy in the studied schools. The researcher presents the following governmental accelerators as follows looking at.

**Table 4.10: Government Intervention as Pull/Push Accelerators for Truancy Variation**

Schools		SA	A	NS	SD	D	Total
A	Luck of	3	3	2	1	6	15
C	sufficient	4	4	2	2	3	15
D	teachers	6	2	1	2	4	15
B		2	4	1	2	6	15
Total	Frequency	15	13	6	7	19	60
	Total %	25	21.66	10	11.66	31.66	99.98
A	Luck of	7	3	1	2	2	15
C	sufficient	1	7	0	0	7	15
D	classes	2	1	1	5	6	15
B		1	2	1	5	6	15
Total	Frequency	11	13	3	12	21	60
	Total %	18.33	21.66	5	20	35	99.99
A	Unreliable	6	1	0	2	6	15
C	lack of clear	6	2	2	0	5	15
D	policy to	9	0	0	1	5	15
B	prevents	6	3	1	2	3	15
	truancy						
Total	Frequency	27	6	3	5	19	60
	Total %	45	10	5	8.33	31.66	99.99

Source: Field Data (2019)

(Table 4.10) one observes some amount 15(25) percent of respondents out of 60 research participants frequented agreeing strongly with the category of government accelerator for lack of sufficient teachers as a accelerator accelerating truancy in the studied schools in the Municipal of Tabora (Table 4.10).

Some of the respondent's from all sampled schools. About some 13(21.66) percent of respondents out of 60 research participants agreed that lack of sufficient teachers is a accelerator for increase of truancy in the studied schools. However, some neither agreed strongly nor agreed with that accelerator of insufficient teachers to be a accelerator accelerating push accelerator for truancy in the studied secondary schools (Table 4.10).



Moreover, some 6(10) percent of respondents out of 60 research participants frequented responding that they were not sure with that accelerator. Also, some 7(11.66) percent of respondents out of 60 research participants disagreed strongly with that accelerator of insufficient teachers as push accelerator for truancy in the studied schools. Still some 19(31.66) percent of respondents out of 60 research participants frequented disagreeing with that same accelerator of insufficient teachers as an accelerating push accelerator of truancy in the studied schools in Tabora municipality (Table 4.10).

The analysed data suggested the conclusion that the amount of respondents were not sure strongly disagree and disagree with insufficient accelerator to be a accelerator for truancy was large compared to respondents who agreed strongly and agreed casually (Table 4.10). The second category of accelerator related to the governmental intervention was lack of sufficient infrastructures to cite few examples classes. This accelerator was supported by some of the respondents from all sampled schools as follows. Some 11(18.33) percent of respondents out of 60 research participants strongly agreed, some 13(21.66) percent of respondents out of 60 research participants frequented agreeing with that accelerator. Much more, some 3(5) percent out of amount 60 respondents frequented responding that they were not sure with that accelerator (Table 4.10).

About 12 respondents (20) percent of respondents out of 60 research participants frequented disagreed strongly about the same accelerator (Table 4.10). Some 21(35) percent of respondents out of 60 research participants frequented disagreeing casually while some were not sure that the insufficient infrastructures like classes may be an

accelerating accelerator for truancy in the studied schools. Generally, the analysed data suggested the conclusion on this category of the government intervention that the amount of the respondents who disagreed strongly was larger compared to those, respondents who agreed strongly and agreed casually (Table 4.10).

The third governmental accelerator was unreliable clear policy to prevent truancy on this accelerator. Some 27(45) percent of respondents out of 60 research participants frequented agreeing strongly that unreliable clear policy to prevent truancy may hike truancy in the studied schools. About 6(10) percent out of 60 respondents frequented agreeing that lack of clear policy to prevent truancy accelerator trigger truancy in the studied schools (Table 4.10). Some 3(5) percent out of 60 respondents kept responding that they were not sure that the unreliable the lack of clear policy to prevent truancy in the studied schools may be a potential accelerator for that study problem. About 5(8.33) percent of respondents out of 60 research participants frequented disagreeing strongly that surely, unreliable category of policy to prevent truancy in the studied schools is not one of the accelerating push accelerators for truancy (Table 4.10).

The last one some 19(31.66) percent of respondents out of 60 research participants respondents disagree that unreliable lack of clear policy does not hike truancy in studied schools in Tabora municipality (Table 4.10) The analysed data on this category of governmental accelerator of unreliable lack of clear policy among suggested that the amount of the respondents, who were strongly agree and agree, were larger compared to those who strongly disagree, disagree and not sure (Table 4.10).

As one can read from the data through questionnaire in (Table 4.10) various respondents suggested that category of government accelerators are also responsible to hike truancy in studied schools pseudo named as A, B, C and D. The majority respondents did not support the lack of insufficient classes as well as teachers hike students 'absenteeism in schools. Though only few respondents supported this category in studied schools, like unreliable policy. Most respondents supported that lack of good policy lead to increase of absenteeism (Table 4.10).

