FACTORS CONTRIBUTING TO STUDENTDROPOUT IN TANZANIAN SECONDARY SCHOOLS IN TANZANIA: A CASE OF SENGEREMA TOWNSHIP

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

2019

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: õFactors contributing to girls student dropout in Tanzanian secondary schools in Tanzania: A Case of Sengerema Townshipö, in fulfilment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, Lucresia Dismas Njau, do hereby declare to the Senate of The Open University of Tanzania that this Dissertation for the Degree of Masters of education in administration planning and policy studied was my own original work and that it has not been submitted to any other University for a similar award.

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Signature

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Date

DEDICATION

This Dissertation was dedicated to The Almighty God. To Him Be all the Glory and Honour for his Mercy and Grace have enabled the accomplishment of this work. I extend my affection and dedication to my congregation for sponsoring me to study at The Open University of Tanzania.

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It was not easy to mention everybody here but I express my sincere gratitude to all individual people, organizations and institutions that supported and contributed to the completion of this Dissertation.

I would like to give all of you heartily thanks for each one who played a part on my research. I am grateful to The Open University of Tanzania for its curriculum setup including research study which was of paramount importance in this field of education.

ABSRACT

This study examines factors contributing to dropout of secondary school girlsø students in Sengerema Township. The study was mainly quantitative and partly qualitative. The specific objective of the study was include Identify the factors leading to studentøs dropout in Sengerema township secondary schools, To assess the trend of student dropout in Sengerema township secondary schools and To investigate the public opinions of the people of Sengerema Township on how to control the student drop out in Sengerema township secondary schools Descriptive research design was adopted as a study design. A total number of 100 respondents were sampled using purposive sampling technique. Further, questionnaires, interviews, and documentary review were employed as data collection tools. The study revealed that, factors contributing to girls students dropout in Sengerema Township were poor primary school academic background of girls students in the township, long distance from school for day scholars, early unexpected pregnancy, disability, diseases, and unfriendly school and home environment, and lack of basic needs. Results also revealed that, the trend of girlsø student dropout was moderate or low. On the other hand, public opinions suggest that, abolishing of early marriages, change policy for re-joining, control sexual harassment, control absenteeism, and introduction of sex education may reduce the girlsø dropout in secondary school. In the quick intervention it was found that instruction that takes students into the broader community provides opportunities for all students especially experiential learners to connect to their studies in a deeper, more powerful way.

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LIST OF ABBREVIATIONS

BEST   Basic Education Statistics in Tanzania

Etc   Etcetera

EFA   Education For All

E   Standard of error

e   Marginal error

FGDs   Focus Group Discussions

HIV/AIDS   Human Immunodeficiency Virus/Acquired Immune Deficiency

              Syndrome

NGO   None Government Organization

NSGRP   National Strategy for Growth and Reduction of Poverty

NSC   National School

N   Sample size

MDGS   Millennium Development Goals

PSLE   Primary School Leaving Examination

P   Prevalence

SPSS   Statistical Package for Social Sciences

SES   Social Economic status

STI   Sexually transmitted infection Census

S   Standard deviation

UNESCO   Unite Nations Educational Scientific and Cultural Organization

URT   United Republic of Tanzania

TZS   Tanzanian shilling

TPB   Theory of Planned Behaviour

Z   Standard normal deviation

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This study was conducted to examine factors that define student's dropout in Sengerema township secondary schools. This chapter presents background to the problem, statement of the problems, research objectives and research question, significance of the study, scope and delimitation, and at the end there are operational meanings of terminologies.

1.2 Background to the Problem

Education is regarded as a significant tool towards attaining development of any nation as well as individual achievement (HakiElimu, 2015).The term education can be considered as the process of acquiring knowledge, skills, factors, interest, abilities, competence and the cultural norms of a society by people to transmit this life to the coming generations so as to enhance perpetual development of the society (Doll et al., 2013). In spite of the importance attached to education both nationally and internationally, Education sector in the world still facing a lot of problems that varies from one country to another such as poor academic performance, school dropout, truancy, poor environment of learning and other social and economic problems relating to education (Videnovic and Lazarevic, 2017).

Tanzania is among countries that faces a problem of school dropout (BEST, 2009). School dropout in its simplest meaning was the untimely withdrawal from school; these students who withdraw from school prematurely end up not obtaining any certificate of graduation (Bridge land et al., 2006; Wotherspoon, 2009; Ajaja, 2012;

Lugonzo, *et al.,* 2017). The studentøs decision to dropouts of schools has a long term consequences that can contribute to juvenile delinquency, welfare dependency or in the worst Secondary school dropout was increasing tremendously in secondary schools (Blondal and Adalbjarnardottir, 2014). This situation has caused a challenge to school administration, staff, parents, community, employers and to youth themselves. The major concern in secondary education is ensuring that students stay in school until they complete their education, dropping out denies individual students their fundamental human right to education (Adam et al., 2016).

Internationally, the individual right to education has been repeatedly affirmed in many treaties and conventions such as The 1948 Convention on the Rights of the Child in which our country was signatory, Act 26 of that declaration as presented in Omari (1994) stipulates that õEvery child has the right to educationö Education shall be free at least at the elementary level and fundamental stages. Also it stipulates that there should be an encouragement of the development of different forms of secondary educations including general and vocational education making them available and accessible to every child and taking appropriate measures such as the introduction of free education and offering financial assistance (Lugonzo *et al.,* 2017).

Tanzania was one of the poorest countries in the world and ranked 3rd among the east African countries in access to secondary education according to World Bank STI Capacity Building (2007), despite its low rate; issues of access are exacerbated with type of school in which a child enrolled. Accessibility, equability and quality remain a big challenge in secondary education trend especially in rural communities

(Kalinga, 2013). Secondary education makes an important stage for young people to acquire knowledge, values and skills which equip them to life challenges, and where some students continue with further studies. It was amazing that schools dropout was a problem in Tanzania secondary school despite the high demand for secondary education. Community secondary school in particular have been noted to experience a high student dropouts rate leading to a substantial number of secondary school children failing to complete form four (Wong, 2014:Jepsen et al., 2017; Rutakinikwa, 2016). According to the data of the Ministry of Education and Vocational Training (2013), the trend of school dropout in secondary schools keeps on increasing year after year from 15% in 2003 to 30% in 2015.

1.3   Statement of the Problem

Dropout of secondary school students has significant negative effect in any nation economic development as it deteriorate the work labour force (Lugonzo et al., 2017). Tanzania like other developing countries is currently having a substantial rate of secondary school studentsø dropout particularly girls. According to Twaweza Report (2017), 45% of students drop out before reaching form four. Of these, 30% were girls while only 15% were boys. This implies that, girls are more likely dropping out of schools than boys since their number is many as twice as that of boys.

This situation has hampered investment in education sector through provision of secondary education in the community secondary schools geared to develop human capital(Hekela,2014). In addition to that, higher dropouts for female students threatens efforts to promote gender equality in accessing to and benefiting from the secondary education(Rutakinikwa, 2016). Besides, research shows that, more than

70,000 girls have been expelled from secondary schools between 2003 and 2015 due to pregnancy (Dupere et al., 2017).

