

**AN ASSESSMENT OF FACTORS INFLUENCING FEMALE STUDENTS'  
DROPOUT IN SECONDARY SCHOOLS IN NORTH "A" DISTRICT,  
ZANZIBAR**

**MACHANO ALI VUAI**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT 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 she has read and hereby recommends for acceptance by the Open University of Tanzania a Dissertation entitled: *“An Assessment of Factors Influencing Female Students’ Dropout in Secondary Schools in North “A” District, Zanzibar”* in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Dr. Daphina Libent - Mabagala

**(Supervisor)**

.....

Date

**COPYRIGHT**

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

## DECLARATION

I, **Machano Ali Vuai**, do hereby declare that this dissertation is my own original work and that it has not been submitted and will not be submitted for any academic award in any other University for a similar or any other degree award.

.....

Signature

.....

Date

## **DEDICATION**

This work is dedicated to my beloved wives Maryam Kombo Nyange and Zuweni Haji Shekha and my brothers' sons and daughters, glory for all the time they missed my care while concentrating on my studies. I tell them that perseverance, determination and hard work are the major means to succeed in life. Also, in a special way, I dedicate this research work to the two founders of our Tanzanian nation, the late Mwalimu Julius K. Nyerere and the late Sheikh Abeid Amani Karume for their contribution of establishing the principles of peace, love, tranquility and security in our nation, which have made us to live in peace and harmony.

## **ACKNOWLEDGEMENT**

First and foremost, I thank the Almighty God who made me strong to complete this work. Second, I wish to express my sincere appreciation to my supervisor, Dr. Daphina L. Mabagala, she gave me constructive comments, guidance, and encouragement, which helped to accomplish this study. She played great supervisory role to ensure that this study is readable. I will never forget her roles she played in my life.

Third, I appreciate Mr. Khatib K. M. Mwinyichande and Mr. Msham R. Abdallah for their distinguished assistance in making sure that I am going forward in my academic endeavour until I completed this study. Their generous heart will always be regarded.

Fourth, my appreciation is extended to the teachers, students and parents of secondary schools of North“A” District, Zanzibar, who participated in this study as respondents. They provided me with useful information concerning the study. Fifth, I wish to thank the Open University of Tanzania, the Faculty of Education in particular for facilitating the successful completion of this academic journey

Sixth, in a special way, thanks are accorded to the Revolutionary Government of Zanzibar through the Ministry of Education and Vocational Training (MoEVT), specifically the District Education Officer (DEO) for his useful support to conduct this study. Lastly, I am greatly indebted to my beloved wives and daughters (Aisha M. Ali and Azmina M. Ali) for their patience, prayers and encouragement during the course of my study.

## ABSTRACT

The study was conducted in North “A” district, Zanzibar and guided by four objectives, which were to: determine the effects of home environment, school environment, socio-cultural factors on female students’ dropout from secondary schools and; establish the strategies of improving the retention rate of girls in secondary schools. The participation-connection and Maslow’s hierarchy of needs theories informed the study. The study employed a descriptive survey research design which involved 131 respondents. Data were collected using questionnaire and interview. Data were analysed using content analysis; and descriptively by using frequencies and percentages. Findings indicated that home related factors such as domestic responsibility, lack financial support from parents and distance from home to school influenced girls to dropout from school. Also, school related factors such as physical environment, teacher-student relationships, and the nature of the school curriculum influenced girls students to dropout from school. Furthermore, socio-cultural practices such as early marriage, pregnancy and parents’ lack of interest in girls’ education were found to influence girls to dropout from school. Based on the findings, it was recommended that educational stakeholders should work together to educate parents and community members on the importance of girls’ education; and improve both school social and physical infrastructure in order to make schools attractive environments for learning.

**Keywords:** Girls’ Dropout; Home Environment; School Environment; Social-Cultural Practice; Retention Rates

## TABLE OF CONTENTS

|   |             |
|---|-------------|
| <b>CERTIFICATION .....</b>                            | <b>ii</b>   |
| <b>COPYRIGHT .....</b>                                | <b>iii</b>  |
| <b>DECLARATION.....</b>                               | <b>iv</b>   |
| <b>DEDICATION.....</b>                                | <b>v</b>    |
| <b>ACKNOWLEDGEMENT.....</b>                           | <b>vi</b>   |
| <b>ABSTRACT .....</b>                                 | <b>vii</b>  |
| <b>LIST OF TABLES .....</b>                           | <b>xii</b>  |
| <b>LIST OF FIGURES .....</b>                          | <b>xiii</b> |
| <b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>       | <b>xiv</b>  |
| <b>CHAPTER ONE .....</b>                              | <b>1</b>    |
| <b>INTRODUCTION AND BACKGROUND TO THE STUDY .....</b> | <b>1</b>    |
| 1.1 Introduction .....                                | 1           |
| 1.2 Background to the Study .....                     | 1           |
| 1.3 The Statement of the Problem.....                 | 6           |
| 1.4 Objectives of the Study .....                     | 6           |
| 1.5 Specific Objectives of the Study .....            | 6           |
| 1.6 Research Questions .....                          | 7           |
| 1.7 Significance of the Study .....                   | 7           |
| 1.8 Limitations of the Study .....                    | 8           |
| 1.9 Delimitations of the Study .....                  | 9           |
| 1.10 Operational Definition of Terms .....            | 9           |



|  |           |
|--|-----------|
| <b>CHAPTER TWO .....</b>   | <b>11</b> |
| <b>LITERATURE REVIEW .....</b>   | <b>11</b> |
| 2.1 Introduction .....   | 11        |
| 2.2 Theoretical Literature Review .....  | 11        |
| 2.2.1 Participation-Connection Theory .....  | 11        |
| 2.2.2 Abraham Maslow's Theory of Need .....  | 11        |
| 2.3 Empirical Literature .....   | 12        |
| 2.3.1 The General Status of Girls Drop Out .....                                     | 12        |
| 2.3.2 The Influence of Home Environment on Girls' Dropout from School .....          | 14        |
| 2.3.3 The Influence of School Environment on Girl's Dropout from Schools .....       | 18        |
| 2.3.4 The Influence of Socio-cultural Practices on Girls' Dropout from Schools ..... | 19        |
| 2.4 Conceptual Framework .....   | 22        |
| 2.5 Literature Summary and Gap .....   | 24        |
| <b>CHAPTER THREE .....</b>   | <b>25</b> |
| <b>RESEARCH METHODOLOGY .....</b>  | <b>25</b> |
| 3.1 Introduction .....   | 25        |
| 3.2 Research Design .....  | 25        |
| 3.3 Study Location .....   | 25        |
| 3.4 Target Population .....  | 27        |
| 3.5 Sampling Techniques and Sample Size .....  | 28        |
| 3.5.1 Sampling techniques .....  | 28        |
| 3.5.2 Sample size .....  | 29        |
| 3.6 Data Collection Methods .....  | 29        |
| 3.6.1 Interviews .....   | 29        |

|       |  |           |
|-------|--|-----------|
| 3.6.2 | Questionnaires.....  | 30        |
| 3.7   | Validity and Reliability of Instruments.....   | 31        |
| 3.7.1 | Validity.....  | 31        |
| 3.7.2 | Reliability.....   | 31        |
| 3.8   | Data Analysis Procedures .....   | 31        |
| 3.9   | Ethical Considerations .....   | 32        |
|       | <b>CHAPTER FOUR.....</b>   | <b>33</b> |
|       | <b>PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS.....</b>  | <b>33</b> |
| 4.1   | Introduction .....   | 33        |
| 4.2   | Response Rate and Demographic Characteristics of Respondents .....   | 33        |
| 4.2.1 | Response rate .....  | 33        |
| 4.2.2 | Demographic Characteristics of Respondents .....   | 34        |
| 4.3   | Influence of Home Environment on Female Students' Drop-out .....   | 35        |
| 4.3.1 | Domestic Responsibility for Students .....   | 36        |
| 4.3.2 | Lack of Financial Support.....   | 37        |
| 4.3.3 | Distance from Home to School .....   | 38        |
| 4.4   | The Influence of School Environment on Female students' Dropout from<br>Secondary Schools .....            | 40        |
| 4.4.1 | The School Physical Environment and its Influence on Dropping Out .....                                    | 40        |
| 4.4.2 | Teacher-student Relationships and its Influence to Female Students'<br>Decision to Drop Out of School..... | 44        |
| 4.4.3 | The Relationship between Male and Female Students .....  | 46        |
| 4.4.4 | The Nature of the School Curriculum and its Influence on Decision to<br>Drop Out.....                      | 47        |

|   |   |           |
|---|---|-----------|
| 4.5   | The Influence of Socio-Cultural Practices on Female Students' Dropout<br>from Secondary Schools ..... | 50        |
| 4.6   | Strategies to Improve Retention rate of Girls in Secondary Schools .....                              | 51        |
| 4.6.1   | Learning Materials and Sanitary Towels .....  | 52        |
| 4.6.2   | Provision of guidance and counseling services in school .....   | 52        |
| <b>CHAPTER FIVE .....</b>                             |   | <b>54</b> |
| <b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b> |   | <b>54</b> |
| 5.1   | Introduction .....  | 54        |
| 5.2   | Summary of Findings .....   | 54        |
| 5.2.1   | Influence of Home Environment on Female Students' Drop-out .....                                      | 54        |
| 5.2.2   | The Influence of School Environment on Female Students' Dropout from<br>Secondary Schools .....       | 55        |
| 5.2.3   | The Influence of Socio-Cultural Practices on Female Students' Dropout<br>from Secondary Schools ..... | 56        |
| 5.2.4   | Strategies to improve Retention Rate of Girls in secondary Schools .....                              | 57        |
| 5.3   | Conclusions .....   | 58        |
| 5.4   | Recommendations .....   | 58        |
| 5.4.1   | Recommendations for Action .....  | 59        |
| 5.4.2   | Recommendations for Further Research .....  | 59        |
| <b>REFERENCES.....</b>                                |   | <b>60</b> |
| <b>APPENDICES .....</b>                               |   | <b>70</b> |

## LIST OF TABLES

|  |    |
|--|----|
| Table 3.1: Sample Size .....   | 29 |
| Table 4.1: Response Rate.....  | 34 |
| Table 4.2: Demographic Characteristics of DEO, Head Teachers, Teachers, Students<br>and Parents .....        | 35 |
| Table 4.3: The School Physical Environment Variables that Influence on Dropping<br>Out.....                  | 41 |
| Table 4.4: Teacher-student Relationships and its Influence Students' Decision to<br>Drop Out of School ..... | 45 |
| Table 4.5: Factors Related to Male and Female Relationships.....   | 47 |
| Table 4.6: The Nature of the School Curriculum and its Influence Female Students'<br>Drop Out.....           | 48 |
| Table 4.7: Socio-Cultural Practices Influencing Female Students' Dropout from<br>Secondary Schools .....     | 50 |

**LIST OF FIGURES**

|  |    |
|--|----|
| Figure 2.1: Factors influencing Girls Dropout from Secondary school..... | 23 |
| Figure 3.1: Map of North “A” District.....                               | 26 |

## LIST OF ABBREVIATIONS AND ACRONYMS

|        |  |
|--------|--|
| ASER   | Annual Survey of Education Report                              |
| AVE    | Average Variance Extracted                                     |
| BEST   | Basic Education Statistic of Tanzania                          |
| DAS    | District Administrative Secretary                              |
| DEO    | District Educational Officer                                   |
| DPGS   | Directorate of the Postgraduate Studies                        |
| EFA    | Educational for All  |
| MDGs   | Millennium Development Goals                                   |
| MoEVT  | Ministry of Education and Vocational Training                  |
| SDGs   | Sustainable Development Goals                                  |
| SPSS   | Statistical Package for Social science                         |
| UDHR   | Universal Declaration of Human Right                           |
| UN     | United Nations   |
| UNESCO | United Nations Education, Scientific and Cultural Organization |
| UPE    | Universal Primary Education                                    |
| USA    | United State of America  |
| WB     | World Bank   |

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This chapter presents the background information of the study, statement of the research problem, research objectives, and research questions. It also presents the significance of the study, limitation and delimitation of the study, conceptual framework and operational definition of the terms.

#### **1.2 Background to the Study**

Student's dropout from schools is a great challenge and an issue of concern to any government and society in the world irrespective of social and economic development attained by society. In spite of many efforts and strategies developed to enhance a smooth transition rate in schools; there are still students who withdraw from schools prematurely. The Universal Declaration of Human Rights, Article 26, for instance, states categorically that everyone has the right to education (UNESCO, 2010). Tanzania Child Act, 2009 mentions the children's right to education.

International Declarations, such as Education for All (EFA), Universal Primary Education (UPE) and Sustainable Development Goals (SDGs) were ratified to promote, among other things, educational needs of the children. For example, EFA under UNESCO (2015) aimed at meeting the learning needs of all children, youth and adults by the year UNESCO (2015). Educational for all was officially launched in 1990 at the World Conference on EFA in Jomtien, Thailand. Some of the EFA goals included the expansion of early childhood care and education, provision of free

and compulsory primary education for all, promotion of learning and life skills for the young and adults and improved quality of education (UNESCO, 2000).

Education for All (EFA) aimed at meeting the basic learning needs where every person, child, youth, and adult would be able to benefit from educational opportunities designed to meet their basic learning needs. The basic learning needs comprise of essential learning tools such as literacy, oral expression, numeric and problem solving, and the basic learning content such as knowledge, skills, values and attitudes required by human beings to survive, to develop their full capacities, to live and work in dignity to participate fully in development, to improve quality of their lives, and to make informed decisions for their life (UNESCO, 2000).

EFA goal number two specifically intends to provide free and compulsory primary education of good quality for all (UNESCO 2012). Additionally, goal number five aimed at eliminating gender disparities in primary and secondary education by (UNESCO 2015). Also, it aimed at achieving gender equality in education by ensuring girls' full and equal access to basic education. Likewise, one among the goals of the Millennium Development Goals particularly goal number 3 intends to promote gender equality and empower women. It targeted at eliminating gender disparity in primary and secondary education by 2005, and at all levels by (UNESCO 2015). All these initiatives clearly show how girls' education has been given priority worldwide (UNESCO 2012).

Education is considered as a tool that can be used for integration of the individual into society to achieve self-realization, cultural and technological progress (Afe,



2003). Former UN secretary General Kofi Annan highlighted the role and impact of girl's education during the World Conference on Education in 2001 saying that;

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

In Tanzania female enrolment in education from form 1-6 has increased by 1.8% from 1,774,383 pupils in 2015 to 1,806,955 pupils in 2016, while female dropout was found to be 48.5% by 2015 (MoEVT, 2010). The trend of student dropout has tended to affect the girls more than boys to warrant special and collective attention by both the government and local community. Studies by Bunto (2002) and Masamalo (2017) indicate that student dropout is associated with poverty and culture. The argument has been put forward that majority of the children who dropout of schools is likely to come from poor families because their parents are unable to meet both direct and indirect costs of schooling for their children.