This study findings about categories related to the governmental accelerators are reflected same studied problem of truancy including (Carolyn, 2008; Reid, 2005; 2008; Auditor, 2004; Jane, 2012; Sunita, 2011; McCluskey, 2004; Barongo, 2007).

The researcher proceeded to investigate the accelerator categories associated with truancy in four groups such as lack of meals, lack of clean water, lack of pit latrines and disease like malaria were considered to hike truancy variations in schools A, B, C and D by using questionnaire tools. The findings about accelerator categories associated with truancy in four groups such as lack of meals, lack of clean water, lack of pit latrines and disease like malaria are portrayed in Table 4.11.

In Table 4.11 one observes about a category of accelerators related to health as either pallor push accelerator for increase or decrease of truancy. In least such accelerators included: lack of meals, lack of clean water, lack of pit latrines, diseases like malaria. In studied schools. Some 15(25) percent of respondents out of 60 research participants frequented agreeing strongly that meals accelerator might be one of accelerators of truancy in the studied schools (Table.4.11).

**Table 4.11: Health as Pull or Push Accelerator for Truancy Increase or Decrease**

	<b>Schools</b>		<b>SA</b>	<b>A</b>	<b>NS</b>	<b>SD</b>	<b>D</b>	<b>Total</b>
	A	Lack of meals	3	3	2	1	6	15
	C		3	6	0	0	6	15
	D		5	3	2	3	2	15
	B		4	0	3	1	7	15
<b>Total</b>	<b>Frequency</b>		<b>15</b>	<b>12</b>	<b>7</b>	<b>5</b>	<b>21</b>	<b>60</b>
	<b>Total %</b>		<b>25</b>	<b>20</b>	<b>11.66</b>	<b>8.33</b>	<b>35</b>	<b>99.99</b>
	A	Lack of clean water	1	4	2	0	8	15
	C		2	1	4	0	8	15
	D		3	2	2	3	5	15
	B		2	3	1	3	6	15
<b>Total</b>	<b>Frequency</b>		<b>8</b>	<b>10</b>	<b>9</b>	<b>6</b>	<b>27</b>	<b>60</b>
	<b>Total %</b>		<b>13.33</b>	<b>16.66</b>	<b>15</b>	<b>10</b>	<b>45</b>	<b>99.99</b>
	A	Lack of pit latrines	1	4	2	2	6	15
	C		2	4	3	3	3	15
	D		2	1	1	4	7	15
	B		0	2	0	2	11	15
<b>Total</b>	<b>Frequency</b>		<b>5</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>27</b>	<b>60</b>
	<b>Total %</b>		<b>8.33</b>	<b>18.33</b>	<b>10</b>	<b>18.33</b>	<b>45</b>	<b>99.99</b>
	A	Disease like malaria	5	4	4	0	2	15
	C		2	7	1	1	4	15
	D		2	6	2	1	4	15
	B		2	1	2	1	9	15
<b>Total</b>	<b>Frequency</b>		<b>11</b>	<b>18</b>	<b>9</b>	<b>3</b>	<b>19</b>	<b>60</b>
	<b>Total %</b>		<b>18.33</b>	<b>30</b>	<b>15</b>	<b>5</b>	<b>31.66</b>	<b>99.99</b>

Sources: Field Data (2019)

Much more, 12(20) percent of respondents out of 60 research participants frequented agreeing casually that surely the lack of meals is a category of health accelerator accelerating truancy at the studied schools. Likewise, some 7(11.66) percent of respondents out of 60 research participants frequented responding that they were not sure about that accelerator. Besides those, some 5(8.33) percent of respondents out of

60 research participants frequented disagreeing strongly with that accelerator (Table 4.11).

Likewise, some 21(35) percent of respondents out of 60research participants frequented disagreeing casually with that accelerator as accelerator of truancy, the studied secondary schools. The analysed data suggested the conclusion that the number of respondents who were not sure, who disagreed strongly, and who disagreed about the lack of meals accelerator, was larger compared to those, who strongly agreed and agreed casually (Table 4.11).

When the School Head (H2) of secondary school B was interviewed about the push and pull health accelerators caused truancy in his school the leader had the following words to say;

*“...Lack of food in school especially lunch caused student to be absenteeism to school this is due to most of students in school B are coming far from home hence they become tired and hunger so they need lunch so as to reduce number of truancy in school B ...”*(H2.12.11.019).

When the representative parent (P2) with a child at school B was interviewed to think about the governmental accelerators of truancy at school B, the P2 had the following words to say;

*“...Lack of food exists in my school this is caused by some of parents are not contributed money for meals voluntarily hence other students when sees their fellow students who their parents contribute are getting food they decide to get out of school and become truant...”* (P2 12.11.019).