In order to promote retention and completion rates of girls students in Tanzania secondary schools, the country government has initiated several strategies to support girls schooling. These include affirmative decision and implementation of policies on provision of free education from primary to secondary schools in order to promote both access and quality of secondary education; including retention and completion rates of female students (Segumba, 2015). However, completion rates in secondary schools have remained relatively low; for example, female gross secondary school completion rate dropped to 3.1percent in 2015 (URT Report, 2015). Although various studies (i.e. Kalinga, 2013; Segumba, 2015; Rutakinikwa, 2016) have indicated the challenges on female drop out at secondary level, efforts for improving the situation so far is not very fruitful.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to investigate factors contributing dropout of secondary school girls in Sengerema Township.

1.4.2 Specific Objectives

i. To identify the factors leading to studentøs dropout in Sengerema township secondary schools.

ii. To assess the trend of student dropout in Sengerema township secondary schools.

iii. To investigate the public opinions of the people of Sengerema Township on how to control the student drop out in Sengerema township secondary schools.

1.4.3 Research Questions

i. What are the factors contributing to drop out of secondary school girls in Sengerema Township?

ii. What is the trend of girls drop out in Sengerema Township Secondary schools?

iii. What are the public opinions of the people in Sengerema Township on how to control girløs dropout?

1.5 Significance of the Study

The study will enable the public and other researchers to identify specific factors which lead to dropout of secondary schools girløs students specifically in Sengerema Township. The study will guide Education stakeholders and the community in Sengerema, township and elsewhere in Tanzania to take measure against identified factors leading to dropout of secondary schools female students specifically in Sengerema Township. The recommendations of this study will help the Government and other Education decision makers to take measures against factors, which contribute, to dropout of secondary schools girlsø students specifically in Sengerema Township. The recommendations of this study will help policy makers to enact law and regulations which will guide law enforcers to take action against parents and guardians who are not responsible to their children education, particularly those who drop out from schools.

1.6   Limitation of the Study

This study was primarily limited by its small sample size since only four urban secondary schools were involved; the sample size could have been expanded by including large number of secondary schools. Furthermore, respondents represented a narrow range of demographic characteristics such as age and ethnicity; a larger sample size with more diversity would have benefited the results. On the other hand, the researcher was faced with difficulties of getting responses of participants in time. This challenge caused delay of collecting the data according to the schedule from some heads of schools, parents and guardians. For the challenge related to the Heads of schools who were unwilling to provide information, the researcher selected another school for research. For parents who were not aware of the reason for information required, the researcher had to educate them until they positively responded.

1.7   Delimitation of the Study

This study found several delimiting factors that define the boundaries of the research. The choice of problem of the statement explains the intent that clearly sets out the factors contributing to dropout of secondary schools female students was chosen as the study accomplishment. Moreover, the chosen research objectives and research questions elicit the implicit and explicit understanding of what the study would cover. Furthermore, the selected population provided a greater insight of the study results since it included students from urban secondary schools.

1.8. The Scope of the Study

The study focused on the factor contributing student to dropout from secondary

school before to finish their study pertain that government has abolish the school fee but the rate increase day by day. The research had selected sengerema district because was among the area in Tanzania where was number of student dropout from secondary schools cases were experienced. Also this had many community secondary school which are located at Senerema town but student dropout increase due to early pregnancy, early marriage, parent influence, distance and economic problem. The study covered both public secondary school and faith based organization secondary schools which are benefit from the government.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on the factors that focus on student's dropouts in global level, regional level and Tanzania local level. The chapter consists of the theoretical framework, and summary of reviewed literature identification of research gaps and conceptual framework.

2.2 Theoretical Literature

2.2.1 Analytical literature in Education

Many researchers base their studies on certain theories, which act as guides of the particular studies, and should not be taken directly as the truth. According to Aubarch and Silverstain (2003), theoretical framework is the set of beliefs about psychological and social process with which the researcher approaches the study. Theoretical framework determines the researcher's bias. This study is guided by the dependency theory, which describes the historical conditions that shapes a certain structure of the world economy such that it favours some countries to detriment of other's (Ferraro, 2008). This also limits the development possibilities of the subordinate economies. The economy of a certain group of countries is conditioned by the development and expansion of another economy to which their own is subjected.

The theory was introduced under the director of the United Nations Economic Commission for Latin America. Ferraro (2008) assert that this concept of dependency theory was introduced through United Nations to technical assistance to

Latin American countries. Dependency theory is related to historical era, but now has a wider application in the world (Matunhu, 2011). Mamdan (1996) comments that with regard to developing countriesø politics, dependency theory has to be defined from colonial legacy as one to be blamed for developing countries economy stagnation. Brock-utne and Philipson (2000) have seen the dependency of the developing countries as affecting peopleøs lives because it is concerned with the economic ways of living.

The dependency of African countries is perpetuated in the continent through the use of loans and other donors support; because of dependency on donors support a country such as Tanzania does not fully utilize its local resources for developing schools. It is therefore assumed that Tanzania fails to achieve economic education for all because of its economic dependency. Dependency theory is selected in this study because education development of most third world countries depend much on community contributions, fees and donor support. The economic situation of Tanzania is not strong enough to run the education and other social service; therefore the countries depend on fund contributions, cost sharing and donations from agencies. This means that education development which is the tool for fighting poverty become difficult to archive if the above mentioned contributors are not willing to support education.

This theory is suitable for this study because the study examine factors, which contribute to student dropout in rural community secondary schools. Due to the fact that Tanzania government depends much on contributions from parents and the community to develop those schools, when the parents and the community fail to

contribute, then the school remain in a bad situation of shortage of classrooms, houses for teachers, textbooks and other teaching and learning materials. This theory is important in looking for factors that defines student dropout in rural community secondary schools because poverty is among causes that lead to student dropout, and the provision of education in Tanzania at large depends on parent¢s contributions.

Because the parents are poor they fail to pay school fees, to buy school uniforms and learning materials, that becomes predictor for other factors such as early pregnancy at school, truancy, early marriage among others that leads to student dropout. In additional, Galabawa (2001) support the idea that Students should be given all necessary and essential needs for school including (hostel) to avoid walking long distances and hence reduce dropouts. This study use dependency theory due to the fact that Tanzania depend on donors that lead to less utilization of the local resources for the betterment of school environment, basic structures, including building like classrooms, laboratory, toilets staff quarters and furniture¢s.

2.2.2 Social Control Theory

This is based on Hirschi`s social bond theory in an attempt to explain the nature of human being as naturally hedonistic and this nature drive us to act in the kinds of selfish and aggressive ways that lead to criminal behavior. The concept of social control theory draws attention on ties to family, school and other aspects of society as a major tool to diminish one`s propensity for deviant behavior (Hirschi,1969). The Social Control Theory posits that, crimes occurs when such bonds are weakened or are not well established and it is further argued that deviant behavior is possible for all individuals within society but avoided only with those who seek to maintain

familial and social bonds. for Hirschi, the answer to deviant behavior (in educational matters) could be found in the bonds that people form to prosocial values, prosocial people and prosocial institutions. It is these bonds, Hirschi held, that end up controlling our behavior when we are tempted to engage in deviant acts.

Hirschi (1969) mentions four (4) interrelated forms of bonds which are attachment, commitment, involvement and beliefs which in their togetherness help in controlling deviant acts. Attachment, according to Hirschi (1969), refer to the level of psychological affection one has for prosocial others and institutions. The theory contends that, parents and schools are of critical importance where youths who form close attachments to their parents and schools will, by extension experience greater levels of social control contrary to youths who are less or not attached to parents and schools. Commitment, according to Hirschi (1969), people are less likely to misbehave when they know that they have something to lose. For Youths, this could mean not wanting to look bad in front of friends, parents or teachers for having committed deviant behavior. This may serve as a source of social control.