Moreover, cultural preferences and practices such as early marriages, pre-marital pregnancies, and preference of schooling for male children, attending initiation rites, historical and religious backgrounds have been cited to be facilitating student dropout. Therefore, the cultural preferences of educating male children and high dropout due to early marriages and pregnancies have contributed to slow growth of participation and survival rates of women at various levels of education. Varlas (2011) concluded that the main reason for girls' drop out of school is teen pregnancy and parenting. The information found shows that teen birthrates in the United States

are 9 times higher than in any other developed countries, which consequently lead to girls dropping out of school while still in the studying process.

In India, Taneja (2018) in the Annual Survey of Education Report (ASER) done in 2017 reported the differences in the enrollment between girls and boys as 32% and 28% respectively. Taneja's report showed that most of the girls enrolled were unable to continue with their secondary education due to traditional gender norms and household chores. Thus, they were only able to complete their elementary studies.

In many African countries most of the girls are expelled from schools due to early pregnancies. A report done by the Human Right Watch (2018) in Sub Saharan African countries attest to the above fact. It was stated that more than 49 million girls are out of primary and secondary schools in sub Saharan Africa with 31 million of them out of secondary education. The report also showed that 40 % of girls marry before aged 18 and out of the 20 countries (accounting for the highest rates of early marriage globally), 15 countries are from Sub Saharan Africa.

Tanzania is said to be one of the countries that have harmful policies and practices which discriminate pregnant and married girls (Human Rights Watch, 2018). The reports by Human Rights Watch show that the officials conduct pregnancy tests in secondary schools and girls who are found pregnant are expelled from the school. Zanzibar education policy of 2006 states that; the government shall ensure that all primary school aged children remain in school in full attendance, perform well and successfully complete their primary education. From the statement it is clear that the government has intention of ensuring that the pupils in primary schools are given the

fundamental education. Therefore, the main focus remains on the completion of primary school rather than secondary schools. Other factors contributing to drop out of girls from school are economic and social-cultural factors. For example, many parents prefer to educate male children and allow girls to marry at an early age (URT, 2016).

In 2014 it was estimated that children who fall out of the education system, either public or private, and do not enter school were 37,000 (15%) of primary-aged children (MoEVTZ, 2018). Most of these children (about 25,000) can be expected to enter the system later. The children most vulnerable to late entry, early dropping out and poor academic achievement may be affected by a variety of factors, such as poverty, poor nutrition and health, and challenges of access due to distance. The total number of students with disabilities enrolled in 2014 was about 6,100 (data reported by schools), just under 2 per cent of all students in schools (public and private), (Ministry of Education and Vocational Training; Zanzibar Education Development Plan II 2017/18 – 2021/22).

In Zanzibar, specifically North “A” District there is discrepancy in enrollment and completion rate between girls and boys in secondary schools. For example, the enrollment ratio was 1308 girls to 1024 boys in 2013 whereas the completion ratio in 2016 was 1101 girls to 950 boys (DEO, MoEVTZ). This indicates that there is a significant gender gap in secondary school enrollment and completion rates. Thus, this condition provides the justification for this study as it seeks to assess the factors influencing girl’s dropout in secondary school in north “A” district, Zanzibar.

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

Despite the increase in the number of schools in Tanzania and Zanzibar in particular, the growth of the educational sector in Zanzibar shows that girl's dropout in secondary schools is still a problem. According to statistics given by the Tanzania government, the dropout rate of student has increased from 7.7% in 2011 to 14.8% in 2016 out of 1,884,272 students who were enrolled in year 2012, Girls were 873,799 and in 2016 the total enrolment was 1,806,955 and girls were 901,059 (MoEVT, 2010) Similarly, in completion rate, data indicate that there is gender disparity. This trend shows that female students enrolled for secondary education drop out from school before completing a four-year cycle of their secondary education. Therefore, this study intends to investigate the factors contributing for dropout of girls from secondary education in North "A" district Zanzibar.

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

The main objective of this study was to assess the factors that influence girls' dropout from secondary schools in North "A" district, Zanzibar.

### **1.5 Specific Objectives of the Study**

The specific objectives of the study were to:

- (i) To determine the influence of home environment on girls' dropout from secondary schools in North "A" district, Zanzibar.
- (ii) To establish the influence of school environment on girls' dropout from secondary schools in North A district, Zanzibar.
- (iii) To determine the influence of social-cultural practice dropout from secondary schools in North A district, Zanzibar.

- (iv) To establish strategies of improving retention rates of girls in secondary schools in North A district, Zanzibar.

### **1.6 Research Questions**

- (i) What is the influence of home environment on girls' dropout from secondary schools in North "A" district, Zanzibar?
- (ii) What is the influence of school environment on girls' dropout from secondary schools in North A district, Zanzibar?
- (iii) What is the influence of social-cultural practice dropout from secondary schools in North A district, Zanzibar?
- (iv) What strategies should be put in place to improve retention rates of girls in secondary schools in North A district, Zanzibar.

### **1.7 Significance of the Study**

This study was intended to assess the factors influencing girl's dropout in secondary schools in North "A" district, Zanzibar. The study is significant in many ways: First, the findings point out the problems facing female students and shows the strategies on how to overcome such challenges.

The study enlightens the government, which is the main stakeholder, on the problems facing female students. Thus, the findings of this study may help the government to review its policies as well practices in order to help female students to overcome their challenges and be able to complete their studies.

The findings may also awaken parents on the importance of educating their female children and thus avoid social-cultural practices that discriminate female children from schooling.

Moreover, the study is significant in that female students may be awakened on their rights to education and be able to fight against discriminative practices that deny them of their rights to education.

The study provides useful literature for scholarly review and other purposes the readers may find necessary to cite in addressing girls' education related matters. The findings of this study may also be a source of information or part of literature review to other researchers interested in students' dropout.

### **1.8 Limitations of the Study**

Firstly, the assessment involved cultural practices that involve some sensitive personal or family issues such as family life styles, which usually influence respondents not to provide genuine responses. This is because individuals may not want to disclose "secrets" regarding their private lives. In order to overcome this, the researcher ensured participants a high degree of confidentiality to the people involved in disclosing the information considered sensitive or personal in order to make them assured and comfortable enough to give the required information.

Secondly, some target respondents, especially female student dropouts were not available for interviews because they had already been married to distant places or shifted from their former areas of residence and settled away from the intended area of study. Thus, the researcher made extra effort by following up and reaches them in their new residences.

## **1.9 Delimitations of the Study**

This study focused on assessing the factors that influence girls' dropout from secondary schools. It was confined to government schools in North "A" District Zanzibar.

Furthermore, the study used head teachers, teachers, parents, and students as sources of information and utilized interviews and questionnaires as data collection tools. The respondents were assessed separately and confidentially to ensure limitations has overcome.

## **1.10 Operational Definition of Terms**

**Cultural factors:** Refers to factors, which contribute to female students' dropouts such as early marriages and early pregnancies. It is also a way of lifestyle, customs, and values that characterize a certain inhabitants of North "A" district.

**Dropouts:** Refers to students who leave school for various reasons without having completed fully the course of secondary education. Here the concept does not include dismissal caused by indiscipline and death of a female student studying in these schools.

**Early marriage:** Refers to any kind of matrimonial involvement for a girl who is below 18 years of age and/or a schoolgirl who is in marital relationship.

**Economic factors:** These are factors that reflect a measure of an individual's or family economic and social position in relation to others, based on income, education, and occupation whereas to some extent, it determines the girls' education achievement.

**Girl students:** Refers to female students from form one to form four in secondary school education. In this study the terms girl student and female student are used interchangeably.

**Home environment:** refers to domestic responsibilities, family support, parents' education levels, and parent income levels. It also includes time given to girls for study, availability of space/room for study and availability of books and other reading materials at home.

**School factors:** Refers to factors which influence girls to drop out of school. These include teaching and learning facilities, learning environment, toilets, and sanitary tools for girls, form class repetition, teacher absenteeism, and distance to and from school, risk of sexual harassment, shortage of teachers, corporal punishment, and poor academic performance.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature related to girls' dropout from school. The first part deals with the theoretical literature review. The second part reviews related empirical literature. The empirical review includes influence of home and school environment, and early marriages on girls' dropout from school. The last part presents syntheses and gaps in literature.

#### **2.2 Theoretical Literature Review**

##### **2.2.1 Participation-Connection Theory**

The study was guided by the participation-connection theory (Finn, 1989). This theory suggests that as youth actively participate in school the more likely they are to feel a sense of connection or belonging to the school. The greater a student's sense of connection to school, the less likely they will dropout from school. The theory is suitable for this study because if the school environment is conducive the students will enjoy staying and learning at school until they complete their education cycle the study assessed the factors influencing girls' dropout in secondary school in North "A" district, Zanzibar. Therefore, the theory was useful in examining the home and school environment that influence female students' dropout from school.

##### **2.2.2 Abraham Maslow's Theory of Need**

Another theory which guided this study was Abraham Maslow's Hierarchy of Need. According to Maslow (1954) human needs operate at a number of different levels,

starting from basic physiological needs, such as food, shelter and clothing that have to be met before considering those at the higher levels. The theory was used in order to determine the needs of girls, which have a bearing in their staying at school. For example, the theory was used to determine how availability of basic needs at home and at school influenced girls' attendance to school. This is because when girls' physiological and social needs are not met at school and at home, they will be not able to study effectively and this can lead to dropping out.

The research suggests that girls' decision to drop out from school may be affected by multiple factors including lack of provision of physiological needs such as lack of food, clothing and shelter especially when the home environment does not provide safe environment for girls' learning. Girls also can drop out from school when safety needs are not met both at school and at home. For example, lack of sanitary services at school for girls during menstrual period can cause female students to stay home during their menstrual period. At home, girls may be forced to drop out when parents force girls to get married, this creating insecurity for them to attend school. All these situations create safety needs for girls to be at risk. So, the theory was useful in assessing how physiological and safety needs at both home and school contributed to girls' drop out.

## **2.3 Empirical Literature**

### **2.3.1 The General Status of Girls Drop Out**

Rumberger and Lim (2008), conducted a study on drop out in California in the United States of America. Findings showed that United States of America faced

dropout crisis. About one-quarter of all students, who entered the ninth grade failed to earn a diploma four years later. The findings identified two types of factors that predicted whether students will drop out or graduate from high school. They included students' individual and institutional characteristics.

In Africa, different scholars have researched student drop out. Alika and Egbochuku (2009) researched on dropout from school among girls in Edo State, Nigeria. They found that girls dropped out from school for various reasons like early marriage, pregnancy, religious factors, social economic factors, school related factors and ill health. Further, findings showed that the socio-economic status of the girls' family determined the ability for girls to continue schooling. Furthermore, findings revealed that poverty accounted for 53% and poor academic performance accounted for 16%. Other factors that contributed to girl's dropout were bullying by the opposite sex (10%), unfriendly school environment (9%), distance to and from home (5%), pregnancy/early marriages (4%), ill health (1%), and death of parents (1%). Alika and Egbochuku concluded that poverty and poor academic performance greatly accounted girls' out from school in Edo State.

In USA, the Mullins (2014) reported that students from low-economic families were six times more likely to drop out of school than wealthy classmates. The rates and imprisonment rates were significantly higher for high school dropouts, and 80 percent of prisoners in 2001 lacked a high school diploma.

According to UN (2003), to educate girls is to reduce poverty. The former UN Secretary General Kofi Annan declared during the global action week of the Global

Education Campaign Event (G E C E), that study after study shows that there is no other tool for development that is more effective than education of girls According to HakiElimu (2010) educating girls is a form of empowerment which enables them to achieve total emancipation. Capacity building for women enables them to be productive in all spheres of life. Without education a girl is not able to get high paying jobs, shall never benefit from the available technology and globalizations, will not be able to understand the meaning of family planning, nor be able to protect herself from maternal complications or infant mortality.

The UN Convention NR on the Elimination of All Forms of Discrimination Against Women 1979, Part III, Article; 10 states that State parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education.

### **2.3.2 The Influence of Home Environment on Girls' Dropout from School**

According to Mavura (2015) nomadic societies like the Maasai of Arusha have developed negative attitudes towards school learning. Their cultural beliefs in cattle rearing and raiding support nomadic way of life. Therefore, schooling which involves a settled life does not appear to favor them and their culture. Therefore, in nomadic societies, enrollment and survival rates of schoolchildren are unacceptably very low.

Similar study was done in Somalia by Mohamed (2016), who confirmed disparity in the delivery of basic education in urban areas and nomadic areas. Regions which people derive their livelihood from livestock had the lowest primary school enrollment. Due to labor intensive nature of the herding economies children of

pastoral nomads are significant contributors to the household income through their labor, even from an early age.

In the same vein, Anita (2015) observed that among the pastoral communities, children are viewed as economic assets. Such economic benefits are cultivated in the short term, the children being useful to help the family raise livestock. Hence parents need to maintain their children's contribution and at the same time avoid the costs of schooling, and thereafter leading to girls' dropout.

Bunto (2002) observed a significant contribution of financial constraints to school dropout of many children from relatively poor families because parents may not have regular income to meet all school requirements for their children. Sending children to school involves both direct and indirect costs which parents or relatives are required to bear on their shoulders. School children need both direct and indirect costs, for example of textbooks and writing materials such as exercise books and pens or pencils; school meals; clothing and transport costs, which consume large share of parents' economic resources. Children from poor socio-economic background are likely to drop out of school as they will always lack necessary material support because their parents cannot afford all those educational expenses. Bunto concluded that sending a child to secondary school in Tanzania costs a lot of money since education is neither free nor cheap.

Hyera (2005) demonstrated that girl dropout of school is a problem that is greatly associated with economic status of the families. Hyera observed that more girls from poor families drop out of school than those from well-off families. The implication is

that more girls from poor economic background engage in sexual exploitation to get money to cater for their personal and school requirements because their parents were probably unable to meet their demands. The opposite may be true that children well-off families may not have their daughters engaged in sexual practices for money (Hyera, 2005).

Mavura (2015) indicated that students' drop out from school is connected to the educational status of the parents or relatives in which a child has grown up. Mavura observed that students who were truant and who dropped out from school in Pangani district belonged to not only economically poor families, but also to the parents who had no or who had little formal education. The findings suggested that educated parents motivated their children for schooling and supported them academically, leave alone the follow up they usually made for the academic welfare of their children.

Together with the vital socio-cultural preference in favor of males, the economic factor, particularly in terms of poverty and hunger, is probably the most influential in adversely affecting female participation in education, especially in rural areas. In such harsh economic circumstances, both direct and hidden costs to a family of sending daughters to school are perceived by parents to be prohibitive in terms of provision of books, uniforms as well as the loss of vital help at home and on the land. In most cases, the contribution of females is unpaid and they may have little or no experience of the handling of money, which further reduces their status and power, but increases their vulnerability. Because of the patriarchal predominance, investment in a girl's schooling is wasteful since it benefits the family into which a

girl marries rather than her own. In the more privileged classes, investment in the education of females may be an advantage in 'marrying well'. In such classes, the more educated the girl is, the more bridal prize '*Mzee*' (the old man – the father) attracts. Otherwise, the girl child is at times viewed a 'commodity' with certain economic value (Wanjohi, 2012).