The researcher interview research participants including Class Teachers (CT3). When the CT3 of secondary school C was interviewed about the governmental push and pull

accelerators caused truancy at school C this teacher also had the following words to say; "Lack of meals in my school caused frequent absenteeism in schools where by students get out of school without permission to search for food hence bring about truancy in my school..." (CT3.13 11.019).

The second emerged category of pull accelerator related to health was lack of clean water in studied schools. This accelerator was supported by some of the respondents from all sampled schools as follows. About 8(13.33) percent of respondents out of 60 research participants frequented responding agreeing strongly that in actual fact the lack of clean water is both a push and a pull accelerator. Some 10 respondents (16.66) percent of respondents 60 research participants frequented agreeing with lack of clean water accelerator. Still some 9(15) percent of respondents out of 60 research participants frequented responding that they were not sure with the lack of clean water is an accelerating accelerator for truancy in studied schools (Table 4.11).

Besides those, about 6(10) percent out of 60 percent strongly disagreed with lack of clean water as an accelerator (Table 4.12). Notwithstanding, some greater 27(45) percent of respondents out of 60 research participants disagreed with that accelerator in accelerating truancy in studied schools. The analysed data suggested the conclusion that the amount of respondents who were not sure, strongly disagree and disagreed that the lack of clean water caused students' truancy was larger compared to those who agree strongly and agreed casually with that lack of clean water accelerator as push and pull accelerator in accelerating truancy in the studied schools (Table 4.11).

The third accelerator about the categories of accelerators related to health was lack of pit latrines. Some of the respondents from all sampled schools were as follows Some 5

respondents (8.33) percent out of amount 60 respondents frequented responding agreeing strongly that lack of pit latrines is both a pull and push accelerator that might be accelerating truancy in the studied schools. After all, some 11(18.33) percent out of 60respondentsfrequented agreeing casually with that accelerator of lack of pit latrines (Table 4.11). About 6(10) percent of respondents out of 60 research participants frequented responding that they were not sure with that accelerator in discussion (Table 4.11).

Still yet, 11(18.33) percent of respondents out of 60research participants frequented strongly disagreeing, while some 27(45) percent of respondents out of 60 research participants kept disagreeing with lack of pit latrines that accelerating truancy in studied schools. Generally, the analysed data in Table (4.11), suggested the conclusion that the number of respondents, who responded not being sure, disagreeing strongly and disagreeing that the lack of pit latrines hikes as a push accelerator for students truancy at studied school, was larger compared to those who agreed strongly and agreed casually with that accelerator of pit latrines. The last perceived accelerating accelerator for truancy in the studied schools was categories related to health diseases like malaria.

This category of health related accelerators was supported by some of the respondents from the studied schools as follows. Some amount 11 (18.33) respondents percent of out of 60 research participants frequented agreeing strongly with that category related to health as accelerator of students' truancy at the studied schools in Tabora municipality (Table 4.11), Much more, some 18 (30) percent of respondents out of 60

research participants frequented agreeing with the health related accelerators specifically Malaria (Table 4.11).

Moreover, some amount 9(15) percent of respondents out of amount 60 research participants frequented responding that they were not sure with accelerator of Malaria. Other 3(5) percent of respondents out of amount 60research participants frequented strongly disagreeing that surely category of health related accelerators is responsible for students' truancy in studied secondary schools (Table 4.11). As if those were not enough some amount 19 (31.66) percent of respondents out of amount 19 research participants frequented disagreeing that surely category of health related accelerators is responsible accelerator of students' truancy at studied schools, (Table 4.11).

The analysed data suggested the conclusion on this category of accelerators that diseases like malarias an accelerator of truancy in the studied schools of Tabora municipality, that the number of respondents who were not sure, who disagreed strongly, and who disagreed casually with that category of heath related accelerators in particular accelerator, that deceases like malaria caused students truancy were large compared to those who was strongly agree and agree (Table 4.11).

The researcher interviewed some research participants including Class Teachers (CT1). When the CT1 of secondary school A was interviewed about the health push and pull accelerators accelerating truancy at school A this CT1 had the following words to say;

*"...Diseases like HIV and mental illness begot some of my students' parents as well as students themselves at my school. For example in 2018 two students from Form Four and 2019 one student from Form Four got mental illness. Both students postponed their studies in Form Four and related exams like the national examinations..."* (CT1 .11.11.019).



As one can read through the data from questionnaire and the interviews in Table 4.11, health accelerators from varying interviewed research participants like the class teacher of school B (H2.12.11.019;P2.12.11.019;CT1.11.11.019);CT3 13.11.019). Such analysed data suggested the conclusion on the category of health accelerating truancy in studied schools as 3pull and push accelerators in studied schools A, B, C and D to include: lack of meals, clean water, pit latrines, and presence of diseases like malaria(Table 4.11). The study findings of this study are reflected in the following global researchers on the similar studied problem (Reid 2005; 2008; Auditor, 2004; Jane, 2012; Sunita, 2011; McCluskey, 2004; Barongo, 2007; Parret and Budget, 2012).