Involvement, basing on old philosophy that õidle hands are the devil`s workshopö, Hirschi`s third type of social bond relates to the opportunity costs associated with how people spend their time. By involvement, it is believed that, if people are spending their time engaging in some form of prosocial activity, then, they are not spending time in antisocial activities. In this sense, Youths who are heavily involved in legitimate school related activities either academically, socially, or athletically will not be spending that same time in committing delinquent acts (Hirschi, 1969).

Belief refers to the degree one adheres to the values associated with behaviors that conform to the law; the assumption being that the more important such values are to aperson, the less likely he or she is to engage in deviant behavior (Hirschi, 1969). This study attempts to examine the factors contributing to student dropout in Tanzanian secondary schools at Sengerema Township, wthere by applying Social Control Theory to see whether deviant behavior can be controlled if the social bonds are well established.

2.3 Trend of Students' Dropout from School at Global Levels

Students dropout from schools are due to various reasons among these include school related, family related, economic related, peer related and personal reasons. School related are consistently associated with students dropping out of school (De Witte and Rogge, 2013: Doren et al., 2014). Internationally, there is considerable variation in dropout rates, because different nations are in different stages of extending universal secondary education (Chen andDesJardins, 2008). In case of Asia for instance in India very few children complete elementary education and even fewer transits to secondary education. The fact that the dropout rate is still very high (Chugh, 2011; Schargel and Smink, 2013) indicates that there is high student dropout in Africa. For instance towards achieving her determination to provide EFA by the year 2015, Kenya has supported remarkable increment in secondary school enrolment since independence in 1963.

For instance for a period of 18 years from 1985-2002, Kenya had increased enrolment at secondary school except in some few years. However the secondary school cycle in Kenya faces some challenges among these are challenges such as low

transition rates between primary and secondary school as well high dropouts rate (Amadi et al., 2013). Furthermore it is noted that some of the perennial causes of the secondary school dropouts are early marriage, inability to pay school fees, due to poverty, hazard of HIV/ AIDS pandemic, violence and drug abuse (Abuya et al., 2013). The problem of female students÷ dropout in Nigeria seems worth stressing, the 2005 National school census (NSC) revealed that there are large geographical and gender disparities between Southern and Northern Nigeria partly due to parental socio-economic support, cultural and religious.

2.4 Policy Review

The policy makers have done a very good job. The situational analysis of education situation in Tanzania is thoroughly done and an honest self-reflection to where Tanzania stands in education. This is a good spirit emerging in the country. The policy has many other impressive and progressive areas. Abolishing of school feels in ÷elimu msingi(basic education-My translation)ø was an appropriate move towards reducing to burden parents in incurring the cost of school fees. This step helped those students who were not able to pay school fees to attend to schools as required hence ensuring access to secondary education bymany citizens.

On November 27, 2015 the Tanzanian government issued Circular 5, which implements the Education and Training Policy 2014(URT, 2015) and directs public bodies to ensure that secondary education is free for all children. This includes the removal of all forms of fees and financial contributions to school by parents. The Circular states: õProvision of free education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians

before the release of new circular. However, most fees are covered, including exam fees, some indirect costs will still remain for example: for school and sports uniforms and learning materials such as exercise books and pens.

Funds of 18bn TZS were immediately released to schools to cover the cost of implementing the new directive, with 137bn TZS set-aside to cover the full cost of guaranteeing free secondary education for all. With this Circular, the government has gone beyond its Constitutional obligation to provide free, quality primary education and brings Tanzania in line with the target of Sustainable Development Goal 4 which requires States to ensure that everyone õcompletes free, equitable and quality primary and secondary educationö.

The directive now means that children in Tanzania will enjoy eleven years of free schooling. The abolition of school fees at the secondary level is expected to increase enrolment and attendance, as occurred in 2002, when primary education was made free and the primary net enrolment rate jumped from 59% in 2000 to 94% in 2011. Despite the positive statements and steps which stated in the 2014 Tanzania Policy of education and Training, there is no any policy statement in that document which a addresses specifically the challenge of Secondary school girls studentsø dropout and how to go about it.

However, the act of Education No. 25 of 1978 as amended by the act No. 5 of 1995, has spelled out how to deal with parents and any other person who causes any student to drop out from school. Moreover, so far there is no any amendment of the act of education to guide the enforcement of policy in line with the new 2014 policy

of Education and training statements. This is the gap existing in that document.So itøs important for the act of education to be amended so that it addresses this issue.

The policy was unique in a way that its vision and mission allows for the emphasis on õattitudesö of learning, which is very important. A good education is that which produces citizens with a right attitude. This is also relating to self-reliance education applicable to the 21st century.

In the learning literature, it is called ɨsoft skillsø It has also looked at the security issues in the eyes, of what in IR is called, ɨNew Security Agendaø The policy is detailed in that it has cared for issues such as book production and distribution, and cross-cutting issues such as gender, HIV/AIDS, and environment. Special needs education has been touched especially in the language of instruction, but the researcher felt that a lot was left on the special needs education. Although the school environment and equipment have been covered the researcher didnøt see any statement for ɨaccessibilityø facilities in schools. We have different special needs children and all of them have to be covered.

Other areas that I felt the policy didnøt cover are such as home environment. Education and learning literature has it that home environment in terms of parental education, parental expectation, emphasis on learning at home, etc. is crucial (at times more than school environment) in achieving learning. So the researcher had thought the policy would mention something of the sort. In connection to that, learning is also facilitated by learning environment in the community there was a mention on public libraries but nothing else. There is a need to re-invent our public libraries towards better use for everyone and for 21st century world.

2.5 Empirical Study Review

2.5.1 Factors contributing to Drop Out of Secondary School Girls

Murray (2014) assessed factors that affect graduation and dropout rate in South Africa. The study adopted case study research design using secondary sources for data collection. 56,079 enrolment records of students were collected from the school. His study revealed that, domestic and financial problems greatly contributed to the dropout of the students. However, the study did not investigate to what degree the rate of dropout was. Another study was conducted by Videnovicand Lazarevic (2017) to find out individual reason on school dropout in Serbia. Semi-structured interview was used to collect data from 12 students. Their results revealed several factors which influence studentsø dropout including, problems behaviour, underage pregnancy, low motivation in learning.

Further, the study found studentsø problematic behaviour remained unchanged after dropout according to their parentsø perspectives. Doll et al. (2013) conducted a comparative analysis to investigate the reasons for studentsø dropout in high school. Seven nationally studies were involved in survey whereas pull, push, and falling out factors were employed to generate a framework for studying dropout issues. Their results shows that, pull out factors such as jobs and family ranked higher compared to push factors (attendance and discipline on school) and falling out factors (disengagement in students not caused by school or outside).

Kalinga (2013) on the other hand assessed factors leading to studentsø dropout in three Tanzanian regions namely Dar es Salaam, Kilimanjaro, and Mbeya. Survey was carried out using observations, interview, and questionnaire. Results revealed

that several factors led to studentsø dropout included cultural aspects, lack of education among parents, low income, and poor awareness of education matters. However, Kalinga (2013) did not examine the rate of studentsø dropout so as to relate the level of the effect of the factors.