Family poverty appears to be the critical factor for many children not graduating from high school. Poverty is seen as a multifaceted concept that involves mainly economic and social elements. It appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees beyond basic free education, but also because it is associated with a high opportunity cost of children going to school. The parents fail to raise their children's school fees due to poverty because they mainly rely on farming and livestock, which are continually being affected by shortage of adequate rainfall (Mutabazi, 2014).

Therefore, the nature of families, schools, and communities influence students' decisions to drop out in several ways. For example, students living with both parents have lower dropout rates and higher graduation rates compared to students in other living arrangements. The employment status of parents and their incomes play roles, as do parenting practices.

These include monitoring a child's progress in school, communicating with the school, and knowing the parents of their children's friends. Students also are more likely to drop out if they have a sibling who did so (Rumberger & Lim, 2008).

### **2.3.3 The Influence of School Environment on Girl's Dropout from Schools**

School environment are factors pertaining to the school that persuade a girl's student to drop out from school. According to the State University (2011) these factors are long distance to and from school, teachers' attitudes and teaching processes, gender biased in curricular and classroom environment. All these factors affect female participation in secondary school and may contribute to drop out. Many schools have inadequate classrooms, teachers, teaching and learning materials and facilities. Teachers lack motivation due to poor working environment. Teachers' attitudes and practices including corporal punishment, which affects mostly girls, can be among the source of female students' dropping out from school.

Moreover, gender sensitivity and appropriate school facilities are other factors that can lead female students to drop out from school. Sexual harassment and abuse by teachers and boys are other school factors that can contribute to female student drop out. Govindaraju and Venkatesan (2010) observed that "neglect by teachers, poor teaching, harassment, discrimination and teachers' strict punishment of misbehavior were among the students' reasons for dropping out of school in rural setting in India.

According to Mhiliwa (2015), distance to and from school is among factors causing female students to drop out from school. In many countries in Africa the distance to and from school has become an obstacle to girls' education. The situation is much worse in rural areas due to schools being located at long distances from where the individual student lives. The situation in urban schools is different where schools are built at a shorter distance from where people reside. There are few exceptions where



schools are built at long distance and a student can access public transport to get to school. In contrast, schools in rural areas require a child to walk longer distances.

Consequently, the student gets tired when reaches at school, and this may lead to poor concentration in studies. Apart from this tiring experience, the girl child at the same time worries about her own safety, and temptations from men. Studies done in Guinea by the World Bank (1999) show that schools that are built at close distances motivate female students to attend school. In contrast, schools that are built far away from home, discourage girls in pursuing their education due to long distances to and from schools WB, 1999).

#### **2.3.4 The Influence of Socio-cultural Practices on Girls' Dropout from Schools**

Early marriages and parental preference for a 'wife and mother' have a pervasive influence on the situation of female education. A study by Hyera (2005) indicates that the majority of female students drop out of school because of pre-marital pregnancies. The findings show that the parents still cherish the culture of marrying off underage daughters in an attempt to earn dowry and social status. The culture also forces the school girls to leave school as soon as they are of marriageable age. It has been found that in rural areas girls' dropout rate become higher because parents consider girls' schooling as of no benefits when they leave their own family after getting married.

In Tanzania, the Law of Marriage Act No. 5 of 1971, Section 13(1) sets the minimum age of marriage for girls at fifteen years, but under section 13(2), a court may give permission for a girl as young as 14 to get married. This subsection

contradicts with that of 17 (1) that states a female, who has not attained the apparent age of 18 years, shall be required before marrying, to obtain consent of her father, mother or guardian. According to the Clerk of the National Assembly (1971) Tanzania Marriage Act, (1971), this contradiction provides a room for parents to take advantage of the Act, and decide to marry their female children instead of supporting their secondary education. This is because the parents consider it as pride and respect to marry their children in the society, and thus contributing to female dropout. According to Gwyneth (2013), this situation is intolerable as girls at this age are still in teenage hood and hence it denies their right to education.

Parental investment in education has been found to be another factor that cause girls to drop out from school. This is because most of the time parents are biased when it comes to the choice of provision of education between boys and girls. In most cases, boys are more favored than girls as a result girl are denied to attend school (Shahidul, 2015).

Another factor that has contributed to girls' drop out from school is the development of information and communication technology particularly television and mass media. These have influenced both boys and girls to learn behaviors from abroad, some of which are unethical. For example, some students watch pornographic pictures, which consequently, lead them to indulge into premature sexual relationships. The effects of their involvement have made some female students pregnant and thus drop out of school (Govindaraju & Venkatesan, 2010).

Mungirwa (2014) and Thiruane (2016) conducted a study on factors influencing high dropout rates in Kenyan secondary schools in Igembe North constituency. They

discovered that pregnancies and early marriages were the principal barriers to girls' fully participation in education at all levels. They observed that when girls reach marriageable age their parents would cut short their stay at school to look for young men to marry them. As a result, parents began to develop the notion that sending a girl to school is a waste of resources. When the economy is in crisis, education for boys is encouraged. On the contrary, when the family faces economic crisis, girls are prevented from attending school in order to help with domestic chores. Thus, these cultural preferences and practices play an important role in reducing female enrollment and survival rates in various levels of formal educational systems.

According to HakiElimu (2010) there are many social and educational challenges, which force girls to leave school voluntarily or involuntarily. Common stories regarding girls drop out, particularly in the peripheral regions include pregnancies and early marriages, which occur below the age of 18. Failure to finish school has undermined girl's development. It is imperative for society to understand that every human being has the right to education and that denying girls this right is a big mistake.

HakiElimu (2010), further shows a close link between a mother's education and improvements of her children's health. When a mother is educated, the education and health of her children are guaranteed. Statistics in the media and from the Ministry of Education and Vocational Training give a disappointing image of girls' education. There has been a significant increase in the number of girls who leave school despite efforts by education stakeholders to arrest the situation. It is unfortunate that these efforts by stakeholders do not carry legal powers or implications, and that situations

relating to pregnancies and early marriage are mushrooming, many events have been reported but little action has been taken against those who impregnate girls.

Molosiwa and Moswela (2012) researched on girls' pupils' dropout in secondary schools in Botswana. They found that pregnancy of schoolgirls was a crisis that affects the socio-economic welfare of the community and family at large. This is due to the fact that it is one of, if not the leading cause of school-dropout for female students. Oliha and Audo (2014) investigated the causes of school dropout among secondary school students in Edo state. Their findings showed that school dropout was caused by indiscipline, poverty, behavioral, and emotional problems and negative values of the society. They also found that lack of interest in studying, emotional problems, threat at school, truancy, poor performance, lack of parental involvement and nonpayment of school fees were the causes of school dropout.

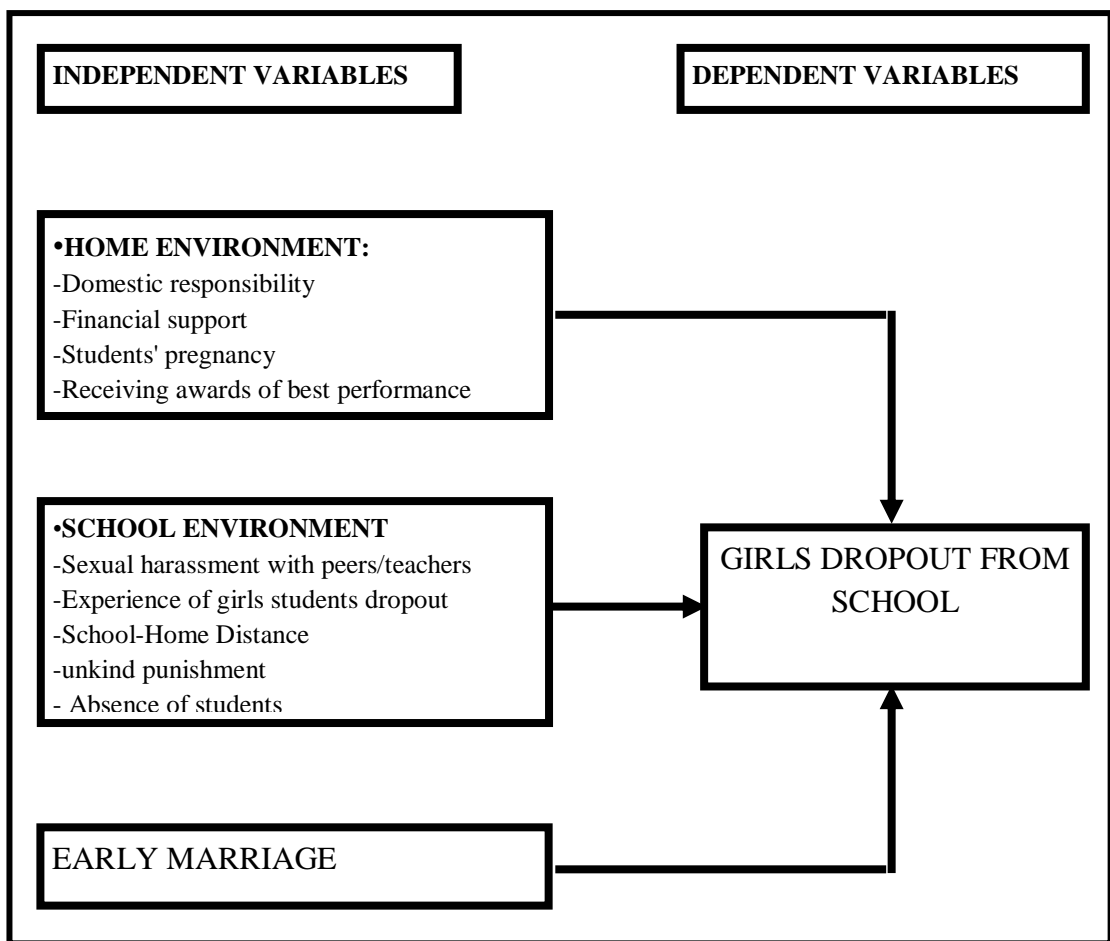
## **2.4 Conceptual Framework**

The model used to develop the conceptual framework for this study was adapted from Bunto (2002) on the relationship between the independent variables, dependent variables, and the decision to drop out. Two categories of variables were used to guide the framework for this study. The independent variables comprise of home environment determinants, school factors and early marriages. The independent variables act as the root cause leading to factors that may contribute decision of a student to withdraw from school.

Dependent variables are those characteristics that come as a result of pressure from independent variables that the student may display sooner or later before the decision to drop out of school. The study was based on the assumption that independent

variables act on dependent variables, which in turn may influence the decision of the student to drop out of school.

Independent variables such as students' engagement in sexual practices, early marriages and pre-marital pregnancies, lack of school facilities and economic status may lead to poor academic support and follow up; truancy; psychological disturbances; and poor academic performance, hence lead to early school withdrawal. The major components of the overall conceptual framework are summarized in Figure 2.1.



**Figure 2.1: Factors influencing Girls Dropout from secondary school**

**Source:** Researcher's own conceptualization, 2018

## **2.5 Literature Summary and Gap**

Studies on girls' dropout in secondary schools have been conducted at global, regional and national levels. The empirical studies show that there are home, school and social factors that influence girls' dropout from school. However, majority of the studies have been conducted in other countries and those conducted in Tanzania have not been focused in North A district in Tanzania. With differences in socio-economic status and religious beliefs, this study became imperative. Therefore, this study assessed the factors influencing girls' dropout in secondary schools in North "A" District, Zanzibar.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodologies that were applied in this study. It includes the research design, study area, study population, sampling techniques and sample size. It also includes data collection methods and procedures, reliability and validity of instruments, data analysis procedures and ethical considerations.

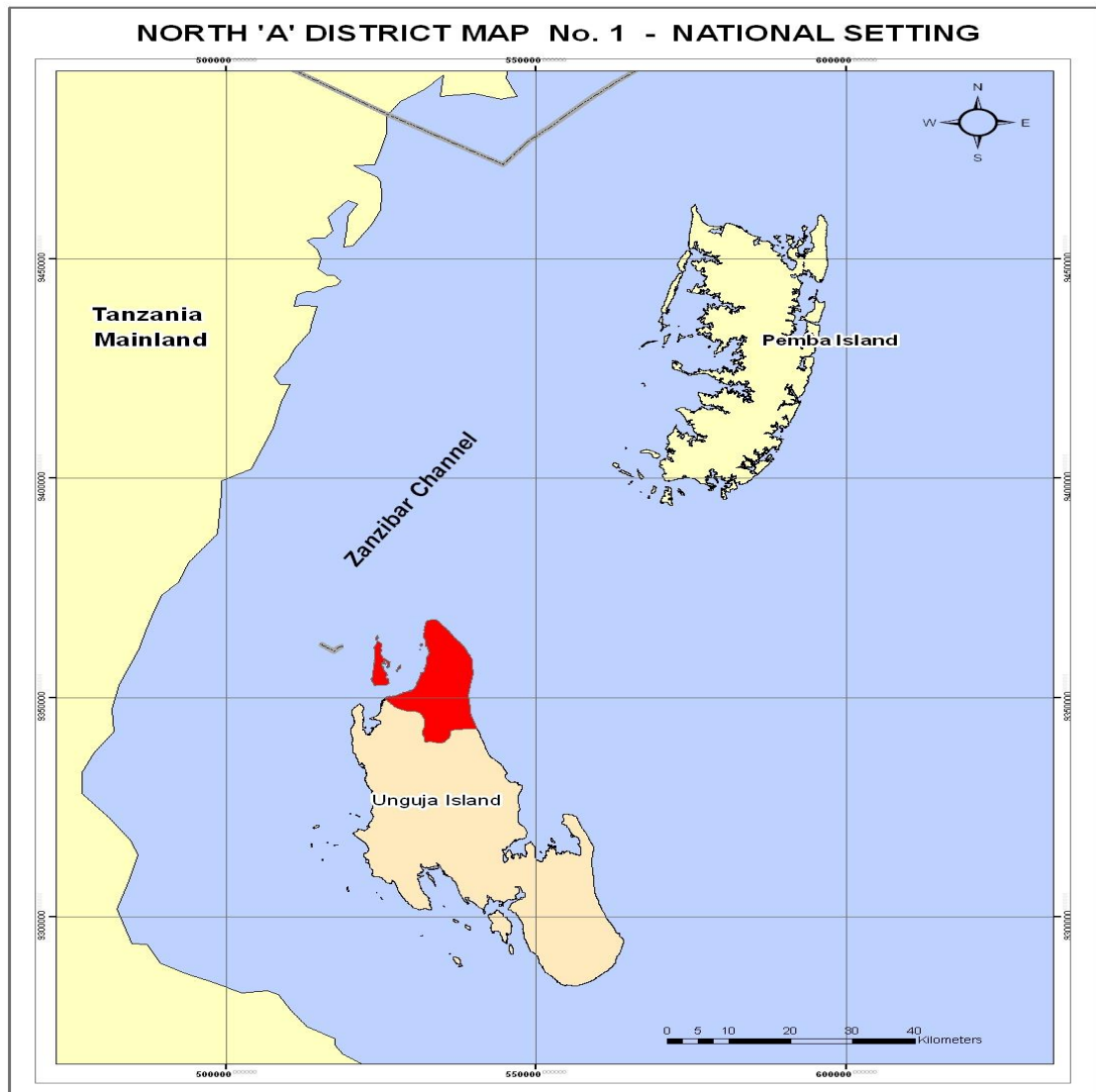
#### **3.2 Research Design**

The study adopted descriptive survey research design in order to assess the factors influencing, female students' dropout in North A secondary schools, Zanzibar. Descriptive survey design is used when collecting information about people's attitudes, opinions, habits or any of the variety of educational or social issues (Orodho & Kombo, 2002). Fowler (2001) stresses that descriptive survey design gives in-depth responses about people's thoughts and feelings on the problem. Descriptive survey research design was preferred because it could be able to assess and give a picture of the real situation on the factors that influence female students' dropout from secondary schools.