#### **4.4 The Effects of Truancy in Community Secondary Schools Tabora Municipality**

Objective three assessed the effects of truancy in the community secondary schools in Tabora municipality. Its research question inquired, what are the effects of truancy in community secondary schools inTabora municipality Tanzania? The researcher collected adequate data using semi structured interview method from four sampled schools pseudo named as: A, B, C and D.

When the School Head (H1) of secondary school A was interviewed about the effects of truancy in the studied community secondary schools academically in his school the leader had the following words to say;

*“...For the case of students one of the consequences of truancy is to fell tests, quizzes and school and national examinations. Second consequences are the lack of sufficient knowledge once one completes forms Two and Four. The third consequence is inadequate graduates and wastage of government and parents’ invested resources such as money, and subsidy provided by the government in schools...”(H1.11.11.019).*

Besides the representative interviewed parent (P1) with a child at school A, another representative parent (P2) was pursued to give the personal views. Parent (P1). When parent P2 was interviewed to think about the effects of truancy at school A, had the following words to list;

*“... Students lack sufficient knowledge in class, and less understanding capacity, the second consequence is students ‘failure of their examination. third students engaged in peer groups in streets for example using marijuana, prostitutions, and last effect for girls end up with getting pregnancy, and for boys giving pregnancy to girls ,for the case of effects of school, to make school to have bad habit of truancy, when the teacher tried to take action against student absenteeism ,he or she attacked in street by those who was absent from school, this reduce competence of teachers, and the last effects of school is truancy reduce school position academically...”(P1.11.11.019).*

The researcher did not interview only parents on the effects of truancy, but also educational administrators like the Word Educational Officer (WEO) of school A to respond to interview questions about the effects of truancy at school A. The executive administrator had the following words to say;

*“...Students fail their examinations due to pregnancy for girls, and students failed to achieve their objectives, school to have bad position academically, school to have bad habit due high number of truancy...”(WEO 12.11.019).*

The researcher’ as well interviewed the research participants including: Class Teachers coded (CT1). When the CT1 was interviewed about effects of truancy at school A this teacher had almost the similar views to say;

*“...Low performance to students, fail school examinations and national examinations, students repeated class for example in 2018 five students of Form Two repeated the class after failing Form Two exams and last one student to be terminated from the school because if truancy exceed 90 days consecutively student chased from school, school effects, bad position academically for example our school got the position 12 among all community school found in Tabora municipal, and last one teachers will not complete his or her objectives in time...”(CT1.11.11.019).*

When the School Head (H3) of secondary school C was interviewed about the effects of truancy in community secondary schools academically in his school the leader had the following words to say;

*“... Student’s failure in subjects and examinations, pregnancy for girls students, students loose live directions. Effects for schools bad position academically, school to have bad conducts at all starting from the head of school and teachers...”* (H3.13.11.019).

As if the previous views were not enough the researcher proceeded to collect views from parent (P3) with a child at school C. Such parent was asked to think about the effects of truancy at school D. The P3 had the following words to say;

*“... Students fail to reach high standards of his education, low performance of students, students to be with bad behavior, for example drinking of alcohol, using of drugs. School effects low performance academically, teachers to be seen are not competent as well as the head of school...”*(P3.13.11.019).

Not only had the researcher interviewed only those participants but also other research participants including Class Teachers (CT3) about the effects of truancy at school C this teacher also had the following words to say;

*“...Students to fell examination inside the school and national exams because not attended all periods in the class, students completed Form Four with low performance, student to have bad behaviors’ which is not supported by community. School effects, bad performance in national exams, lose to school because school utilized a lot of resources, school to failed to achieve objectives, bad habit of school, school labeling)...”*(CT3.13.11.019).

When the researcher asked the Word Educational Officer (WEO) at school C to respond to interview questions about the effects of truancy in school C the executive leader had the following words to say;

*“...Students fail their examinations due to pregnancy for girls, students failed to achieve their objectives. School effect bad position academically, bad habit due high number of truancy ...” (WEO. 13.11.019).*

When the School Head (H2) of the secondary school B was interviewed about the effects of truancy in his secondary community secondary school academically in his school the administrator had the following words to say;

*“...Students to drop out from school if exceed 90 days consecutively for example in 2018 only 5 students completed Form Four two girls and three boys whereby they started F112 in number, poor performance for students, student lack right of getting education, students failed to achieve his objectives. School effects, bad examination results teachers loose morale of teaching, school failed to achieve objectives, supervision of school will be affected....”(H2.12.11.019).*