Adam et al. (2016) also investigated factors influencing secondary school studentsø dropout in Ghana. Cross-sectional design was adopted using qualitative and quantitative strategies. Data was collected by means of questionnaire, focus group, and interviews. Findings shows that, child labour, school distance, poverty, and teenage pregnancy were the major factors leading to dropout. It was also revealed that, attitude of teachers towards students, parentsø death, and corporal punishment were associated with studentsødropout.

5.1.1   The Trend of Student Dropout in Secondary Schools

In Brazil, Soares et al. (2015) identified factors that influence secondary school dropout. Secondary data were employed based on National Household Sample Survey. Survey was also conducted involving 3418 including students and dropouts. Several factors were disclosed including desire on job opportunities, subjectsø difficulty, and desire for joining other schools. Lugonzo et al. (2017) investigated factors that contribute to girlsødropout in secondary schools around Lake Victoria.

Data collection instruments including questionnaire, observations, and interview were employed to collect data from 159 students. Descriptive study design was employed whereas qualitative and quantitative approaches were used. Results showed that, fishing activities contributed highly on studentsø dropout. Their

findings also revealed significant relationship between fishing and girlsø dropout in schools. However, their study did not examine the level of dropout among girls in secondary schools.

In Malaysia, Shahidul and Karim (2015) examined factors that leads to studentsø dropout with regards to gender. Their study reviewed several literature to develop a conceptual model that illustrate various categories of factors contributing to studentsø dropout. Based on their conceptual model, four categories were identified namely, economic factors (parental investment, school fees), household (households works, female involvement), school level (feminine facilities, extracurricular activities, teachers attitude, distance), and cultural factors (cultural beliefs, pregnancy).

In Tanzania, Rutakinikwa (2016) examined the causative factors for student dropout in Bagamoyo secondary schools. The study used interviews, questionnaire, and focus group discussion to collect fata from 50 respondents. Results showed that, cultural, economic, and school factors greatly contributed to studentsø dropout. In Mississipi USA, Lockett et al. (2015) examined factors leading to studentsø dropout in urban secondary schools. Descriptive and causal-comparative research design were adopted. 80 students were involved in the survey using questionnaire, interviews, and observations as data instruments. Their results revealed the feeling towards being behind or failing course work led them to dropout.

In Kenya, Mwingirwa (2014) investigated the factors that influence high dropout rate in secondary schools. The study adopted descriptive research design to gather

data from 8 secondary schools. A total of 552 participants were involved including teachers, students, and principals. Results indicated that, low level of income, low education among parents, and attitude of teachers significantly associated with higher level of studentsø dropout. Students from educated families were likely to be retained in schools compared to students from less educated families.

In Tanzania, Segumba (2015) examined problems that contribute to studentsø dropout in Temeke district. Purposive and simple random sampling techniques were employed to select participants from six schools. Interviews, questionnaire, and focus group discussions were employed to gather data from 102 respondents. Findings indicated that, education level among parents, corporal punishment, teachersøattitude, and overcrowded classes led to studentsødropout.

2.6 Research Gap

Studies on student dropout in secondary schools have many related literature at global, regional and national level in Tanzania. The empirical studies by Shahidul and Karim (2015), Mawere (2012), Grant and Hallman (2006), Ntumva and Rwambali (2013), Maziku (2013) and Kahise (2013) have showed causes and challenges on girls dropout from schools. Factors for girl dropout differ according to geographical area. The factors on drop out can be categorized into economic, cultural and school factors. In Tanzania, studies showed that truancy, lack of basic needs and pregnancy have been included as some of the main factors for studentsø dropout from secondary school. On the basis of the reviewed literature, the research gap was identified. The research gap indicates that there is scarcity of studies in girl dropouts in secondary schools in Sengerema Township which was in Tanzania. This

study concentrated and investigated the gap on factors contributing student dropout to secondary school at Sengrema Township.

2.7 Conceptual Framework

According to Kombo and Tromp (2006), a conceptual framework is a set of broad ideas and principles taken from relevant field of enquiry and used to structure a subsequent presentation. A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation it contributes to the formulation of the research design and giving a broad scope to thinking about the research. According to Omari (2011), all research is conceptual as it involves some imagination and hypothetical thought. In this study, the model of Omari (2011) is adapted. The conceptual framework of this study is portrayed in figure 2.1 which portrays that the outcome of predictor variables and precipitating variables is the dropout of student from secondary schools. The model is in the relationship between the predictor variables, predicating variables and outcome variables.

The predictor variables include economic, culture and school causes. The predictor variable acts as the root cause leading to the other causes that may precipitate the decision of a student todrop out from school. Precipitating variables are those characteristics which come asa result of pressure from the predictor variables that the student may show before the decision to drop out of school is met. The precipitating variables in this study include poverty, entrepreneurship, low income of parents/guardians, long distance from home to school, in conducive learning environment, sexual harassment, unavailability offender sensitive school facilities,

initiation ceremonies, ignorance and polygamy. The conceptual framework is depicted in Figure 2.1.

Predictor variables
   Economic
   Culture
   School

Precipitating variables
   Poverty
   Entrepreneur
   Low income of parents /guardians
   Long distance from home to school
   Learning environment
   Sexual harassment
   Gender sensitive school facilities
   Initiation ceremonies
   Polygamy

Outcome
Higher rate of students dropout from secondary schools
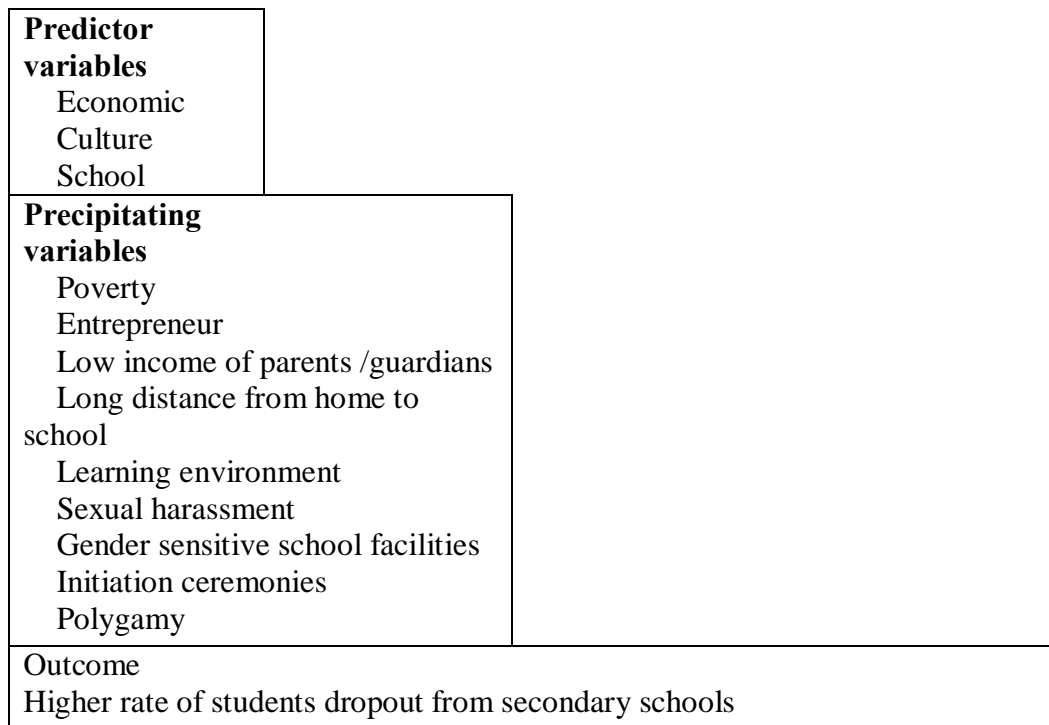
Figure 2.1: Conceptual Framework

Source: Improvised by Research

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents Research Methodology used to answer the research questions so as to meet the intended objectives. It contains description of the Research Design, Area of the Study, Sample and Sampling Procedures and Data Collection Methods. Data Analysis Plan and Validity as well as Reliability of the research are presented.