#### **3.3 Study Location**

The area of the study was North "A" District which is situated in the Northern part of North region in Unguja island in Zanzibar. It is located from Ras Nungwi to the north and Kinyasini to the south and from Matemwe to the east, Mkokotoni to the west including Tumbatu, Mnemba, and Popo Islands. The District covers an area of 211 square kilometers, and Mkokotoni serves as a District capital.

The choice of the area was based on various reasons. Firstly, the area was familiar to the researcher. Thus, conducting the study in the area reduced financial costs and time costs. The second reason was that North “A” district was reported frequently on the problem studied due to many economic activities including fishing, tourism, religious and cultural beliefs, poor and bad parental perception towards girls and their future (State of the Coast Report, 2003).



**Figure 3.1: Map of North “A” District**

Source: Department of Survey and Mapping-Zanzibar, 2018



### **3.4 Target Population**

Population is a group of individuals who share one or more characteristics from which data can be gathered and analyzed (Best & Khan, 2006). Target population refers to the total group of people or objects to which a researcher is concerned with generalizing a conclusion. The target population for this study were the District Education Officer (DEO), head teachers of secondary schools, teachers, parents and students.

Moreover, the district was leading in dropout ratio of girls where as in 2016 the girls who dropped out were 207 compared to 102 in West “A”, and 142 in West “B”, and 174 in North district (MoEVT, 2017). Moreover, the area has large number of populations compared to the other districts (National census, 2012). The area is also affected by the economic activities including tourism, agriculture and small businesses (State of the coast report, 2003).

The DEO was targeted because he is responsible for educational matters in the district and therefore, he is required to ensure that all students attend to school and complete the education cycle to which they were admitted. Head teachers were involved because of their administrative roles of ensuring that students attend to school. Teachers were targeted because they are the ones, who work with the students on daily basis. So, they were in a position to understand the attendance of girl students to school. Students were the target of the study because they were the ones, who were the focal point of the study and are the ones whose schooling is affected by the home, school and socio-cultural and economic factors.

Parents were targeted because are the ones who provide basic school needs of students to ensure girls study comfortably. Also, parents are the ones who can decide whether a girl child should continue schooling or remain at home.

### **3.5 Sampling Techniques and Sample Size**

#### **3.5.1 Sampling techniques**

Sampling is the process of selecting units from a population of interest so that by studying the sample, one may fairly generalize the results back to the population from which they were chosen (Cohen, Manion & Marrison, 2011). This study used both non-probability and probability sampling techniques. Non-probability sampling techniques that were used were purposive and convenience sampling techniques. In this regard, the DEO and school heads were purposely selected because of their administrative responsibilities of ensuring that students attend to school and complete their education cycle. Convenience sampling was used to select teachers and parents based on their availability.

Probability sampling used was stratified random sampling techniques. Stratified sampling was used to select female students based on gender and class level. Two female students were identified from each class having an average 80 students (ignoring the variable number of girls in a class) this makes an average sample of girls' students in each class to be 4%, students were provided papers written YES and NO. Each class had two papers written YES and the rest were written NO. Those who picked YES papers were chosen for the study. Parents with girls' students were selected by using convenience sampling technique. Because the parents were readily available and easily accessible.

### 3.5.2 Sample size

The sample size of this study was 131 respondents. It included one (1) DEO, ten (10) heads of schools, one from each school, 80 female students (four students from form one and four students from form four, making 8 from each school), 20 parents (2 from each school), and twenty (20) teachers (2 from each school). In total the sample size of the study was 131 participants. The sample size of the study is presented in Table 3.1.

**Table 3.1: Sample Size**

| Sample category | Target Population | Sample Size | Percentage |
|-----------------|-------------------|-------------|------------|
| Head teachers   | 24                | 10          | 41.67%     |
| Teachers        | 451               | 20          | 4.43%      |
| Students        | 9930              | 80          | 0.8%       |
| Parents         | 9930              | 20          | 0.2%       |
| DEO             | 1                 | 1           | 100%       |

### 3.6 Data Collection Methods

In this study, data were collected by using interview guides, questionnaire and documentary review.

#### 3.6.1 Interviews

The study used face-to-face interviews to get information related to the factors that influence female students' dropout from secondary schools. For the sake of flexibility and access to first-hand information, semi-structured interviews were conducted to heads of secondary schools, DEO and parents. One major advantage of the interview is that it provides access to what is inside the person's head, and as such it makes it possible to determine what a person knows, thinks and likes or

dislikes (Creswell, 2012). The interviews focused on collecting data on the home, school, and socio-cultural factors that influenced female students' dropout from school. Also, interviews were aimed at collecting suggested measures to improve retention of female students in schools. In this study, interview sessions were conducted to the DEO, 10 heads of schools and to 20 parents. Interview sessions were conducted to one participant at a time. The interview sessions for head teachers and parents were conducted at school while interview with DEO was conducted at the DEO's office. The interview lasted between 45 minutes to 1 hour.

### **3.6.2 Questionnaires**

According to Kasomo (2006), a questionnaire is a carefully designed instrument that consists of questions and statements (written, typed or printed) for the purpose of collecting data directly from respondents. The questions contained in a questionnaire may either be close-ended or open-ended. Open-ended questions allow freedom of responses in the respondent's own words. Close-ended questions limit the respondents' freedom of response. Yin (2011) argues that many survey researchers believe that close-ended questions lead to a more accurate data collection and analysis. For the purpose of this study, a combination of both close-ended and open-ended questionnaires were prepared by the researcher under the directives of the supervisor so as to allow freedom for the respondents and also to get accurate data for the research. The questionnaires were administered to teachers and students due to their capability of collecting large data within a relative short time. The instruments were used to collect information regarding the factors that influence girls' dropout from secondary schools.

### **3.7 Validity and Reliability of Instruments**

Reliability and Validity are two factors used during designing, analyzing and judging the quality of the instruments and data in research. In this study triangulation was used, by mixing both questionnaires and interviews in data collection. This method of mixing two tools of data collection was used in all respondents, especially parents.

#### **3.7.1 Validity**

Validity of the research instruments was reinforced by ensuring that the questionnaire and interview items sufficiently covered the research objectives and this was subsequently confirmed by the pilot study. Additionally, to address issues of instrument validity the supervisor and peers reviewed and suggested corrections that were affected by the researcher. In this case, the data collected for this study and its analysis and conclusion were believed to be valid.

#### **3.7.2 Reliability**

The researcher conducted a pilot study in one secondary school in North A district before the actual research. The aim of the pilot study was to check the effectiveness of the instruments for tapping the required information. Then modification was done before the final study.

### **3.8 Data Analysis Procedures**

Data analysis was done quantitatively and qualitatively in accordance with the research objectives and accompanying questions of the study. Quantitative data were analyzed with the help of computer software the Statistical Package for Social

Sciences (SPSS), version 22. In this study quantitative data were analyzed descriptively by the use of frequencies and percentages. As for qualitative data, content analysis was employed in interpreting qualitative data drawn from interviews and presented in verbatim.

### **3.9 Ethical Considerations**

The researcher sought permission from the relevant authorities. These included the Directorate of Postgraduate Studies (DPGS) of the Open University of Tanzania and District Administrative Secretary (DAS) offices. Thereafter, the researcher visited schools and explained the purpose of study.

Fundamental research ethics were considered, whereby confidentiality and protection of research participants' rights and identities were ensured. No name or telephone numbers were taken during data collection process.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents, analyses and discusses the research findings based on the objectives of the study. The purpose of this study was to assess the factors influencing female students' dropout in secondary school in North "A" District, Unguja-Zanzibar. The study sought to achieve four objectives, which were to:

- (i) Determine the influence of home environment on female students' dropout from secondary schools in North "A" district, Zanzibar.
- (ii) Establish the influence of school environment on female students' dropout from secondary schools in North A district, Zanzibar.
- (iii) Determine the influence of socio-cultural practices on female students' dropout from secondary schools in North A district, Zanzibar.
- (iv) Establish strategies of improving retention rates of female students in secondary schools in North A district, Zanzibar.

#### **4.2 Response Rate and Demographic Characteristics of Respondents**

##### **4.2.1 Response rate**

The study had a sample of 131 respondents, who included female students, teachers and head teachers from secondary schools, parents and District Educational Officer of North "A" District Unguja Zanzibar (DEO). The study collected the data from the sample groups using questionnaire and face-to-face interview. All respondents completed and returned the questionnaire timely. Therefore, there was a 100%

response rate from the participants. The analysis of the responses was done using the Statistical Package for Social Sciences (SPSS). The participants' response is presented in Table 4.1.

**Table 4.1: Response Rate (n=91)**

| <b>Responses</b>            | <b>Frequency</b> | <b>Percent</b> |
|-----------------------------|------------------|----------------|
| Returned questionnaires     | 100              | 76.3%          |
| Collected interviews        | 31               | 23.7%          |
| Non-returned questionnaires | 0                | 0              |
| Non-returned interviews     | 0                | 0              |
| <b>Total</b>                | <b>131</b>       | <b>100%</b>    |

**Source:** field Data (2019)

This response rate was considered sufficient to establish the generalization of the findings regarding the assessment of the factors influencing female students' dropout in secondary school in North "A" District, Unguja – Zanzibar.

#### **4.2.2 Demographic Characteristics of Respondents**

The study involved 131 respondents in total, categorized into District Education Officer (DEO) head teachers, Teachers, parents and students. Table 4.2 presents demographic characteristics of respondents.

Table 4.2 shows that age wise of all students who participated in the study were in the age category of 10-20 years followed by the parents' age group of 41 to 50 years.



As regards gender female participants were more than males. Findings also indicate that majority of teachers had degree level of education and teaching experience between 1 to 5 years.

**Table 4.2: Demographic Characteristics of DEO, Head Teachers, Teachers, Students and Parents (n=91)**

| Demographics               | Variables   | DEO | HT | Teachers | Parents | Students | Total |
|----------------------------|-------------|-----|----|----------|---------|----------|-------|
| <b>Age</b>                 | 10-20       |     |    |          |         | 80       | 80    |
|                            | 21-30       |     |    | 15       |         |          | 11    |
|                            | 31-40       | 1   | 3  | 5        |         |          | 9     |
|                            | 41-50       |     | 3  | 2        | 18      |          | 23    |
|                            | 51-60       |     | 4  | 2        | 2       |          | 8     |
| <b>Educational Level</b>   | Certificate | -   | -  | -        | 7       | NA       | 7     |
|                            | Diploma     | -   | 1  | 3        | 3       | NA       | 7     |
|                            | Degree      | 1   | 7  | 17       | -       | -        | 25    |
|                            | PGD         |     | 1  | -        | -       | NA       | 1     |
|                            | Others      | -   | 1  | -        | 10      | NA       | 11    |
| <b>Gender</b>              | Male        | 1   | 10 | 3        | 3       | -        | 17    |
|                            | Female      | -   | -  | 17       | 17      | 80       | 114   |
| <b>Teaching Experience</b> | 1-5         |     |    | 12       | NA      | NA       | 12    |
|                            | 6-10        |     | 3  | 4        | NA      | NA       | 7     |
|                            | 11-15       |     | -  | 4        | NA      | NA       | 4     |
|                            | 16+         | 1   | 7  | 4        | NA      | NA       | 12    |

**Note:** NA- Not Applicable

### **4.3 Influence of Home Environment on Female Students' Drop-out**

The first objective of the study was to determine the effect of home environment on female students' dropout from secondary schools in North "A" district, Zanzibar. In order to capture data, interviews were administered to DEO, heads of school and parents. Also, questionnaire was administered to teachers and students. Results are presented based on the four themes that emerged, namely; domestic responsibilities, lack of financial support, and distance from home to school.

#### **4.3.1 Domestic Responsibility for Students**

All students who were involved in this study confirmed that they participated in home responsibilities. It was reported that responsibilities were done during their spare time, the time when they were not in school. These domestic responsibilities included cooking, washing clothes and cleaning kitchen appliances, house cleaning and fetching water. Out of 80 students who filled in the questionnaire, 58 (72.5%) responded that they cooked food for the family, 54 out of 80 students (67.5%) indicated that they washed clothes, and other 54 (67.5%) students responded that they cleaned the house.

Apart from the mentioned home responsibilities, other minor responsibilities which were performed by female students included child care, (12 out of 40 students), agricultural activities (8 out 80), fetching fire woods (4 out of 80) and one (1) student reported that she was involved in business activities. Findings above indicate that majority of female students were involved in family chores after school hours. This implies that they had no time to have private studies at home. Although domestic responsibilities were done after school hours, it was disclosed that they affected female students' schooling. One of the effects that were mentioned by teachers was that students came to school late. This led female students to lose the first period.

Another effect mentioned by many teachers was laziness and tiredness during class hours. On this aspect, one teacher reported that the students were sleeping during class because they were tired. Other effects according to the teacher's opinions were inability to write notes and make revisions. It was also reported that students did not

concentrate during lessons, consequently they failed examinations. Moreover, domestic responsibilities led students to miss extra lessons and group discussions.

Responses from head teachers indicated that the home environment had effect on female students' dropout. Heads of schools reported that home responsibilities had effect on female students for the reason that some parents convinced their children to dislike school. One head of school had this to say:

*“Some parents implant wrong attitudes towards schooling to their children. This in turn makes female students to lose the spirit of the studying; students remain at home while their parents are at work during lessons”*

Parents were also interviewed on the influence of the home environment on female students' dropout from school. The findings indicated that parents responded negatively on this question. According to parents' responses, it was not the domestic responsibilities that led to drop out of female students. But they attributed the cause of female students' dropout to lack of counseling services to female students. It was disclosed that many secondary school female students were in their adolescence stage and quite a lot of them wanted to marry at this age. They reported that female students have adolescence syndrome' and 'they need children'.

#### **4.3.2 Lack of Financial Support**

Financial support helps motivate female students to learn. Findings from students' questionnaire indicated that majority of female students (60, 75%), lacked financial support from their parents. The same observation was disclosed from interview with heads of schools.

For example, one head teacher reported that?

*“Many of our students do not get enough financial support from their parents. In most cases our students lack text and exercise books. When we tell them to buy the books, they tell that their parents are poor they cannot afford to buy books”*

In the same vein another head of school reported that:

*“Although the government provides fee free education, some parents do not manage to contribute for other school requirements such as books and exercise books. This is because their income is very low. They are engaged in small subsistence activities such as fishing, selling vegetables and other small businesses.*

*Others earn money but are gender biased as they have negative attitudes towards girls’ education that girls are for marriage. Thus, they do not give first priority for girls’ education.*

The findings imply that a number of factors influenced girls’ dropout from school including lack of financial support due to family poverty and negative attitude towards girls’ education. The findings concur with those of UNESCO (2012), which reported that girls may dropout due to family’s low socio-economic status.