When the representative parent (P2) with a child at school B was interviewed to think about the effects of truancy at school B, the P2 had the following words to say;

*“...Students failure in their examinations, and bad life after completing the school. School effects he answered he doesn't know...”(P2.12.11.019).*

When the researcher asked the Word Educational Officer (WEO) of school B to respond to interview question about the effects of truancy in school B the executive leader had the following words to say;

*“...Students lack sufficient knowledge of known themselves, students failed to communicate with other people, poor performance to students in their school exams and national exams. Students become fathers and mothers while in young age. School effects, bad utilization of human resources such as teachers are many than those who need educations (students), lack of school developments, that means development of school is when the number of students are increased, the community does not see the importance of education...” (WEO 13.11.019).*

The researcher interviewed research participants including Class Teachers (CT2). The researcher interview research participants including Class Teachers (CT2).When the CT2 of secondary school B were interviewed about effects of truancy at school B this teacher also had the following words to say;

*“... Students failed their exams after four year of schools, girl students after completing school failed and evolved with early marriage. School effects, loose of equipment such as acids, bases and other reagents to expire without having students to use it, position of school academically will be poor and bad habit of school”*(CT2.12.11.019).

When the School Head (H4) of secondary school D was interviewed about the effects of truancy in community secondary schools academically in his school the leader had the following words to say”

*...”Students perform poor in their exams both school and national exams and ,drop out from school...”*(H4.14.11.019).

When the Parent (P4) with a child at school D was interviewed to think about the effects of truancy at school D, the P4 had the following words to say;

*“...Students failed to get his or her education, and girl student get pregnancy. School effects loose of parent’s contributions (money) this because parents contribute money to build their school; parents lose interest with schools...”* (P4 14.11.019).

When the researcher asked the Word Educational Officer (WEO) of school D to respond to interview question about the effects of truancy in school D the executive leader had the following words to say;

*“...Students study in improper sequence hence poor performance, student to be evolved in peer group for example, and student spend most of their time in camps (vijiweni) and use drugs. School effects poor performance academically of school for example in 2018 our school gets last position among that community secondary school found in Tabora municipal...”*(WEO4. 14.11.019).

The researcher interviewed research participants including Class Teachers (CT2). The researcher interview research participants including Class Teachers (CT4).When the CT4 of secondary school D were interviewed about effects of truancy at school D this teacher also had the following words to say;

*“...Poor performance of students because most of time is not present in class room, students failed to achieve objectives, students to get diseases, pregnancy or to be chased from school for example 2019 five students chased away from school because of truancy they exceeded 90 days, students lack sufficient knowledge about life. School effects bad position academically, school not given incentives, labeling of school to be with bad habit...”(CT4.14.11.019).*

As one can read through interviews arguments above from varying interviewed research the following interviewer respondents argued each one with his perspectives. The analysed data from the questionnaire responses and interviews suggest the conclusion that the positive and negative effects of truancy in the studied areas school coded as A, B, C and D were categorized into two parts school effects and student effects. The most interviewees responded that one of the effects of students ‘truancy in the studied community secondary schools of Tabora municipality is poor performance in terms of falling in the school assessments like quizzes, tests and daily exercises as well as the national examinations. Besides that, graduates complete the secondary school with unintended inadequate knowledge, skills and attitude (H1;P1;WEO1;CT1; 11.11.019; H2; WEO2; CT2; 12.11.019; H3;P3;CT3;WEO3; 13.11.019; H4; P4;WEO4; CT4.14.11.019).

For the case of school effects one is to tarnish the image of a particular school for producing very few students with high quality performance in expected knowledge,

skills, and attitude at the labour market. On the side of both parents and government is the wastage of resources such as the invested money and instruments such as laboratory reagents and paid teachers without actually achieving the set objectives of preparing quality graduate. The third negative effect is tearing and warring of the school infrastructures without yielding the expected quality products (H1; P1; CT1; 11.11.019; WEO2; H2; CT2.12.11.019; H3; P3; CT3; WEO3.13.11.019; H4; P4; WE04; CT4.14.11.019).

These findings on the last research objective reflect findings in studies conducted by (Mgonja, 2016; Connie, 2000; Attwood and Scroll, 2006; Virginia Department of Education, 2005; State justice Institute, 2011; Commonwealth of Virginia, 2010).

#### **4.6 Chapter Summary**

Chapter four the researcher presented, analysed, discussed and interpreted the collected data as per research objectives and questionnaires. The addressed grand research question in this study was; what have been the push and pull accelerators for truancy among the in Tanzania studied community secondary schools of Tabora municipality? The first objective was to examine the extent at which truancy exists in community secondary schools in Tabora municipality its research question was to examine the level of truancy in community secondary schools in Tabora municipality?