3.2 Research Design

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

3.3 Area of the Study

The study was conducted in Sengerema District, Sengerema Township Council in Mwanza Region, Tanzania. The selection of Sengerema Township Council as the area of study was due to the fact that the problem of girl school dropout in the district is growing at an alarming rate such that, approximately 30% of students particularly girls have dropped out in secondary schools since 2013 (URT, 2015). Moreover the area was objectively selected because there were schools, which met the requirements of the study.

The study focused on four secondary schools, which were selected based on four types of secondary schools as follows; community secondary schools (Kilabela Secondary School), public secondary schools (Mwabaluhi Secondary School), private secondary schools (Nyampulukano Secondary School) and religious or faith-based secondary schools (Saint Carol Secondary School). These four different types of schools were chosen in order to obtain population of different level economically and socially.

Figure 3.1: Map of Sengerema District in Mwanza Region

Source: Sengerema District Council Profile

3.4 Sample Size and Sampling Procedures

3.4.1 Sample Size

Sample size was calculated based on Kothari (2004)øs sample size formula for the known target population

$$N = \frac{P(1-P)Z2}{0.52}$$

Basing on school annual reports of the last three years 2012 - 2015, prevalence ǿpǿof drop out in all schools was estimated to be 8%. The precision, which was used to estimate the prevalence, was based on the 95% confidence interval of the prevalence in the whole study population. This went with a standardized normal deviate z of approximately 2, the margin of error (e) in the estimate of the proportion is 5% standard error of p.

Z = Standard normal deviation 1.96 (Z=Based on confidence level 1.96 for 95% confidence 1.64 49 for 90% and 2.5758 for 99 %.)

E = Standard of error 0.05

N = Sample size

S = Standard deviation

e = Marginal error

P = Prevalence 8%

E2 = 0.5%

Z2 ó 1.9%

N = P (100 ó P) x z2

e2

$$N = \frac{0.08(1-0.08)1.962}{0.052}$$

N = 100

 Sample size = 100

The sample size was then extrapolated to 100 respondents for the convenience of data processing and analysis.

3.4.2 Sampling Procedures

3.4.2.1 Purposive Sampling

Purposive sampling was employed in this particular study to select participants in Sengerema township secondary schools. To satisfy the method four schools were selected namely Kilabela, Mwabaluhi, Nyampulukano, and Saint Carol.

3.5 Data Collection Methods

In this study, more than one technique was used for gathering information since no single technique was completely adequate by itself (Cohenet al., 2002). Data collection technique involved documentary review, interviews, and questionnaires.

3.5.1Questionnaire

Both closed and open-ended questionnaire were applied in this study. Close-ended type of questionnaires was in form of multiple choices where the respondents required putting a mark in the provided box against the appropriate answer. For the open-ended questions, the respondents required to give out information showing their experiences, thoughts and comments by filling the blank spaces. Questionnaires were constructed basing on specific objectives and distributed to students, parents and teachers to obtain important information about student dropout.

3.5.2 Interviews

Interview is the form of conversation with the purpose toiled to achievement of the objective of the researcher (Ritchie and Lewis, 2003). The guiding questions on each research objective/ question were prepared in advance as indicated in the interview tool (Appendices II). The method was applied to the few selected parents, and the

questions were translated in Swahili language for easy administration.

3.5.3 Documentary Review

Through this method, the following documents were carefully studied; registration books, studentsø attendance register and students files. In reviewing registration books the researcher got information on the decrease in the number of students as they passed from one level to another level. It was expected that a careful study of registration books could provide information on which level of study between girls and boys who are most dropping schools than the other.

In reviewing studentsø files, the researcher obtained records of students. It was expected that a careful study of students files, could provide information on where student come from. If they had any physical or mental disability, their background, their academic performance and other information which could help the researcher to meet intended objectives. Moreover, the researcher got information about parents/guardian, which helped, in making contact for further information. Cohen et al. (2002), revealed that written documents have a straight forward function of helping researchers project an understanding into times and places. All information obtained from studentsø files was recorded in researcherøs notebook.

3.6 Data Processing and Analysis

Data were cleaned, prepared and analysed using Statistical Package for Social Science (SPSS) 23rd Version and Microsoft Excel 2016. Both qualitative and quantitative techniques were employed in data analysis.

3.6.1 Quantitative Analysis

Quantitative techniques included inferential and descriptive statistics based on specific objectives. Inferential statistics consists of correlations whereas descriptive statistics deployed frequency and percentage. The first objective which aims to examine factors contributing studentsø dropout was measured using frequency and percentage. The second objective which aims to assess the trend of dropout rate was also measured using descriptive statistics analysis by employing frequency and percentage. The third objective on the other hand was measured using descriptive statistics to determine opinions of the respondents on studentsø dropout. Results were presented in figures and tables.

3.6.2 Qualitative Analysis

The researcher analysed data that was collected from, interview and documentary materials by using content analysis. Kothari (2004), states that contents analysis consist of analysing the content of documentary materials such as books, magazines, newspapers and the content of other verbal materials which can be either spoken or printed. In this study content analysis was used to explain the findings through real experience from head of schools, education office, school board chairpersons, ward executive officers and dropout studentøs details in depth explanations. Also the content analysis helped to identify the theme of the topics to be discussed. The qualitative data gave information on the factors that define student dropout; challenges on solving the problem and strategies to be taken to solve the problem.

3.7 Demographic Information

The data in Table 4.1 implies that, most students were coming from the families of

farmers (55%) and none elite (41%) hence. In most cases, such kind of families is of low social economic status (i.e. low SES). Therefore some of them may not value girlsø education. This would be one of the reasons for some girls to drop out from schools.

Table 3.1: Students' Demographic Information

VARIABLE	VALUE	Number	%
Age	16 Years	40	40.0%
	17 Years	31	31.0%
	18 Years	18	18.0%
	19 Years	11	11.0%
	20 Years	0	.0%
Sex	Male	41	41.0%
	Female	59	59.0%
Studentøs Birth Position	First born	3	3.0%
	Second born	7	7.0%
	Third born	10	10.0%
	Fourth born	17	17.0%
	Fifth born	22	22.0%
	Sixth born	41	41.0%
Parent	Present	76	76.0%
	Absent	24	24.0%
Parentøs Education	Illiterate	9	9.0%
	Primary	32	32.0%
	Secondary	37	37.0%
	College	22	22.0%
Parentøs Occupation	Farmer/peasant	55	55.0%
	Business	13	13.0%
	Employed	32	32.0%

Source: Field Survey, (2016)

On the other hand, the data has shown that, the age of all researched participants were above 15. Following the fact that, Marriage Act in Tanzania allows a girl to get married at the age of 15, a girl child may be under the permission of parents, and given the fact that, majority farmers and non-elite parents do value cows as a sign of wealth, it is anticipated that some parents may have used this loophole to draw out

their children from schools so that they get married.