The findings are also consistent with those of UNESCO (2003), which indicated that in Asia, poverty drove girls into labor market. Girls are forced to spend most of their time in work rather than in classes. Chitrakar (2009) observed that many parents had negative attitudes towards educating girls. Most parents believed that educating girls was futile as they were destined to become wives to somebody else.

#### **4.3.3 Distance from Home to School**

Another factor that was mentioned to influence girls’ dropout from school was the distance from home to school. Questionnaires were administered to teachers and students and interviews were conducted among head teachers, parents and DEO.

Findings from teachers' questionnaire revealed that majority of students came to school late due to long distance from home. This was supported by head teachers views who indicated that students arrive at school late and tired due to long distance from home. Another head of school cemented that:

*“Many students absent themselves from school because of living far from where the school is located. This makes them to perform poorly in their studies and eventually they dropout”*

The findings imply that long distance from home created the room for girls not to attend schools or come to school very tired and hence perform poorly in their studies. The findings correlate with those of Mloka (2013) who found that living far from school caused dropout especially among girls who mostly faced sexual harassment and the like. Also, findings are in line with those of Ntumva and Rwambali (2013), whose study on school dropout in community secondary school revealed that distance from home to school contributed to dropout of students. They found that students were inconvenienced by rains, got tired, and arrived to school late nearly every day and got punished. All of these led to reduced morale of schooling.

Findings from teachers' questionnaire disclosed that students came far from school and for female students on their way to school were seduced and sometimes harassed by men.

These findings are similar to those of Ahikire and Madanda (2011) whose findings indicated that girls were at risk of sexual abuse and rape, defilement and enticement by males of all kinds; fellow students, teachers, neighbors, relatives and men in the community such as traders, shopkeepers, politicians, religious leaders and bodaboda (motor cyclists).

Also, during interview with DEO, he had this to say:

*It is true that some students walk long distances to school and back home. For female students this because very tasking as some of them they start doing family chores and the moment they reach to school they are already exhausted. Worse still when they arrive to school late, they are also punished. This makes girls to dislike schooling and ultimately leads them to dropout.*

Findings are in line with those of Hunt (2010), who revealed that when schools are far from a child's home it does not only affect their initial access to school but creates a barrier to their retention, completion and transition to higher-level of school. In this study it was learnt that students who stayed far from school faced difficulties in arriving to school on time and some could be punished for coming to school late.

#### **4.4 The Influence of School Environment on Female students' Dropout from Secondary Schools**

The second objective of the study was to determine the effect of school environment on female students' dropout from secondary schools in North "A" district, Zanzibar. The school environments that were assessed were divided into three major factors, namely: the school physical environment, teacher-student relationships, relationship between male and female students, and the nature of the school curriculum.

##### **4.4.1 The School Physical Environment and its Influence on Dropping Out**

The sub objective explored the influence of school environment on female students' drop out from secondary schools. The variables that were assessed were administrative factors, school distance, lack of resources and poor condition of school infrastructure. Findings are presented in Table 4.3.

**Table 4.3: The School Physical Environment Variables that Influence on Dropping Out (n=60)**

| Item | Statement                        | Response |          |         |         | Total |
|------|----------------------------------|----------|----------|---------|---------|-------|
|      |                                  | SA       | A        | D       | SD      |       |
| 1.   | Administrative factors           | 12 (20%) | 36 (60%) | 6 (10%) | 6 (10%) | 100%  |
| 2.   | School distance                  | 3 (5%)   | 48 (80%) | 6 (10%) | 3(5%)   | 100%  |
| 3.   | Lack of Facilities               | 9 (15%)  | 48 (80%) | 3 (5%)  | 0       | 100%  |
| 4.   | Lack of resources                | 9 (15%)  | 45 (75%) | 3 (5%)  | 3 (5%)  | 100%  |
| 5.   | Poor condition of infrastructure | 12 (20%) | 42 (70%) | 3 (5%)  | 3 (5%)  | 100%  |

Findings in Table 4.3 reveal that majority of students and teachers agreed that administrative factors (48, 80%), school distance (51, 85%), lack of facilities (57, 95%), lack of resources (54, 90%), and poor condition of infrastructure (54, 90%), were the main causes of female students' drop out from secondary school level in North A district, Zanzibar.

Findings from interview with parents proved that female students were walking long distance from home to school and back from school to home. For example, one parent postulated that:

*“Our children walk very long distance from home to school. Every day they are required to attend to school, which is about six kilometers from where we live, so they walk about twelve kilometers a day. This is a long distance for a female student and it becomes difficult for them to attend school everyday”*

According to Ainsworth et al. (2005), the likelihood of attending secondary school for girls' decreases with the greater the distance compared to the nearer secondary schools. Ainsworth et al. concluded that close proximity to schools had a positive

motivating impact on girls. Nekatibeb (2002) also observed that school distance is the foremost obstacle for girls' education in many countries in Africa. The findings also concur with those of Shahidul and Karimu (2015), who observed that in African regions school distance discourages girls from being educated for two major problems. One of them being the length of time and energy needed to cover the distance for children with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters in their way to and from school.

Previous research studies also established positive impact of distance on students' dropout and retention rate. Sathar and Llyod (1993) found that having a school one kilo meter away from home had a positive and significant effect on the primary school attendance. Swada and Lokshin (2001) also maintained that accessibility to school within the village seems to contribute to about 18% increase in a school entry and a decline in school dropout by about 16%.

Findings also indicated that lack of resources influenced female students; dropout from secondary schools. Findings concur with those of Hussain (2011), disclosed that lack of resources was the major reason of students' dropping out in Pakistan with respondents stating that teaching and learning materials and inadequate teachers were the causes of high dropout rate in Pakistan. In this study, it was observed that schools in North A district lacked teaching and learning resources as well as teachers.

The study also revealed that poor condition of school infrastructure such as buildings was among the causes of students' dropout from school. Findings are consistent with



those of Din et al. (2011), who postulated that girls' retention and completion rate is linked to quality in terms of availability of good school physical infrastructure including hostels or dormitories and social infrastructure such as sanitary services.

Administrative factors also played a critical role in contributing to female students' dropouts. Administrative factors such as policies on discipline, school uniforms, school contribution as well as repetition tend to act as push factors causing students to drop out. These findings were supported with those room interview with parents, which indicated that school uniform and contribution policies acted as push factors for female students' dropout.

On this aspect, one parents had this to say:

*“Although the government has abolished school fees, there are still other mandatory contributions or expenses that we as parents cannot afford. For example, children are supposed to buy school uniforms and contribute for chairs and tables. Since many parents are poor, many children are sent back home until contributions are made”*

In the same vein, one head of school had this to say:

*It is true that the government has made education to be fee free. But there are still mandatory contributions that parents have to incur such as school uniforms. However, many parents cannot afford to buy uniform for their children and this causes some students absent from classes.*

Findings imply that students who did not afford school uniforms or were financially indebted to their schools were either barred from classes or expelled from school until the debts were settled. Similarly, those who could not afford the prescribed school uniforms were either excluded from classes or even expelled. Most students thus feel the pinch of such policies due to their inability to raise the required

contributions and at the same time there is no support that schools render to such kind of students hence they are left with no option except to drop out of school.

The findings concur with those of Gubert and Robilliard (2006) who found that Ghanaian students from low socio-economic backgrounds are vulnerable and suffer income shocks and are faced with some form of demand to withdraw from school. Ubogun (2004) identified school related factors such as poor administration, high cost of education as well as harsh school rules and regulations cause of dropouts among students.

#### **4.4.2 Teacher-student Relationships and its Influence to Female Students' Decision to Drop Out of School**

Another variable that was assessed to determine school factors that influence female students' dropout from secondary school was teacher-student relationship. Findings from students and teachers' questionnaire are presented in Table 4.4.

Table 4.4 shows that 85% of the students believed that poor teaching methods led students to dropping out while 15 percent disagreed with this view. The majority of students agreed that having conflicts with teachers (90%), teachers' uncaring behavior (90%), cruelty by teachers (90%), negative comments passed by teachers (90%) predisposed students into dropping out of school.

On the other hand, 10% thought otherwise. Discrimination was cited by 80 percent of the respondents as central to the dropping out while 20% refuted this view. The data testify that majority of students (90%) cited teachers' lack of care and concern

about female students' schooling, the negative comments they pass, teachers' cruelty as well as conflicts with teachers as closely related to dropping out.

**Table 4.4: Teacher-student Relationships and its Influence Students' Decision to Drop Out of School**

| Item | Statement                      | Response |          |         |         | Total |
|------|--------------------------------|----------|----------|---------|---------|-------|
|      |                                | SA       | A        | D       | SD      |       |
| 1    | Conflicts with teachers        | 21 (35%) | 33 (55%) | 3 (5%)  | 3 (5%)  | 100%  |
| 2    | Cruelty/punishment by teachers | 25%      | 65%      | 3 (5%)  | 3 (5%)  | 100%  |
| 3    | Discrimination by teachers     | 20%      | 36 (60%) | 6 (10%) | 6 (10%) | 100%  |
| 4    | Poor teaching methods          | 25%      | 36 (60%) | 6 (10%) | 3 (5%)  | 100%  |
| 5    | Teachers negative comments     | 9 (15%)  | 45 (75%) | 3 (5%)  | 3, (5%) | 100%  |
| 6    | Teachers' uncaring behavior    | 9 (15%)  | 42 (70%) | 6 (10%) | 3 (5%)  | 100%  |

Findings concur with those of Shaidul and Karim (2015), who observed that both female and male teachers believed that boys were academically better than girls. The findings further concur with those of Fawe (2001), who established that teachers were not conscious in using their language toward girls in the classroom. They also viewed girls as less intelligent compared to boys and that girls were just there to marry early. Njau and Wamahiu (1994) in their study on dropout rates in Sub-Saharan Africa, Njau and Wamahiu (1994) observed that the major cause of higher rate of girls' dropout was the attitude of teachers towards girls in class. It was disclosed that teachers tended to favour boys than girls in terms of academic performance and achievement, which lead to dropout.

Additionally, findings are consistent with findings by Govindaraju and Venkatesan (2010) who found out that neglect by teachers, poor teaching, discrimination, cruelty or punishment and teachers' absence as being among the reasons for dropping out of school in rural settings in India. In this study most students indicated that teachers' uncaring behavior, poor teaching methods, teachers' negative comments and discriminatory practices acted as push factors to many of them.

Caring teachers have been shown by Croninger and Lee (2001) in a study in America to be an important source of social capital for students, a positive to relationships between students and teachers both in and out of class which reduces the probability of dropping out by nearly half. Such a relationship is important particularly to female students from disadvantaged backgrounds and those experiencing academic difficulties who are at risk of dropping out.

Researchers such as Hale (2007), Bennett and LeComte (1990) opined that most students drop out of school because of conflicts with teachers and other students as well as demeaning teacher attitudes and punishment. According to Stearns and Glennie (2002), factors internal to the school such as disciplinary policies or conflicts with students or teachers, might serve to push students out of school. In this study, it emerged that students were likely to drop out of secondary schools if the relationships between teachers and students (as perceived by the students) were negative.

#### **4.4.3 The Relationship between Male and Female Students**

Another factor that was assessed was the relationship between male and female student. Findings from students' questionnaire are presented in Table 4.5.

**Table 4.5: Factors Related to Male and Female Relationships (n=40)**

| Item              | Response   |         |           |    | Total      |
|-------------------|------------|---------|-----------|----|------------|
|                   | SA         | A       | D         | SD |            |
| Sexual harassment | 24 (60%)   | 10 (25) | 6 (15%)   | 0  | 40, (100%) |
| Bullying          | 23 (57.5%) | 12 30%) | 5 (12.5%) | 0  | 40 (1000%) |

Source: Field data (2019)

Findings in Table 4.5 imply that female student experienced sexual harassment and bullying behaviors from male students. This could have impact on female students' decision to dropping out. Findings from interview with heads of schools on the relationship between female and male students testified to the fact that there were some students who harassed and bullied female students. One head teacher had this to say:

*“In our school we try as much as we can to ensure that all students study comfortably. Despite our efforts, however, there are some male students who bully female students. What we normally do, when such cases occur is to take stern disciplinary measures against the culprit”*

The findings above imply that bullying behavior and sexual harassment were prevalent in some schools. This could scare female students and influence them to drop out of school. These findings are in line with those of Azikiwe (2000) who found that bullying and sexual harassment of adolescent girls by males were some of the factors responsible for dropout of school by girls.

#### **4.4.4 The Nature of the School Curriculum and its Influence on Decision to Drop Out**

Another school influence that was assessed was the nature of the school curriculum. Pertaining to how the school curriculum relates to the drop out problem, both teachers and students' results are presented in Table 4.6.

**Table 4.6: The Nature of the School Curriculum and its Influence Female Students' Drop Out**

| Item | Statement                                     | Response |          |        |        | Total |
|------|---|----------|----------|--------|--------|-------|
|      |   | SA       | A        | D      | SD     |       |
| 1    | Curriculum irrelevant to the world of work    | 9 (15%)  | 45 (75%) | 3 (5%) | 3 (5%) | 100   |
| 2    | Curriculum not catering for learner interests | 9 (15%)  | 48 (80%) | 3 (5%) | 0      | 100   |
| 3    | Lack of diversity in the curriculum           | 15 (25%) | 39 (65%) | 3 (5%) | 3 (5%) | 100   |
| 4    | Lack of pay off and upward mobility           | 12 (20%) | 45 (75%) | 3 (5%) | 0      | 100   |
| 5    | Poor job opportunities after school           | 15 (25%) | 39 (65%) | 3 (5%) | 3 (5%) | 100   |

Table shows that there were a number of curriculum issues that contributed to female students' drop out. They included irrelevant curriculum (54, 90%), curriculum not catering for the learners' needs (57, 95%), lack of diversity (54, 90%), lack of pay off and upward mobility (57, 95%) and poor job opportunities after school (54, 990%). The findings imply that the curriculum did not meet students' need such as employability, diversity and upward mobility.

The above findings are consistent with those of Lauer(1996), who observed that a large number of college graduates had difficulties in finding jobs and the few graduates who do find jobs tend to work at tasks that do not require the kind of education they have, leading to frustration and dissatisfaction an indication that education does not always pay off in terms of income and upward mobility. This view implies that this diminished economic payoff of the education system that causes students to lose confidence in education and thereby preferring to drop out.

Cooper and Jordan (2003) have shown that lack of economic alternatives in the labor market, even when graduates complete schooling, is a strong factor that influences children to drop out of school in developing countries.

It emerged from this study that the curriculum was too narrow and did not cater for student interest. It was also noted that the curriculum tends to alienate students and it is this feeling of alienation that predisposes the students to dropping out. Schools therefore need to diversify their curriculums so that every student finds a home in school. This was supported by one parent who said that there was no need of sending female children to school for four years after which they just stay home without anything to do.