The second objective was to assess the accelerators which hike the extent of truancy in the four studied schools A, B, C. Its research question inquired:

*“What are the push and pull causes which are accelerating student’s truancy in community secondary schools in studied municipal of Tabora?”*

The third objectives assessed the effects of truancy in studied community secondary schools in Tabora municipality Tanzania its research question was what were the effects of truancy in community secondary school in Tabora municipality Tanzania? Critically rationalising, each question different answers were found from respondents from questionnaires and interviewers, and this chapter ends up with chapter summary.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

Chapter five covers the summary of the findings and recommendations as per study objectives and research questions in line with pragmatism paradigm philosophy encouraging researchers, who are not using the hypotheses to use the research objectives and their research questions which were developed right from chapter one.

#### **5.2 Study Summary**

This study was about push and pull accelerators for truancy in Tanzania community secondary schools at Tabora municipal. It addressed the fundamental question, what are push and pull accelerator hiking truancy scenario in the studied community secondary schools of Tabora Municipal? The purpose of this study was to explore the research participants' perceptions for the push and pull accelerators for increase of truancy in community secondary schools in Tabora municipality. The study was guided by the research three specific objectives and their three sub research questions. The findings for each objective along research questions were as follows.

##### **5.2.1 Extent at which Truancy Exists in Studied Schools**

Objective one of this study examined the extent at which truancy exists in the studied community secondary schools. Its research question inquired, what is the level of truancy in community secondary schools in Tabora Municipality? The researcher used tools such as interview schedule, questionnaires, semi structured interviews and documentary methods such as attendance registers to collect data.

The following findings for objective one, included, the extent of truancy in studied classes of FI of school A in the cohort 2018- 2019 the extent of truancy from the month of February amounted to 3 students (10) percent out of 30, registered students in the studied secondary schools of Tabora municipality to March 1(3.12) percent student was truant out of 32 registered students.

Besides that, in June the amount truants were 9(19.44) percent out of 36 registered students. In July the amount of truancy rose to 7(14.28) percent out of 35 registered students. Finally, in September cohort 2018-2019 the rate of truancy was with 6 (10.52) percent of students out of 38 registered students.

The researcher found that in the cohort 2017-2018 of F1 and FII the amount of truancy was higher compared to the cohort of 2018-2019 in which on June cohort 2017-2018, amount of 18 students were truants. The truancy rate rose to 37(48.67) percent out of registered students of FIV at studied school A. October and November cohort 2017-2018 of same levels had the same higher truancy rate that rose to 6(16.66) percent out of 36 registered students.

Therefore the amount of truancy in studied classes of Form Four (FIV) students at school A in the cohort of 2018- 2019 the primary documentary analysed data showed that it varied from month, to month and in the cohort 2017-2018 the amount of truancy was higher by 48.67 percent compared to the cohort 2018-2019 and extent of truancy was higher in form IV compared to form one at studied schools such schools A, B, C and D.

### **5.2.2 Push and Pull Accelerators for Students' Truancy Variation in Studied**

#### **Schools**

Objective two assessed accelerators which hike students' truancy increase or decrease in four studied schools A, B, C, and D. Its research question inquired what is the push and pull causes, which are accelerating students' truancy in studied community secondary schools at Tabora municipal? The findings included; frequenting accelerators to be both internal and external push and pull. The emerged leading accelerator, which is both internal and external accelerator, was the peer group within school and out of school environment. This accelerator belongs to ethics category among other accelerators that the data suggested to be accelerating truancy highly.

The second emerged as a leading push and pull accelerator was category associated with economic accelerators. The analysed data suggested that students are frequenting to engage themselves in small business as vendors. Likewise, in economic category pull accelerator is child labour. These emerged accelerators were supported by majority of research participants. Who strongly frequented agreeing to both questionnaire and interviews tools that really the ethical as well as economic are the major push and pull accelerators hiking truancy scenario in studied community schools of Tabora municipal.

### **5.2.3 Effects of Truancy in Community Secondary Schools of Tabora**

#### **Municipality**

Objective three assessed the effects of truancy in the community secondary schools in Tabora municipality. Its research question inquired, what are the effects of truancy in community secondary schools in Tabora municipality? The findings collected via

primary documentary, questionnaire as well interviews schedule revealed that; truancy triggers students to fail various constructed assessment tools like quizzes tests, zonal examinations also known as Mock examinations, which prepare students to do better in the subsequent national examination. The other emerged effect was students' inadequate mastery of the provided knowledge, as well as intended life skills for a particular designed curriculum.

The interviewed educational officers, and teachers doubted the mastery of competencies such as: language like English as well as Kiswahili, numeracy and science competencies for truant victims. Some responses implied the future incompetent graduates at different levels such as FII and FIV levels. The data too suggested implied wastage of government fiscal subsidy and parents' invested physical and resources provided intended for truant students in the studied school. The other noted implied effects to the community of some truant student send in: hooliganism as a result of some lowly agreed pull accelerators of drug abuse, early prostitution, early child pregnancy, sand ill-mannered graduates as well as unstable and unpleasant academic performance position of the studied school ward, district, regionally and national wise.