3.8 Ethical Considerations

In this study, appropriate values of ethical guidelines and rules were observed including, anonymity, confidentiality, privacy, and plagiarism. The considerations were followed by requesting introduction letter from Open University of Tanzania.

3.8.1 Privacy and Confidentiality

Respondents were assured of the right to privacy, anonymity and confidentiality. The real names of the participants were not used but their assumed names to observe anonymity. Also, the information collected was treated with confidentiality so as to maintain peopleøs integrity. It is important for the researcher to enhance honesty by protecting respondents from physical or psychological harm and promise to protect the collected information unless prior consent from respondents is given (Akaranga and Makau, 2016).

3.8.2 Plagiarism

The study observed originality of the study by citing texts from other publication or authors. To avoid plagiarism, the researcher acknowledges the contributions of others and the source of ideas and words regardless of whether paraphrased or summarized, acknowledge the sources used in writing, accuracy in citation and reference, and use of quotation marks in verbatim text (Akaranga and Makau, 2016).

3.9 Summary

This chapter took place in Sengerema District Township Council in Mwanza Region, Tanzania. It involved four types of secondary schools, which included a total of 100

respondents. The study combined both qualitative and quantitative research design in obtaining data. The researcher used different techniques to obtain data where by questionnaire; interview, group discussion and documentary review were used. The study combined both qualitative and quantitative data, thus different methods of data analysis were used. Qualitative data were analysed mainly by using content analysis and represented in narratives. The quantitative data was processed by using Statistical Package for Software Scientists (SPSS) and presented using tables. The next chapter presents the analysis and discussion of the study, which emanated from the study objectives.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONSION

4.1Introduction

This chapter presents data analysis and discussion of the findings based on the specific objectives of the study. The chapter is divided into four main sections, with each section presenting data from specify objective of the study. Finally, the chapter ends with summary.

4.2Factors Leading to Girls Student Dropout from Sengerema Urban Secondary Schools

The first objective of this research was intended to establish the factors leading to girlsø student dropout from Sengerema urban secondary schools as indicated on Table 4.1.

Table 4.1: Factors Leading to Girl School Dropout

Variable	Value	Frequency	Percentage
It is common to drop out of school	Yes	54	54.0%
	No	46	46.0%
Distance from home to school	< 1 Km	44	44.0%
	1-2 Km	56	(56%)
	> 2 Km	0	.0%
Primary school leavers Examination(PSLE) scores	50-99	36	36.4%
	100-149	21	21.2%
	150-199	30	30.3%
	200-249	12	12.1%
	250-299	0	.0%
Person student stays with	Parents	73	73.0%
	Guardian or relative	27	27.0%
Parents source of income	Donation	7	46.7%
	Working	8	53.3%
Parents provide basic needs	Yes	82	82.0%
	No	18	18.0%

Source: Field Survey, (2016)

4.2.1 Existence of Dropout

Researcher sought to establish whether dropout of girlsø students in Sengerema township schools existed. The results were demonstrated on Table 4.1, the findings revealed that, 54 (54%) of all students responded agreed that it is common for girls students in Sengerema township to dropout from schools. On the other hand 46(46%) of all students responded revealed that there is no drop out in those schools. The results above implies that, although results from majority respondents reveal that there is dropout in some schools in Sengerema township schools, the situation is not serious in other schools. This is because there is very slight difference (8%) between those who agreed that there is dropout and those who do not agree. However, following the fact that those who agreed are the majority, we are in the opinion that, over all there is existence of female students =dropout in Sengerema township secondary schools.

4.2.2 Distance to School

Based on Table 4.1, findings established that majority students are not significantly far from their schools. 44 percent studentsø distance to school were below a kilometre, while 56 percent commute within an interval of 1 to 2 kilometres to their school daily.

4.2.3 AverageScores of Primary School Leavers Examination (PLSE) for Girls' Students of Sengerema Township Secondary Schools

As indicated on Table 4.1, researcher investigated whether the average scores for Primary School Leavers Examination (PLSE) for girlsø students of Sengerema Township secondary schools contributed to their dropout from secondary education

in schools in Sengerema Township. In addition to that the researcher intended to establish whether   their academic background contributed to drop out from secondary education. The findings from studentsø questionnaire responses revealed that, majority (80%) students had the average scores below200 to 249. The findings further revealed that, very few (only 12%) students responded to the questionnaire had average scores above 200 to 249.in their PSLE scores.

The above findings imply that, although majority students were selected to join secondary education, their academic backgrounds were weak; hence they failed to cope up with the heavy academic load and standards of secondary education. Following the fact that if a student fails to cope up with academic requirement in class, some of them get disappointed and end up in stress, hence they may decide to develop truancy and inconsistent attendance to classes. These failure to cope up and tendency of truancy caused with low academic ability may be one of the factors leading to their dropout schools.

According to Groot et al. (2014), one of the student-related factors that have been associated with early school leaving is academic achievement (sometimes referred to as academic ability). It is most commonly measured using cross-sectional data via standardized testing (particularly on mathematics and language), by local school tests and (exit) exams, but also by other indicators, e.g. school retention and enrolment in special education, remedial or college-preparatory track. They reiterate that, whether the ability is measured by exam success, grade point average, test scores or literacy and numeracy skills level, most scholars have found that early academic achievement in elementary and secondary school is predictive of early

school leaving (Mwingirwa, 2014; Rutakinikwa, 2016). Following the above arguments and the findings, we are of the opinion that, one of the contributing factors for female studentsø dropout in Sengerema township secondary schools is weak academic background and weak studentsø academic ability in schools.

4.2.4 Parents Source of Income/Parents Ability to Provide for Student Basic Needs

Ability to provide for students basic needs is closely associated with the parentsø source of income. As indicated on Table 4.2, majority of parents had their source of income from donation (46.7%) and working (53.3%), and that the rest (75) of parentsø source of income is either from agricultural or business activities. In addition, 82 percent of parents are able to provide their children with the basic needs.

Table 4.2: Teachers /Parents/Students/ Responses on Source of Parents' Income, Basic Needs Provision To Students

Variabe	Responses	Frequency	Percentage
Parents source of income	Donation	7	46.7%
	Working	8	53.3%
	Total	15	100%
Parents provide basic needs	Yes	82	82.0%
	No	18	18.0%
	Total	100	100%
Lack of basic needs	Yes	79	79.0%
	No	21	21.0%
	Total	100	100%

Source: Field Survey,(2016)

4.2.5 Other Factors Leading to Girls' Dropout

Based on Table 4.3, the study also found that studentsø supports that early pregnancy (100%), disability or diseases (100%), and involvement in petty trade (82%) were factors that may lead to girlsø dropout. Other factors such as parentsø ignorance

(100%), peer pressure (100%), sexual harassment (92%), and poor academic performance (100%) are factors that may moderately influence or not at all, the girlsø school dropout. All teachers (100%) agree that early pregnancy automatically lead to girlsø dropout as they are no more allowed to continue with their studies. Also teachers agree that disease or disability (57.1%) may lead to girlsø dropout. Finally factors such as peer pressure (57.1%), parentsø ignorance (50%), sexual harassment (50%), involvement in petty trade (71.4%) and poor academic performance (85.7%) are moderate causes of girlsø dropout.