The findings concur with those of Hussain et al (2011) that in Pakistan, some of the curriculum related factors that contribute towards high dropout rate is the fact that the curriculum at primary level is not in harmony with the needs and abilities of children. Students feel bored and not satisfied with the prescribed curriculum, which forces them to leave school. Furthermore, the curriculum at primary school level does not fulfill the needs and expectations of the community.

Therefore, students do not take interest in their education and they leave the school. Ghazi et al (2011) further reinforces this by noting that lack of education programmes to meet the individual's vocational and intellectual needs of the learners ultimately leads to dropout. Mbilinyi (2003) further notes that an irrelevant, complex, rigid and congested curriculum normally puts learners off and predisposes them to dropping.

#### 4.5 The Influence of Socio-Cultural Practices on Female Students' Dropout From Secondary Schools

Another objective of the study was to determine the influence of socio-cultural factors on female students' dropout/ In order to capture data questionnaire were administered to students and interviewed were conducted with heads of schools and DEO. Results from students and teachers' questionnaire are presented in Table 4.7.

**Table 4.7: Socio-Cultural Practices Influencing Female Students' Dropout from Secondary Schools**

| Item | Statement                                     | Response |          |          |         | Total |
|------|---|----------|----------|----------|---------|-------|
|      |   | SA       | A        | D        | SD      |       |
| 1    | Early marriage                                | 12 (20%) | 42 (70%) | 3 (5%)   | 3 (5%)  | 100%  |
| 2    | Pregnancy                                     | 18 (30%) | 24 (40%) | 15 (25%) | 3(5%)   | 100%  |
| 3    | Lack of parental interest in girls' education | 3 (5%)   | 48 (80%) | 6 (10%)  | 3(5%)   | 100%  |
| 4    | Parents' death                                | 9 (15%)  | 36 (60%) | 9 (15%)  | 6 (10%) | 100%  |
| 5    | Taking on parental responsibilities           | 9 (15%)  | 24 (40%) | 24 (40%) | 3 (5%)  | 100%  |
| 6    | Using females as income earners               | 12 (20%) | 21 (35%) | 24 (40%) | 3 (5%)  | 100%  |

Findings from students and teachers' questionnaire indicated that early marriage (51, 85%), lack of parents' interest in girls' education (51,85%), parent's death (45, 85%), pregnancy (42, 70%), taking on parents' responsibilities (33, 55%), and using girls as income earners (33, 55%) were the social cultural factors that were mentioned as causes of female students dropout from secondary schools.



Findings from interview with District Education Officer (DEO) confirmed that some female students dropped out of school due to pregnancy, parents' death and lack of interest in girl's education. The DEO said that:

*“In this district there are quite a number of cases of girls' dropout from school. There are still issues related to early marriages of young girls. Moreover, some parents still do not see the importance of girls' education.”*

The parents also supported the views of DEO and they further explained that it was right for girls to get married at the right time.

Findings from interview with Heads of schools indicated that they had experienced cases of girls' pregnancy in secondary schools. One head of school said that:

*“The cases of early marriage and pregnancy are evident. We have been experiencing truancy for some female students. When we make follow up, we normally discover that the girls are either married or pregnant.”*

The findings imply that there were cases of pregnancy and early marriage in the study area. The findings concur with those of the Tanzania Violence against Children (TVAC) organization (2009), which observed that early marriage acted as a barrier to the progression of girls to secondary school.

#### **4.6 Strategies to Improve Retention rate of Girls in Secondary Schools**

The last objective of the study was to establish the strategies of improving retention rates of female students in secondary schools in North A district, Zanzibar. In order to capture data interview was conducted among DEO, head teachers, and parents, and questionnaires were administered among teachers and students. Findings are indicated below.

#### **4.6.1 Learning Materials and Sanitary Towels**

Findings from students and teachers' questionnaire indicated that 82.5% of the respondents suggested that the government should provide learning materials and sanitary towels. In the same vein, parents opined that there is a need to improve the provision of learning materials so as to make students study hard and improve their performance. One parent suggested that:

*“There is a need to improve the provision of learning materials so as students may study hard and improve their performance. This is because many students have been attending to school but they don't learn anything at school. That's why some dropout. If they are given materials, they will be able to concentrate in studies”*

Moreover, another parent added that:

*“There is a need for the government to provide sanitary services such as towels as many parents can afford to buy sanitary towels for their children. So, during menstrual period many girls do not attend school because of lack of towels”*

The findings imply that there is a need to provide learning materials and sanitary services. The provision of these services could help in retaining female students in schools and concentrate in their studies.

#### **4.6.2 Provision of guidance and counseling services in school**

Another suggestion that was given by participants of this study was provision of counseling services in schools. It was reported that many female students decided to dropout from school because they lacked guidance and counseling services in school.

This was reported by heads of schools and DEO. For example, the DEO said that:

*“Majority of secondary school students are in their adolescence stage. Unfortunately, many schools do not have specialized counselors, who can give guidance and counseling services to female students. So, when female students face problems at school the easiest solution is to stop schooling.”*

Findings from interview with head teachers also suggested the same. For example, one head teacher had this to say:

*“Many of our students face physical, social and psychological challenges because of their developmental stage they are. So, there is need to have specialist counselors in order to help students when they face different challenges”*

The findings above imply that there was a need to have guidance and counseling services in schools in order to help students when they face different problems or challenges. This could also help retain female students when they face problem. This is generally supported by the UN (2003) said; to educate girls is to reduce poverty. The former Secretary General of UN once declare on Global Education campaign event (GECE) that study after study showed that there are no other tools for development that is more effective than education for girls.

Also, according to the findings of the study; it shows obviously that, the Participation Connection Theory by Finnel (1989) hold positively. The school environment must be improved enough to be conducive for the female students to reduce dropout rate. The conducive environment of the school and home environment as well, will make female students feel a sense of connection or belonging to school.

On the other hand, the study findings suggest the improvement use of Maslow's theory of needs (1954) to the female students age, in order to be motivated positively. This is because; girls psychological needs are different to the general needs of many. The female students may be affected by many factors, which may result in their dropout so the use of appropriate tools or theory of motivation thought to help in reducing dropout.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study findings, conclusions and recommendations for both action and for further studies. The study aimed at assessing the factors influencing girl's dropout in secondary school in North "A" district, Zanzibar. The study sought to accomplish four objectives, which were to:

- (i) Determine the influence of home environment on female students' dropout from secondary schools in North "A" district, Zanzibar.
- (ii) Establish the influence of school environment on female students' dropout from secondary schools in North A district, Zanzibar.
- (iii) Determine the influence of socio-cultural practices on female students' dropout from secondary schools in North A district, Zanzibar.
- (iv) Establish strategies of improving retention rates of female students in secondary schools in North A district, Zanzibar.

In order to collect data interview were conducted among DEO, heads of schools and parents, and questionnaire were administered to teachers and students.

#### **5.2 Summary of Findings**

The following were the summary of the main findings.

##### **5.2.1 Influence of Home Environment on Female Students' Drop-out**

- (i) Findings indicated that female students were compelled with domestic responsibility before and after school such as washing, home cleaning,

fetching water and cooking. These responsibilities made students to come to school late and also have little time for private studies at home. Consequently, it led to female students' dropout from school.

- (ii) Findings indicated that female students lacked financial support from their parents due to either poverty or parents' negative attitude towards girls' education. It was disclosed that parent's poverty and parents' negative attitude towards education made parents to prefer their female children to get married than continue schooling.
- (iii) Findings also indicated that distance from home to school influenced girls to dropout from school. It was disclosed that many female students walked long distance from home to school. Because of the long distance many parents were worried of their children's safety and hence stopped them from attending school. Moreover, it was disclosed that walking long distance made female girls to come to school late and unable to contrite in studies.

### **5.2.2 The Influence of School Environment on Female Students' Dropout from Secondary Schools**

It was revealed that the school physical environment such as administrative factors, school distance, lack of facilities and resources and poor infrastructure influenced girls' dropout from school. It was learnt that administrative factors related to school discipline, uniform and contributions posed barriers to female students' schooling. It was also noted that the distance from home to school was long and also the schools lacked enough resources and facilities. Moreover, it was also noted that the school

infrastructure such as classroom and sanitary services were not in good condition. All these prompted female students to dropout from school.

Findings also disclosed that teacher-student relationships influenced female students' dropout out from school. It was reported that female students had conflicts with teachers, they got cruel punishment from teachers, they were discriminated gains compared to male students, teachers had negative comments about female students' academic ability, and also teachers showed uncaring behaviour towards female students.

It was also revealed that there was negative relationship between male and female students. Findings indicated that male students tended to sexually harass and bully female students.

Further, findings indicated that the nature of the school curriculum influenced female students to dropout from school. It was revealed that the curriculum was irrelevant to the world of work, it did not cater for the needs and interests of learners. Moreover, it was disclosed that the curriculum lacked diversity, it also lacked upward mobility and job opportunities for learners after completion of studies. These consequently prompted female students to dropout from studies.

### **5.2.3 The Influence of Socio-Cultural Practices on Female Students' Dropout from Secondary Schools**

Findings indicated that early marriage contributed female students' dropout from school. It was reported that due to various factors such as poverty and parents'

negative attitude towards girls' education, many parents forced their children to get married at an early age.

- (i) Findings also indicated that pregnancy caused female students to dropout from school. This was contributed to either early marriage or involvement in sexual relationships at an early age.
- (ii) Findings also indicated that parents' lack of interest in girls' education influenced female students to dropout from school. It was disclosed that some parents did not see any benefits of girls' education and therefore they either convinced or forced their female children to get married.

Furthermore, findings indicated that taking on parental responsibilities due to parents' death or family poverty contributed to female dropout. It was learnt that some students were involved in various activities so as to earn a living for the family.

#### **5.2.4 Strategies to Improve Retention Rate of Girls in Secondary Schools**

It was suggested that the government should provide learning materials and sanitary towels. It was disclosed that schools lacked learning materials and sanitary services. These made students not to come to school regularly. Therefore, provision of learning materials and sanitary towels could encourage female students to attend school on regular basis.

It was further suggested that the government should provide guidance and counselling services in school. This would help female students when they encounter challenges at school.

### **5.3 Conclusions**

Basing on the findings presented on previous sections, this study draws the following conclusions:

The home environment acts a push factor that influences female students' drop out from schools. Girls from poor families and who assume family chores are more likely to dropout from studies than those who come from well to do families.

School environmental factors influence girl's dropout in a number of ways including unconducive school infrastructure and the curriculum that do not cater for the needs of female students.

Socio-cultural practices such as early marriage and a belief that male children are more important when it comes to the choice of who should be educated between male and female children, impose barriers towards girl's education and consequently leads to girls' dropout from school.

In order to ensure that female students' study and complete their educational cycles, there is a need for the government to improve the provision of learning materials and sanitary services, provide guidance and counselling services as well as educate the parents and the members of community on the importance of girls' education.

### **5.4 Recommendations**

The following are recommendations derived from the findings and conclusions of the study. The recommendation included both for action for further studies.



#### **5.4.1 Recommendations for Action**

- (i) The Central governments should find alternative strategies to ensure that problem of female students' students' dropout is eradicated.
- (ii) It is recommended that educational stakeholders should work together to educate parents and community members on the importance of girls' education. This will help to reduce cultural and religious beliefs that disregard the importance and value f female education/
- (iii) The government should provide guidance and counselling services in school and ensure that appropriate teachers are employed.
- (iv) It is further recommended that the government and other educational stakeholders should work together to improve both school social and physical infrastructure in order to make schools attractive environments for learning.

#### **5.4.2 Recommendations for Further Research**

- (i) This study was conducted in one district in Unguja; therefore, it is recommended that further studies can be carried in other parts of the country involving large sample.
- (ii) It is further recommended that another study should be carried out to assess the impact of adolescence on female students' dropout in school.
- (iii) Also, another study on the contribution of peer education in reducing female students' dropout to be carried out.

## REFERENCES

- Afe, J. O. (2003). Teacher's effectiveness: Imperative for implementing universal basic education (UBE) in Nigeria. *Journal of the Nigerian Academy of Education, 1(1)*, 1-19.
- Ahikire, J., & Mdanda, A. (2011). *A survey of re-entry of pregnant girls in primary and secondary schools in Uganda*. Kampala: FAWE.
- Ainsworth, M. (2005). *Socioeconomic determinants of fertility in Sub-Saharan Africa: A Summary of the Findings of a World Bank Research Project*. Washington D.C.: The World Bank.
- Ainsworth, M., Beegle, K., & Koda, G. (2005). The impact of adult mortality and parental deaths on primary schooling in North-Western Tanzania. *The Journal of Development Studies, 41(3)*, 412-439.
- Alika, I. H., & Egbochuku, E. O. (2009). *Drop out from schools among girls in Edo State: Implication for counseling*. Benin City: University of Benin. Retrieved from [www.Sloccounty.ca.gov](http://www.Sloccounty.ca.gov) on 16<sup>th</sup> March 2018.
- Bennet, K. P., & LeCompte, M. D. (1990). *The Way Schools Work: A Sociological Analysis of Education*. White Plains. Longman.
- Best, J. W., & Kahn, J.V. (2006) *Research in Education. 10<sup>th</sup> Edition*, Cape Town: Pearson Education Inc.
- Bunto, T. N. (2000). Patterns and causes of school dropout in Arusha and Arumeru secondary schools. Unpublished M.A (Education) dissertation. University of Dar es Salaam.

- Chitrakar, R. (2009). *Overcoming barriers to girls' education in Southern Asia: Deepening the analysis*. Nepal. UNICEF.
- Clerk of the National Assembly, (1971). Tanzania Marriage Act, 1971. Retrieved July, 3<sup>rd</sup> 2018 from [http://: www.law.yale.edu](http://www.law.yale.edu)
- Cohen, L., Manion, L., & Marrison, K. (2011). *Research methods in education*. New York: Routledge.
- OHCHR, (1979). Convention on the Elimination of All Forms of Discrimination against Women. A conference held on 18<sup>th</sup> December, 1979 in New York, USA.
- Cooper, R., & Jordan, W. J. (2003). Cultural issues in comprehensive school reform. *Urban Education*. 38(4), 380 -398. <http://dx.doi.org/10.1177/0042085903038004003>
- Creswell, J. W. (2002). *Research design: Qualitative, quantitative and mixed method approaches*. Thousand Oaks: Sage Publications.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative Research (4<sup>th</sup> ed.)*. Lincoln, Pearson.
- Din, M. N., Dad, H., Iqbal, J., Shah, S.S.A., & Niazi, M.I. (2011). *Causes of Male Dropout Rate in Pakistan*. *Journal of College Teaching and Learning*, 8(4),37–42. Retrieved July 7 from [journals.cluteonline.com/index.php/TLC/article/viewFile/ .../4263](http://journals.cluteonline.com/index.php/TLC/article/viewFile/.../4263)
- FAO, (2012). Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security. Rome, Italy: FAO. May 2012.