### **5.3 Conclusions of the Study**

The data suggested the conclusion on the extent of truancy in Form one (F1) to be lowest of all the studied classes in the studied schools of: A, B, C, and D. The higher classes of Forms FII, II, and IV were found with varying truancy rater higher than that of F1. Likewise, The analysed data suggested the conclusion that the responsible accelerators were in categories of: pull in and out as well as and push in and out as

either ethical related ones, peer group, related economical ones like students to engage in vendor business, child labour, low economy, engaging in small business, these emerged as responsible accelerators raising truancy in studied community schools namely: A, B, C and D. Out of those the peer group factor was on lead.

The analysed data from the questionnaire responses and interviews suggest that the effects of truancy in the studied areas school coded as A, B, C and D were categorized into two parts school effects and student effects. The most interviewees responded that one of the effects of students' truancy in the studied community secondary schools of Tabora municipality is poor performance, in those school and national examinations. Truancy is a big challenge in Tabora municipality which is caused by ethical accelerators, such as peer group, economical accelerators, lower classes students engaging in small business, child labour which is caused by low incomes family. These accelerators emerged as contributory accelerators of the low academic performance in both school and national examination of community based secondary schools in Tabora municipality.

#### **5.4 Recommendations for Action**

This sub chapter covers recommendations for action based on the study findings as per study objectives and their questions as follows. Given that the study findings revealed that the in and out of school peer groups relates to ethical related pull and push as a leading accelerator accelerating truancy at higher rate, in the studied community secondary schools, let the community at large be involved to take the following measures as per research participants emerged suggestions:

To let educational stakeholders including: educational officers, school heads, parents, business men, cohesive instruments in the studied municipal in unison with the government efforts to ensure participatory measures to involve the community at large to first identify particular peer group categories. Then through participatory measures of involving community at large, the out of school pull accelerator can be brought down.

Meanwhile, for studied schools administration let them ensure within the school emerging peer groups are identified and quickly thwarted down earlier so as to abolish the peer groups attracting students outside school, inducing them to involve themselves in unrelated school activities. Let the school administrators ensure effective communication by removing barriers that hinder parents and large community to discover the clandestine or not easily known peer groups at school, within and out of school. Let schools establish parents' day visitations, just as private schools do. Let there be a once year meeting that involves the community at large, so as to identify and suggest measures to curb down peer groups in the school context.

As per the second leading related to child labour associated to pull economic accelerator, let schools ensure school calendars are in line with seasons surrounding schools based on the economic activities. Otherwise, enforce the existing laws to functions as expected to curb down child labour acts by involving a community at large to participate in bylaws making in Tabora municipal. The bylaws to should ensure the parents are responsible to provide necessary educational resources to their students, for example exercise books, pens clothes, so as to minimize number of truancy in community secondary schools. Modernize schools to ensure some essential

facilities that make students to pursue outside the schools are available at school shop or canteens. Let, selection of students to secondary schools consider distances from selected students' homes.

### **5.5 Recommendations for Further Studies**

This sub chapter covers recommendations for further studies based on the study findings. This study about truancy was conducted in Tabora municipality in four studied public community secondary schools owned by the government. It is hereby recommended to let comparative study with larger sample be conducted in non-public community, popularly known as special, as well as private owned ordinary level secondary schools in the same Tabora municipality.

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## APPENDICES

### Appendix 1: Questionnaire Tools

#### POSSIBLE ACCELERATORS FOR COMMUNITY SECONDARY ONDARY SCHOOLS TRUANCY IN TABORA MUNICIPAL

##### Introduction

Dear respondent, this study is for academic purposes only. The answers you give will remain secondary ret between you and a researcher. Please, do not write your name **anywhere**. The researcher Intends to understand some possible reasons, which are push or pull out, so that some students absent themselves in classes among community secondary schools of Tabora Municipality despite the government policy of Free Education and despite measures put by schools to control absenteeism, so as all enrolled students complete their four years successfully. Please, do not disclose your name anywhere in this study.

##### Key:

SA	A	NS	SD	D
Strongly Agree	Agree	Not Sure	Strongly Disagree	Disagree

You are given the scale with five levels. Read the key abbreviations SA, A, NS, SD ,and Please, tick (v) on each statement with possible pull or push reasons according to the five levels you agree or disagree making students to frequently absenting (truancy) at your school.