Table 4.3: Other Factors leading to Girls Students' Dropouts

Variable	Value					
	Agree		Moderate agree		Disagree	
	No.	%	No.	%	No	%
Low Averages lead to dropout	9	64.3%	4	28.6%	1	7.1%
Low average score	5	35.7%	9	64.3%	0	.0%
Lack of basic needs	14	100.0%	0	.0%	0	.0%
Parents ignorance is a factor	1	7.1%	7	50.0%	6	42.9%
Early Pregnancy is a factor	14	100.0%	0	.0%	0	.0%
Peer Pressure is a factor	1	7.1%	8	57.1%	5	35.7%
Disability or Diseases	8	57.1%	6	42.9%	0	.0%
Sexual Harassment	2	14.3%	7	50.0%	5	35.7%
Unfriendly Environment	8	57.1%	6	42.9%	0	.0%
Involvement in Petty trade	4	28.6%	10	71.4%	0	.0%
Poor Academic Performance	2	14.3%	12	85.7%	0	.0%

Source: Field Survey, (2016)

4.4 Trend of Student Dropout in Sengerema Urban Secondary School

The researcher also intended to assess the trend of girlsø dropout in Sengerema Urban Secondary Schools. As indicated on Table 4.4, the study revealed that, the level of girlsø dropout is moderate (71%) or low (29%). Studentsø perception on the

follow up and parentsø seriousness or concern over girlsø dropout is that there is less follow up (53%) or seriousness and concern (65%). While students mainly (76%) acknowledge stakeholders efforts against school dropout, however, they find that efforts to address the causes of the dropout such as early pregnancy is not enough (70%). Thus, girlsø dropout will not be eradicated as the effort to address the causes is insufficient.

Table 4.4: Students' Responses on Magnitude of Female Students' Dropouts

Variables	Responses	# of Respondents	% of Respondents
Level of Girls dropout	High	0	.0%
	Moderate	71	71.0%
	Low	29	29.0%
There is serious follow up	Yes	17	17.0%
	No	53	53.0%
	I donøt know	30	30.0%
Parents are serious and concerned	Yes	12	12.0%
	No	65	65.0%
	I donøt know	23	23.0%
Stakeholders are concerned and supportive	Yes	76	76.0%
	No	24	24.0%
	I donøt know	0	.0%
There is effort to address causes	Yes	30	30.0%
	No	70	70.0%
	I donøt know	0	.0%

Source: Field Survey,(2016)

4.3.1 Teachers' Responses on Magnitude of Female Students' Dropouts

With regards to Table 4.5, teachersø perception on the level of girlsø dropout was moderate (71.4%) or low (28.6%) just like the studentsø Also teachers viewed that, no serious follow up (71.4%) and concern (71.4%) was exercised by parents over girlsø dropout. Similarly, like students, majority (85.7%) of teachers acknowledge stakeholders concern and support for this problem. Furthermore, unlike students,

they acknowledge effort (85.7%) to address causes of girlsø dropout from various stakeholders.

Table 4.5: Teachers' Responses on Magnitude of Female Students' Dropouts

VARIABLE	VALUE		
	Responses	# of Respondents	% of Respondents
Level of Girls dropout	High	0	.0%
	Moderate	10	71.4%
	Low	4	28.6%
There is serious follow up	Yes	2	14.3%
	No	10	71.4%
	I donøt know	2	14.3%
Parents are serious and concerned	Yes	4	28.6%
	No	10	71.4%
	I donøt know	0	.0%
Stakeholders are concerned and supportive	Yes	12	85.7%
	No	2	14.3%
	I donøt know	0	.0%
There is effort to address causes	Yes	12	85.7%
	No	2	14.3%
	I donøt know	0	.0%

Source: Field Survey, (2016)

4.4 Public Opinions of the People of Sengerema Township on How to Control the Student Dropout in Sengerema Township Secondary Schools

The third specific objective intended to explore the public opinion on measures to control girlsø dropout. Various opinions were given by teachers as presented on Table 4.6. Teachers believe that allowing girls to continue with study after delivery/winning (78.6%), special consideration on fees structure (reduction) (85.7%), training women councillors who will readily available to address ladiesø personal issues (64.3%), abolishing early marriages (78.6%), control of sexual harassment (78.6%), control of girlsø absenteeism (85.7%), introducing sex education (64.3%), creation of conducive learning and home environment (78.6%),

and sanctioning early marriages (71.4%) could be proper measures of to control or reduce girlsø dropout. Teachers have divided perception over change of re-joining policy and establishing rewarding systems to encourage goodbehaviour for girls to avoid early marriages. 50 percent of teachers perceive the two measures as control of girlsø dropout and the other 50 percent reported that the measures cannot control girlsødropout.

Table 4.6: Measures to Control Girls Dropout

VARIABLE	VALUE			
	YES	NO	YES	NO
	# of Respondents	% of Respondents	# of Respondents	% of Respondents
Girls rejoin after winning	11	78.6%	3	21.4%
Reduce school fees	12	85.7%	2	14.3%
Train more women councillors	9	64.3%	5	35.7%
Abolish early marriages	11	78.6%	3	21.4%
Change Policy for rejoining	7	50.0%	7	50.0%
Control Sexual harassment	11	78.6%	3	21.4%
Control absenteeism	12	85.7%	2	14.3%
Introduce sex education	9	64.3%	5	35.7%
Create conducive environment	11	78.6%	3	21.4%
Establish reward systems	7	50.0%	7	50.0%
Sanction early marriages	10	71.4%	4	28.6%

Source: Field Survey, (2016)

4.5 Discussion of the Findings

4.5.1Factors Leading to Girl's Student Dropout

Based on the findings, most significant factors which were found greatly leading to girlsø dropout included distance, low income, peer pressure, parentsø ignorance, sexual harassment, involvement in petty trade, and poor academic performance. These factors were in harmony with Segumba (2015) who also revealed girlsø

dropout in secondary schools was likely to be associated with low level of education among parents, corporal punishment, teachersøattitude, and overcrowded classes.

The findings were also in line with Shahidul and Karim (2015) who identified four categories of factors namely economic factors (parental investment, school fees), household (households works, female involvement), school level (feminine facilities, extracurricular activities, teachers attitude, distance), and cultural factors (cultural beliefs, pregnancy). In the same vein, Lockett et al. (2015) stresses that, dropout can also be linked to feeling towards being behind or failing course work in class among students particularly girls as far as inferiority complex is concerned.

4.5.2 Trend of Girls Student Dropout

With regards to analysis of the findings, it was evidently revealed that, girls rate of dropout was from low to moderate level. This may imply that, the problem of girl dropout is gradually increasing considering perspectives of various stakeholders including teachers, parents, and students themselves. Same scenario can be reflected on various peer studies (Soares et al. (2015;Lugonzo et al., 2017). In Tanzania, Rutakinikwa (2016) also affirm that, the trend of student dropout is likely increasing with regards to number of dropout per year. This provides enough evidence for existence of moderate trend of the dropout that may raise a concern particularly on girlsøstudents.