- FAWE, (2001). *Gender responsive school management systems*. Nairobi: Forum for African Women Educationalists. [http://www.ungei.org/files/FAWE\\_GRP\\_ENGLISH\\_VERSION.pdf](http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf)
- FAWE, (2001). *Gender responsive pedagogy: A teachers' hand book*. Nairobi: FAWE.
- Fowler, F. J. (2001). *Survey research methods*. Thousand Oaks, CA: Sage Publications.
- Ghazi, R. S., Ali, R., & Shahzad, S. (2011). Socio-Economic Factors as a Cause of Children Dropout at Primary Level. *Mediterranean Journal of Social Sciences*. 2 (3), 531-536 <http://dx.doi.org/10.5901/mjss.2011.v2n3p53>.
- Glennie, E., & Stearns, E. (2002). *The relationship between ethnicity and early dropout: Evidence from North Carolina's public schools. Paper presented at the Southern Sociological Society Annual Meeting*. Baltimore, MD.
- Government of India. Ministry of human resource development (2018). *Educational statistics at a glance*. New Delhi. Retrieved on 11<sup>th</sup> July 2018 from: [https://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics-new/ESAG-2018.pdf](https://mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/ESAG-2018.pdf)
- Govindaraju, R., & Venkatesan, S. (2010). A Study on School Drop-outs in Rural Settings. *Journal of Psychology*, 1(1), 47-53. Available on <http://www.krepublishers.com/...Govindaraju-R/JP-01-1-047-10-009-Govi>.
- Gubert, F., & Robilliard, A. (2006). *Do Household Income Shocks Affect School Attendance in Rural Areas? A case study of Madagascar. Working Paper*. Paris: Development, Institutions & Analyses de Long terme.
- Gwyneth, H. (2013). *More Information about the Situation of girls in Tanzania*. Retrieved March, 12<sup>th</sup> 2018 from <http://www.scholastica.org>.

- HakiElimu. (2005). *Three years of PEDP implementation: Key findings from government reviews*. Dar es Salaam: HakiElimu.
- HakiElimu. (2010). *How to ensure educational success for girls*. Dar es Salaam: HakiElimu
- Hale, L. (1998). *School dropout prevention information and strategies for parents*. Retrieved from [http://moreland.k12.ca.us/discovery/NASP/dropout\\_rk.html](http://moreland.k12.ca.us/discovery/NASP/dropout_rk.html).
- Hale, L., & Canter, A. (1998). *School dropout prevention: Information and strategies for educators*. Retrieved from [http://www.naspcenter.org/adol\\_sdpe.html](http://www.naspcenter.org/adol_sdpe.html)
- Human Rights Watch, (2018). *Leave No Girl Behind in Africa: Discrimination in Education against Pregnant Girls and Adolescent Mothers*. USA.
- Hunt, F. (2010). *Schooling citizens: A study of policy in practice in South Africa*. Unpublished Phil Thesis, Brighton: University of Sussex.
- Hussain, A., Salfi, N.A., & Khan, M.T. (2011). Causes of Students' Dropout at Primary Level in Pakistan: An Empirical Study. *International Journal of Humanities and Social Science*, 1(12), 143 -151. Available at: <http://www.ijhssnet.com>.
- Hussain, S., Zakaria, M., Hassan, Y., Mukhtar, Y., & Ali, S. (2003). Parents attitudes toward the education of their daughters: a case study of district Faisalabad-Pakistan. *International journal of agriculture and biology*, 5(3), 306-307.
- Hyera, R. (2005). *Home background factors that influence dropout of Female students in Community secondary schools in Tanzania*. Dar es Salaam: University of Dar es salaam.

- Hyera, R. (2007). The influence of social-cultural values on dropout rates of secondary school female students in Tunduru District. Unpublished Masters Dissertation University of Dar es Salaam.
- Kasomo, D. (2006). *Research methods in humanities and education*. Egerton. Egerton University Press.
- Kassimoto, T. J. (1987). *Attitudes of parents, students, ex-pregnant school girls and Administration on expulsion of pregnant girls from school Areas in Dar es Salaam and Beyer regions*. Dar es Salaam. Dar es Salaam University press.
- Kothari, C. R. (2004). *Research Methodology Methods and Techniques*. New Delhi: New age International publishers.
- Lauer, R.M. (1996). *Social Problems and the Quality of Life*. Dubuque: Brown Publishers.
- Lema, E., Mbilinyi, M., & Rajani, R. (2004). *Nyerere on Education/Nyerere Kuhusu Elimu*. Dar es Salaam. The Mwalimu Nyerere Foundation. HakiElimu.
- Lloyd, C. B., Mete, C., & Sathar, Z. A. (2005). *Effect of Gender Differences in Primary School Access. Type and Quality on the Decision to Enroll in Rural Pakistan*. Population Council. World Bank. Retrieve from [www.popcouncil.org/uploads/pdfs/wp/164.pdf](http://www.popcouncil.org/uploads/pdfs/wp/164.pdf)
- Lloyd, C. B. (1994). *Investing in the next generation: The implications of high fertility at the level of the family*. In R. Cassen (Ed.), *Population and development: Old debates, new conclusions* (181-202). Washington, DC: Overseas Development Council.
- Lloyd, C. B., & Blanc, A. K. (1996). Children's schooling in sub-Saharan Africa. *Population and Development Review*, 22(2), 265-298.

- Masamalo, Z. (2017). *Persistent Dropout in Rural Community Secondary Schools*. in Tanzania. Morogoro. Mzumbe University.
- Mavura, O. K. (2015). Family background factors that contribute to dropout rate in Tanzania primary schools: A survey of pare in Same District. Unpublished M.A (Education) dissertation. University of Dar es salaam.
- Mbilinyi, M. (2003). *Equity justice and transformation in education. The challenge of Mwalimu Julius Nyerere today*. HakiElimu Working Paper Series No. 2003.5.
- Mhiliwa, J. A. (2015). *The effects of school location on learner's academic performance: A case of community secondary schools in Makambako town council Njombe*. unpublished dissertation. Open University of Tanzania, Dar es Salaam.
- URT, (2010). *Basic Education Statistics in Tanzania (BEST 2006–2010)*. Ministry of Education and Vocational Training. Dar es Salaam: MoEVT
- URT, (2017). *Educationfor All Assessment, 2010-2017*. Ministry of Education and Vocational Training and UNESCO (2017).
- URT, (2018). *Zanzibar Education Development Plan II 2017/18 – 2021/22*. Ministry of Education and Vocational Training. Retrieved on 18/01/2019 from [www.globalpartnership.org](http://www.globalpartnership.org)
- URT, (2016). *Basic Educational Statistic of Tanzania. Dar-es-salaam, Tanzania*. Ministry of Education, Science and Technology (MEST). Dar es Salaam: Government Printer.
- Mloka, N. A. (2013). *Reasons of girls' dropout in primary schools: A case study of Mpanda district*. Unpublished Masters dissertation. Open University of TZ

- Molosiwa, E., & Moswela, B. (2012). Girl-pupil dropout in secondary schools in Botswana: Influencing factors prevalence and consequences. *International Journal of Business and Social Sciences*, 3, 265–271.
- Mullins, S. (2014). *The effects of low-income on education*. Retrieved March, 14<sup>th</sup> 2018 from [http://: www.ehow.com](http://www.ehow.com)
- Mutabazi, S. (2014). *Rwanda: School dropout- Do we blame family Poverty?* Retrieved March, 17<sup>th</sup>2018 from [http://: www.allafrica.com/stories/201406260685.html](http://www.allafrica.com/stories/201406260685.html)
- Nekatibeb, T. (2002). *Low Participation of Female Students in Primary Education A Case Study of Dropouts from the Amhara and Oromia Regional States in Ethiopia*. UNESCO International Institute for Capacity Building in Africa May, Addis Ababa, Ethiopia
- Njau, W., & Wamahiu. S. (1994). *Ministerial Consultation on School Dropout and Adolescent Pregnancy*. Nairobi: Working Papers Series no.7.
- Ntumva, M. E., & Rwambali, E. G. (2013). *School dropout in community secondary schools. A case of Nyamilama secondary school-Mwanza Tanzania, Morogoro*. Centre of Professional Research Publications. Retrieved on 15<sup>th</sup> August 2019 from: [www.journalofscience\\_technology .com](http://www.journalofscience_technology.com).
- Oliha, J. A., & Audu, V. I. (2014). Counseling against dropout among secondary school students in Edo State. *International Journal of education and practice*, 2(2), 35-41.
- Orodho, A. J., & Kombo, D. K. (2002). *Research methods*. Nairobi. Kenyatta University, Institute of Open Learning.



- Patterson, J., Hale, D., & Stressman, M. (2007). Cultural contradictions and school leaving. A case study of an urban high school. *The High School Journal*, Dec 2007/Jan. 2008, p 1-15.
- Remberger, J., & Lim, M. (2008). Dropping out of middle school. A multilevel analysis of students and schools. *American education research journal* 32-583-625. Wikipedia, the free encyclopedia 13/05/2018 10.15 am.
- Revolutionary Government of Zanzibar, (2006). *Household Budget Survey* 2004/05.
- Rumberger, J., & Lim, M. (2008). *Dropouts*. Retrieved March, 13<sup>th</sup> 2018 from [http://www2.illinois.gov/gov/P20/Documents.Science publishers](http://www2.illinois.gov/gov/P20/Documents.Science%20publishers).
- Sathar Z. A., & Lloyd C. B. (1 993). *Who gets primary schooling in Pakistan: Inequalities among and within families?* New York, Population Council, Working paper no. 52.
- Segumba, S. I. (2015). Truancy and dropout in Tanzania Mainland Primary schools in Pangani District. Unpublished M.Ed. Dissertation: University of DSM
- Shahidul, S. M., & Karim, Z. (2015). Factors contributing to school dropout among the girls. A review of literature. *European Journal of Research and Reflection in Educational Sciences*, 13(2), 25-36.
- Shahidul, S. M. (2015). *Factors contributing to school dropout among the girls*. International Islamic University of Malaysia. Malaysia.
- State University.com, (2011). *School Dropouts and Extent of the problem: Factors associated with early school leaving and drop out school prevention programs*. State University: Washington, D.C. Retrieved March 15<sup>th</sup> 2018 from: <http://education.stateuniversity.com/pages/1921/dropouts-school.html>

- Swada, Y., & Lokshin, M. (2001). *Household schooling decisions in rural Pakistan*. Policy Research Working Paper Series No.2541. Washington D.C: The World Bank. [http://www.wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2001/03/09/000094946\\_01022405385911/Rendered/PDF/multi\\_page.pdf](http://www.wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2001/03/09/000094946_01022405385911/Rendered/PDF/multi_page.pdf)
- Tanzania Violence Against Children. (2009). *Study findings from a National Survey*. Dar es salaam. Tanzania.
- Ubogun, R. E. (2004). *The Causes of Absenteeism and Dropout among Secondary School Students in Delta Central Senatorial District of Delta State*. Unpublished PhD. Thesis Delta State University. Abraka.
- UNESCO Institute for Statistics, (2005). *Children out of school: Measuring exclusion from primary education*. Montreal: UNESCO.
- UNESCO, (2010). *EFA Global Monitoring Report 2010: Reaching the Marginalized*. Paris.
- UNESCO, (2000). *The Dakar Framework for Action: Education for All-Meeting our Collective Commitments (Including Six Regional Frameworks for Action)*. Adopted by the World Education Forum. Dakar, 26–28 April 2000. UNESCO.
- UNESCO, (2003). *EFA global monitoring report 3003/04: Gender and education for all, The leap to equality*. Paris. UNESCO.
- UNESCO, (2012). *Global partnership for girls' and women's education*. UNESCO. retrieved from [www.unesco.org/en/cp.Ed/tz](http://www.unesco.org/en/cp.Ed/tz). Accessed on 27<sup>th</sup> August 2019.
- URT, (2014). *Household Budget Survey main report, 2011/12*. Dar es Salaam: National Bureau of Statistics.

- URT, (2016) *Basic Education Statistics in Tanzania (BEST) 2012–2016*: National Data. Dar es Salaam. Ministry of Education Science and Technology.
- Varlas, L. (2011). Fighting the female dropout phenomenon: supports can prevent pregnant and parenting youth from dropping out. *Education update*, 53 (12).
- Wanjohi, A. M (2011). *Factors affecting Girl Child Education in Sub-Saharan Africa*. UNG e-publications. University Net Global.
- Wanyama N. C. (2011). *Factors influencing female students' dropout in mixed day secondary schools in Bungoma County*. Kenya unpublished Master's thesis. University of Nairobi.
- World Bank, (1999). *Tanzania: social sector review*. World Bank: Washington, D.C.
- Retrieved from March, 13<sup>th</sup>2018. [http://www.wikipedia.org/wiki/Literacy\\_in\\_India](http://www.wikipedia.org/wiki/Literacy_in_India).
- World Bank, (2013). *Engendering development through gender equality Report*. Washington DC.
- World Bank, (1992). *Uganda social sector strategy. No 10765-UG*. Washington D.C/
- Worrell, F. C., & Hale, R. L. (2001). The relationship of hope in the future and perceived school climate to school completion. *School Psychology Quarterly*. 16(4), 357-369.
- Yin, R. K. (2011). *Qualitative research from start to finish*. New York: The Guilford Press.
- Ziddy, I. (2007). *Challenges facing the implementation of a Policy on Girls Education in Zanzibar: A paper presented on The State University of Zanzibar, Tanzania 21 to 23 February 2007*. Irene Country Lodge, South Africa.

## APPENDICES

### Appendix I: Questionnaires for District Education Officer and Heads of Schools

Dear respondent, my name is Machano Ali Vuai, pursuing **Master degree of Education in Administration, Planning and Policy Studies at the Open University of Tanzania**. I am doing research on factors that influence dropout among girls in secondary school at Zanzibar, case study of North “A” district”. The purpose of the study is to identify factors that assess the factors that influence female students’ dropout from secondary schools. You are kindly requested to give your responses for each question to the best of your knowledge. Your answers will be treated strictly confidential and for academic purposes only.

#### SECTION A:

##### Personal and Demographic Questions

1. Gender: A. Male ☐ B. Female ☐
- Age A.30-40 ☐ B.40-50 ☐ C.50 and above ☐
2. Education level
  - A. Certificate ☐ B. Diploma ☐ C. Graduate ☐
  - D. Postgraduate ☐ E. Others ☐
3. Work experiences
  - A. 5-10 years ☐ B 10-15 years ☐ D. 15 and above ☐

**Section B: Factors Influencing Girls Dropout from School**

1. What do you think are the home factors do you think influence girls' dropout from school.
2. In what ways the distance from home to school affect girls' schooling?
3. What home responsibilities have influence on girls' dropout from school?
4. What do you think are the school based factors that influence girls' dropout?
5. How school based factors influence girls' dropout from schools.
6. What socio-cultural practices influence girls' dropout from school.
7. What measures you have taken to improve girl's retention at schools in your district?