	<b>POSSIBLE ACCELERATORS FOR ABSENTING CLASSES</b>	<b>RESPONSES</b>			
	Peer Groups				
	Drug abuse				
	Corporal punishment for breaking school regulations				
	Engaging in small business to raise personal income				
	Child labour like cattle keeping, weeding				
	Variation in Socio Economic status of parents (SES)				
	Weather aspect especially in rain seasons				
	School environments not attractive to students				
	Family divorces				
	Long distances from home to schools				
	Unreliable transport to schools				
	Some teachers are not friendly close to their students				
	Drinking of alcohols				
	Harshness of some teachers to students				
	Parent not cooperative with teachers to follow up of student's progress				
	Location of schools near recreations areas like				

	betting				
	Lack of facilities during menstruation cycle for girls				
	Early engagement in love affairs				
	Lack of guiding and counseling service				
	Death of one parent or both				
	Family conflicts among parents				
	Lack of sufficient teachers for some subjects				
	Lack of sufficient class rooms				
	Lack of meals or presence of meals like lunch tea breaks				
	Lack of clean water sources				
	Lack of sufficient pit latrines				
	Health related issues like Malaria accelerating daily permissions				
	School environment not attractive to students				
	Lack of clear policy on managing student truancy in community secondary schools				

**THANK YOU FOR PARTICIPATING**



## Appendix 1I: Interviews Schedule Tool

### POSSIBLE ACCELERATORS FOR COMMUNITY SECONDARY ONDARY SCHOOL TRUANCY IN TABORA MUNICIPAL

#### Introduction

Dear respondent this study is for academic purposes only. The answers you give will remain secret between you and researcher. The researcher Intends to understand some possible push and pull out reasons, which are making some students to absent themselves in classes in Tabora Municipal community secondary schools; despite government policy of **Free Education** and measures put by schools to control absenteeism, so that the enrolled students complete their four years successfully.

1. Tabora is one of the listed municipalities to have high truancy of its community secondary school students according to some news papers and according to Premier Kassim Majaliwa in (2018) parliament. Do you agree or not?  D  A

1. Please, IF you agree or disagree with the above statement, would you list some possible reasons push and pull this situation? In other words why you think it is a **true or false**?
2. Would you explain each accelerator you mentioned to me, to possible **pull or push** reason accelerating students to frequently absent or (truant) from your school?

Any pull accelerators please mention?

.....

Any push accelerators please mention?

.....

How big is the problem of truancy at your school? In every classes of F1-FIV? (Data in Number) is there established system of discovering absentees at your school?

Which one?

3. What do you think have been effects of truancy to your school as well to the students themselves? Academically? Any data?
4. Do you have any suggestion on what should be done to control this problem so that students complete their secondary school cycle as planned?
5. Give your recommendation

THANK YOU FOR PARTICIPATING

**Appendix III**

Chart of school (A, B, C, and D) showing the trend of students registered Cohorts in Form One (FI) and the same class to complete Form Four (FIV).

School	Register at form one						Complete form four					
	2014-2015			2015-2016			2017-2018			2018-2019		
	B	G	T	B	G	T	B	G	T	B	G	T
School "A"	28	27	55	24	20	44	18	18	36	16	19	35
School "B"	7	5	12	10	4	14	3	2	5	8	0	8
School "C"	30	17	47	25	28	53	16	14	30	21	51	72
School "D"	16	11	27	18	12	30	6	12	18	13	7	20

## Appendix IV Research Clearance From Out

### THE OPEN UNIVERSITY OF TANZANIA

#### DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.openuniversity.ac.tz>



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ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

REF: PG2017996819

6<sup>th</sup> November 2019

Education Director,  
Tabora Municipal  
P. O. Box 174,  
TABORA

#### RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Pamphil Martin, Reg No: PG201701709 pursuing **Master of Education, Administration, Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled "*Truancy in Community Secondary Schools in Tanzania at Tabora Municipality*". He will collect his data in your region at Ndevelwa, Cheyo, Itonjanda and Mbugani Secondary schools between 11<sup>th</sup> November 2019 to 6<sup>th</sup> December 2019.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

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

## Appendix V: Plagiarism Report

### PUSH AND PULL ACCELERATORS FOR TRUANCY IN TANZANIA COMMUNITY SECONDARY SCHOOLS AT TABORA MUNICIPAL

#### ORIGINALITY REPORT

<b>17</b> %	<b>16</b> %	<b>2</b> %	<b>13</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

#### PRIMARY SOURCES

<b>1</b>	<b>repository.out.ac.tz</b> Internet Source	<b>7</b> %
<b>2</b>	<b>Submitted to Mount Kenya University</b> Student Paper	<b>2</b> %
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<b>5</b>	<b>etd.aau.edu.et</b> Internet Source	<b>1</b> %
<b>6</b>	<b>Submitted to Eiffel Corporation</b> Student Paper	<b>&lt;1</b> %
<b>7</b>	<b>uir.unisa.ac.za</b> Internet Source	<b>&lt;1</b> %
<b>8</b>	<b>infonomics-society.org</b> Internet Source	<b>&lt;1</b> %