**Thank you for your co-operation**

## Appendix II: Questionnaire for Teachers

Dear respondent, my name is Machano Ali Vuai, pursuing **Master degree of Education in Administration, Planning and Policy Studies at the Open University of Tanzania**. I am doing research on factors that influence dropout among girls in secondary school at Zanzibar, case study of North “A” district”. The purpose of the study is to identify factors that assess the factors that influence female students’ dropout from secondary schools. You are kindly requested to give your responses for each question to the best of your knowledge. Your answers will be treated strictly confidential and for academic purposes only.

### SECTION A:

#### Personal and Demographic Questions

1. Gender: A. Male ☐ B. Female ☐  
 Age A. 20-30 ☐ B. 30-40 ☐ C. 40-50 ☐  
 D. 50 and above ☐
2. Level of education  
 A. Certificate ☐ B. Diploma ☐ C. Graduate ☐  
 D. Postgraduate E. Others
3. Experience in teaching  
 A. 1-5 years ☐ B. 5-10 years ☐ C. 10-15 years ☐  
 D. 15 and above ☐

**Section B: Home Related Factors**

| S/No. | Item                         | SA | A | D | SD |
|-------|------------------------------|----|---|---|----|
| 1     | Domestic responsibility      |    |   |   |    |
| 2     | Lack of financial support    |    |   |   |    |
| 3     | Distance from home to school |    |   |   |    |

**Section C: School Related Factors**

| S/No. | Item                             | SA | A | D | SD |
|-------|----------------------------------|----|---|---|----|
| 1     | Administrative factors           |    |   |   |    |
| 2     | School distance                  |    |   |   |    |
| 3     | Lack of Facilities               |    |   |   |    |
| 4     | Lack of resources                |    |   |   |    |
| 5     | Poor condition of infrastructure |    |   |   |    |

**Section D: Social Cultural Factors**

| S/No. | Item  | SA | A | D | SD |
|-------|---|----|---|---|----|
| 1     | Early marriage                                |    |   |   |    |
| 2     | Pregnancy                                     |    |   |   |    |
| 3     | Lack of parental interest in girls' education |    |   |   |    |
| 4     | Parents' death                                |    |   |   |    |
| 5     | Taking on parental responsibilities           |    |   |   |    |
| 6     | Using females as income earners               |    |   |   |    |

**Section E: Strategies to Improve Girl's Retention in Secondary School**

What strategies/measures should be done to improve girl's retention in secondary schools?

**Thank you for your co-operation**

### Appendix III: Questionnaire for Students

Dear respondent, my name is Machano Ali Vuai, pursuing **Master degree of Education in Administration, Planning and Policy Studies at the Open University of Tanzania**. I am doing research on factors that influence dropout among girls in secondary school at Zanzibar, case study of North “A” district”. The purpose of the study is to identify factors that assess the factors that influence female students’ dropout from secondary schools. You are kindly requested to give your responses for each question to the best of your knowledge. Your answers will be treated strictly confidential and for academic purposes only.

#### Section A: Personal and Demographic Questions

1. Gender: A. Male ☐ B. Female ☐
2. Indicate your age group from the following options
3.
 

|                                  |                                   |                                   |                                      |
|----------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|
| A. 8-12 <input type="checkbox"/> | B. 13-17 <input type="checkbox"/> | C. 18-21 <input type="checkbox"/> | D. Above 21 <input type="checkbox"/> |
|----------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|
3. Class level
 

|  |                                       |
|--|---------------------------------------|
| A. Form One <input type="checkbox"/>   | B. Form Two <input type="checkbox"/>  |
| C. Form Three <input type="checkbox"/> | D. Form Four <input type="checkbox"/> |



**Section B: Home Related Factors**

| S/No. | Item                         | SA | A | D | SD |
|-------|------------------------------|----|---|---|----|
| 1     | Domestic responsibility      |    |   |   |    |
| 2     | Lack of financial support    |    |   |   |    |
| 3     | Distance from home to school |    |   |   |    |

**Section C: School Related Factors**

| S/No. | Item                             | SA | A | D | SD |
|-------|----------------------------------|----|---|---|----|
| 1     | Administrative factors           |    |   |   |    |
| 2     | School distance                  |    |   |   |    |
| 3     | Lack of Facilities               |    |   |   |    |
| 4     | Lack of resources                |    |   |   |    |
| 5     | Poor condition of infrastructure |    |   |   |    |

**Section D: Social Cultural Factors**

| S/No. | Item  | SA | A | D | SD |
|-------|---|----|---|---|----|
| 1     | Early marriage                                |    |   |   |    |
| 2     | Pregnancy                                     |    |   |   |    |
| 3     | Lack of parental interest in girls' education |    |   |   |    |
| 4     | Parents' death                                |    |   |   |    |
| 5     | Taking on parental responsibilities           |    |   |   |    |
| 6     | Using females as income earners               |    |   |   |    |

**Section E: Strategies to Improve Girl's Retention in Secondary School**

1. What strategies/measures should be done to improve girl's retention in secondary schools?

**Thank you for your co-operation**

**Appendix IV: Interview Guide for Parents**

1. What are the economic factors influencing girl's student's dropout in secondary school in North "A" District Zanzibar?
2. How the distributions of domestic responsibilities contribute to female students' students drop out of secondary school in North "A" District Zanzibar?
3. What are the contributions of early marriages to girl's student's drop out in secondary school in North "A" District Zanzibar?
4. What other factors do you think contribute to girls' dropout from school?
5. How do the teachers and school-based factors influence girl's student's dropout in secondary school at Zanzibar especial in North "A" District?

**Thank you for your co-operation**

## Appendix V: Research Clearance Letters

### THE OPEN UNIVERSITY OF TANZANIA DIRECTORATE OF POSTGRADUATE STUDIES

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



Tel: 255-22-2666752/2668445 ext.2101  
Fax: 255-22-2668759,  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

14/08/2019

Permanent Secretary,  
Second Vice President,  
Zanzibar.

#### RE: RESEARCH CLEARANCE

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

The purpose of this letter is to introduce to you **Vuai, Machano Ali; Reg # PG 201702794** who is a Master student at the Open University of Tanzania. By this letter **Vuai, Machano Ali**, has been granted clearance to conduct research in the country. The title of his research is "**An Assessment of Factors influencing Girls Dropout in Secondary School in North 'A' District, Zanzibar**". The research will be conducted in North 'A' District.

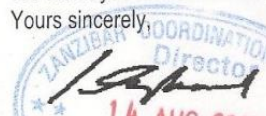
The period which this permission has been granted is from 15/08/ 2019 to 15/10/2019.

In case you need any further information, please contact:

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

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

Yours sincerely,

  
14 AUG 2019  
Prof Hossea Rwegoshora  
For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

# REVOLUTIONARY GOVERNMENT OF ZANZIBAR

SECRETARY  
ZANZIBAR RESEARCH COMMITTEE  
P. O Box 239  
Tel: 2230806  
FAX: 2233788



## RESEARCH/FILMING PERMIT

(This Permit is only Applicable in  
Zanzibar for a duration specified)

### SECTION

|                             |   |
|-----------------------------|---|
| Name:                       | Machano Ali Vuai  |
| Sex                         | Male  |
| Date and Place of Birth     | 01/03/1982  |
| Nationality:                | Tanzanian   |
| Passport Number:            | -   |
| Date and Place of Issue     | 15/08/2019  |
| Date of arrival in Zanzibar | -   |
| Expected date of departure  | -   |
| Duration of study           | Three Months  |
| Research Tittles:           | An Assessment of Factors Influencing Girls<br>Dropout in Secondary School |

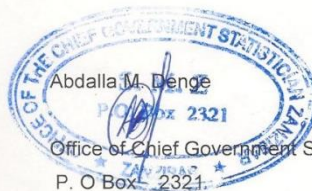
Full address of Sponsor: P.O. Box 2599 Zanzibar

Name of the authorizing officer:

Signature and seal:

Institution:

Address:



Abdalla M. Denge

Office of Chief Government Statistician

P. O Box 2321

Zanzibar.

Date: 20/08/2019

(For rules and conditions see overleaf)

- I. You are required to submit Progress Report.
- II. Not to engage in Political activities.
- III. Adherence to research topic(s).
- IV. No permit in restricted areas.
- V. After completion, three copies of research should be submitted to authorizing Institution.



**SERIKALI YA MAPINDUZI YA ZANZIBAR  
OFISI YA MAKAMU WA PILI WA RAIS**

P. O. Box 239  
Vuga Street  
Zanzibar-Tanzania

Tel. 024 22 30808  
Fax. 024 22 30808  
E-mail : [ps\\_2vpo@zanzibar.go.tz](mailto:ps_2vpo@zanzibar.go.tz)

OMPR/M.95/C.6/2/VOL.XX/63

22/08/2019

MUHESHIMIWA,  
MKUU WA WILAYA,  
WILAYA YA KASKAZINI "A",  
UNGUJA.

KATIBU MKUU,  
WIZARA YA ELIMU NA MAFUNZO YA AMALI,  
ZANZIBAR.

**KUH: RUHUSA YA KUFANYA UTAFITI**

Kwa heshima, naomba uhusike na mada ya hapo juu.

Serikali ya Mapinduzi ya Zanzibar imemruhusu **Nd. Machano Ali Vuai**, mtafiti Mwanafunzi kutoka Chuo Kikuu Huria Tanzania anaesomea Shahada ya Uzamili kufanya utafiti juu ya mada inayohusiana na **"An Assessment of Factors Influencing Girls Dropout in Secondary School"**. Utafiti huo utafanyika katika maeneo ya Kinyasin, Chaani, gamba, Mkwajuni, Matemwe, Nungwi, Tumbatu, Pwani mchangani, Kidoti na Potoa Zanzibar kuanzia tarehe **22/08/2019** hadi **22/11/2019**. Tunaomba asaidiwe kufanya utafiti huo.

Kwa nakala ya barua hii mara baada ya kumaliza utafiti, mtafiti anatakiwa kuwasilisha nakala (copy) 3 za ripoti ya utafiti huo Ofisi ya Makamu wa Pili wa Rais- Zanzibar.

Naambatanisha na kivuli cha kibali cha kufanyia utafiti.

Ahsante,

*Shaaban S. Mohamed*

**SHAABAN SEIF MOHAMED,  
KATIBU MKUU,  
OFISI YA MAKAMU WA PILI WA RAIS,  
ZANZIBAR.**

NAKALA: Nd Nd. Machano Ali Vuai.

**Kumbukumbu Na:** P33/18/1/VOL.III/106

**Tarehe:** 27 August, 2019

**Mwalimu Mkuu,  
Skuli ya.....  
Zanzibar.**

**KUH: KUFANYA UTAFITI ND. MACHANO ALI VUAI.**

Tafadhali naomba uhusike na mada iliyopo hapo juu.

Mtajwa hapo juu ni mtafiti Mwanafunzi kutoka Chuo Kikuu Huria Tanzania ambaye anafanya utafiti katika mada inayohusiana na **"Assessment of Factors Influencing Girls Dropout in Secondary School.** Ndugu **Machano** amekamilisha taratibu zote za ruhusa ya kufanya utafiti na ruhusa yake imeanza tarehe **22/08/2019** na itamalizika tarehe **22/11/2019.**

Aidha, utafiti wake utafanyika maeneo ya Kinyasini, Chaani, Gamba, Mkwajuni, Matemwe, Nungwi, Tumbatu, Pwani mchangani Kidoti na Potoa Zanzibar. Hivyo, unaombwa umpokee na umpe kila aina ya ushirikiano unaohitajika ili aweze kufanikisha utafiti wake.

Tunategemea kupata mashirikiano yako.

Ahsante,



(Khalid M. Wazir,)

K.n.y. Katibu Mkuu,

Wizara ya Elimu na Mafunzo ya Amali,  
**Zanzibar.**

**Nakla: Machano Ali Vuai.**

---

*Kwa mawasiliano ya moja kwa moja:*

*Waziri 2238205, Katibu Mkuu 2238210, Naibu Katibu Mkuu 2234356.*





**SEREKELI YA MAPINDUZI YA ZANZIBAR  
AFISI YA MKUU WA WILAYA  
, WILAYA YA KASKAZINI 'A' GAMBA,  
SANDUKU LA BARUA 2,  
MAHONDA – ZANZIBAR.**

REF NO, WKA/U.1/VOL.II/3/129.

26 Agost, 2019.

**ND. MACHANO ALI VUAI.  
CHUO KIKUU CHA HURIA  
TANZANIA.**

**KUH: RUHUSA YA KUFANYA UTAFITI KWA ND;  
MACHANO ALI VUAI.**

Kwa heshima naomba uhusike na mada ya hapo juu.

Afisi ya Mkuu wa Wilaya ya Kaskazini "A" Unguja imemruhusu mtajwa wa hapo juu kufanya utafiti katika Shehia ya **kinyasini, chaani masingini, Gamba, mkwajuni, matemwe kaskazini, matemwe kusini, nungwibandakuu Tumbatu Uvivini, Pwani mchangani, Potoa na kidoti**. Utafiti huo unahusiana na **"An assessment of factors influencing girls Dropout in secondary school"**.

Utafiti huo utafanyika kuanzia Tarehe **22/08/2019** hadi **22/11/2019**.

Kwa nakla ya barua hii, Sheha wa shehia husika unatakiwa umpokee Mwanafunzi niliyemtaja hapo juu na kumpa mashirikiano anayohitaji.

Nakutakia utekelezaji mwema.

Ahsante

(Khamis A. Haji.)

**/MKUU WA WILAYA KASKAZINI "A".  
UNGUJA.**

• Nakla:

- .Sheha Wa Kinyasini
- .Sheha Wa Tumbatu Uvivini
- Sheha Wa Chaani Masingini
- Sheha Wa Gamba
- Sheha Wa Mkwajuni
- Sheha Wa Matemwe Kaskazini
- Sheha Wa Matemwe Kusini
- Sheha Wa Nungwibandakuu
- Sheha Wa Pwani Mchangani
- Sheha Wa Potoa
- Sheha Wa Kidoti

## Appendix VI: Plagiarism Report

### AN ASSESSMENT OF FACTORS INFLUENCING FEMALE STUDENTS' DROPOUT IN SECONDARY SCHOOLS IN NORTH "A" DISTRICT, ZANZIBAR

#### ORIGINALITY REPORT

|                  |                  |              |                |
|------------------|------------------|--------------|----------------|
| <b>28%</b>       | <b>24%</b>       | <b>6%</b>    | <b>16%</b>     |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

#### PRIMARY SOURCES

|          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>Submitted to Mount Kenya University</b><br>Student Paper           | <b>2%</b> |
| <b>2</b> | <b>docplayer.net</b><br>Internet Source                               | <b>2%</b> |
| <b>3</b> | <b>Submitted to Kenyatta University</b><br>Student Paper              | <b>2%</b> |
| <b>4</b> | <b>core.ac.uk</b><br>Internet Source                                  | <b>1%</b> |
| <b>5</b> | <b>hubpages.com</b><br>Internet Source                                | <b>1%</b> |
| <b>6</b> | <b>Submitted to Kampala International University</b><br>Student Paper | <b>1%</b> |
| <b>7</b> | <b>es.scribd.com</b><br>Internet Source                               | <b>1%</b> |
| <b>8</b> | <b>erepository.uonbi.ac.ke</b><br>Internet Source                     | <b>1%</b> |