4.5.3 Public Opinions on how to Control Dropout for Girls

Based on the findings, parents and teachers provided several opinions that targeted to eradicate this scenario in secondary schools. These included control of absenteeism,

abolish early marriages, reduce school fees, re-join after delivery, and creation of conducive environment. Results imply that, major concern of the public opinions relies on four major categories of the factors contributing to students; dropout as illustrated on conceptual framework of the present study; economic, cultural, household, and school level factors. Same assertion can be supported by Shahidul and Karim (2015) who also developed a conceptual model to portray the major problems influencing studentsø dropout in secondary schools.

4.6 Chapter Summary

The research intended to establish the factors leading to girlsø dropout in Sengerema Urban Secondary School. It was established that dropout may be caused by poor studentsø primary school background, long distances from school (for day scholars), early pregnancy, disability and diseases, unfriendly learning and home environment, and lack of basic needs are the major factors identified by both teachers and students. The other factors, minor factors, include peer pressures, sexual harassment, involvement in pretty trade and poor secondary academic performance.

The second objective intended to establish the magnitude of girlsø dropout. Findings indicated that girlsø dropout levels are moderate or low. Students and teachers alike perceive that follow up and concern from both authorities and parents to cub or control girlsø dropout rates. However, both teachers and students acknowledge efforts by stakeholders such as NGOs and Women Activist groups on their fight against early pregnancy, marriage and the like against girls. The difference in perception between teachers and students is on the efforts to address the causes of girlsø dropout. While student do not find sufficient efforts to address the causes,

teachers on the other hand observe a significant effort to address the same. The difference could be ascribed to the differences in exposure and handling or administrative role which provide teachers direct contact with victims and dropout issues and as such they are able to explain more for the need further to follow up on this insure of girls student dropout from school.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the Summary of the Major Findings, Conclusion and Recommendations for Actions as well as Recommendations for Further Studies.

5.2 Summary of the Findings

This study was to investigating factors leading to girlsø student dropout in secondary schools. It involved three specific objectives namely; identify the factors leading to studentøs dropout in Sengerema township secondary schools; to assess the trend of student dropout in Sengerema township secondary schools; and to investigate the public opinions of the people of Sengerema Township on how to control the student drop out in Sengerema township secondary schools. The first objective was analysed using descriptive statistics, It was found that dropout may be caused by poor studentsø primary school background, long distances from school (for day scholars), early pregnancy, disability and diseases, unfriendly learning and home environment, and lack of basic needs are the major factors identified by both teachers and students. The other factors, minor factors, include peer pressures, sexual harassment, involvement in pretty trade and poor secondary academic performance.

The second objective was analysed using descriptive statistics also. Results shows that, the trend of girlsø dropout. Findings indicated that girlsø dropout levels are moderate or low. Students and teachers alike perceive that follow up and concern from both authorities and parents to cub or control girlsø dropout rates. The third objective was also conducted using descriptive statistics. It was revealed several

significant public opinions such that; girls re-join after winning, reduce school fees, train more women councillors, abolish early marriages, change policy for re-joining, control sexual harassment, control absenteeism, introduce sex education, create conducive environment, establish reward systems, and sanction early marriages were among significant measures that can eradicate girl dropout.

5.3 Conclusion of the Study

The conclusion of the study was presented based on the three specific objectives.

5.3.1 Factors Leading to Girl's Student Dropout in Sengerema Township Secondary Schools

Research findings established that factors such as early pregnancy, diseases and disability, failure of parents of fosters to provide for the basic needs of girls, unfriendly learning environment, and poor primary academic background of students are major causes of girlsø dropout. These factors have varied influence or impact to girlsø dropout according to students varied background both socially and economically. Thus, in order to mitigate such factors or causes, an estimate of how much influence or contribution they exert to girlsø dropout should be established, in order to combat the dropout further study on how to address the factors should be done. The research recommends that in order to address dropout, such as early marriage, early pregnancy poor economic status, and illiteracy should be addressed.

5.3.2 Trend of Girls Student Dropout in Sengerema Township Secondary Schools

The level of girlsø dropout was estimated moderate or low. However, although it is

low or moderate it is worth researching to determine the level in proportion to the total population. It is not known whether the levels are all the time moderate or low, probably they change with time and society. Parents and other stakeholdersø efforts should be guided by researched strategy or control measures of student dropout from school.

5.3.3 Public Opinions of the People of Sengerema Township on how to Control Dropout for Girls

Public opinion suggested several measures of control to reduce or eradicate girlsø dropout. Such measures were more of opinions than researched methods or strategy appropriate to combat dropout. Thus, they need to be researched particularly an estimation the extent to which they will impact or change the situation, in order to make the right application. Change of policy to favour or lessen the burden of school fees may not necessarily be a strong strategy given the free education policy implementation by the government of Tanzania. The research considers change of policy to allow girlsø re-join their education after winning period a trick endeavour as it may escalate the problem.

5.3.4 Conclusion

It was found that instruction that takes students into the broader community provides opportunities for all students especially experiential learners to connect to their studies in a deeper, more powerful way. The government therefore, has commitment to provide education, which is suitable in terms of quality. This includes training of teachers, providing teaching and learning materials and acceptable learning environment. The learning environment should be tailored to respond to the child

need rather than requiring the child to adapt to the school environment. Boredom and disengagement are two key reasons students stop attending classes and wind up dropping out of school.

Moreover, non-completion of schooling by students contributes to their low social status in society as well as to their reduced decision-making power in the household and over their lives. Pupils need motivation at home and school to continue well with studies. It can be noted that the more resources put into a children's education, the higher the competence and the lower the number of dropouts. The lower the financing, the lower the quality, incompetence, illiteracy, increases of dropout and finally increases of poverty. Therefore, government and other education stakeholder support are very important in efforts taken to reduce the rate of dropping out among students in secondary schools.

5.4 Recommendations

Based on the findings the following recommendations are made to girl's students, teachers, parents/guardians, society NGO and the Government. It is believed that each one has the role to play in tackling the problem of students' dropout, as follow:

5.4.1 Students

Students should be committed in studies and use their time efficiently in studying and avoid involving themselves in dangerous activities which would eventually lead them astray, for instance involving themselves in premarital sex activities, drug abuse and child labour.

5.4.2 Teachers

Teachers should familiarize students on the importance of being educated by using living examples of educated people in the community. Health education should be provided to students in order to safeguard them from sexually transmitted diseases and unexpected pregnancies. Teachers should also involve parents and the society at large in matters concerning studentsø development and wellbeing by building friendly environment for students. For instance corporal punishments should be checked. Good environment will make it possible for students to come out for help in case they face any challenges.

5.4.3 Parents and Guardians

Integral formation, parents and guardians should maintain good contact with schools management so as to know studentsø academic development also should track studentsø academic development by inspecting their homework and class activities thereby giving hand in the absence of teacher. Parents should also send children to nearby schools especially in case of private schools so that they can be able to make follow up easily. Students as any other beings face challenges and temptation when their families are in problem. Settling family conflicts, instabilities within households is one of the factors that affect children mentally. In this case parents should do their best to reduce their differences and in case it is hard to do so, then they must keep their children out of it.

5.4.4 Society

The society should work cooperatively in addressing studentsø problems like shortage of buildings or physical infrastructures and also provide teaching aid like

books. Children should not be perceived as for one family only instead the whole society needs to know that it is responsible for the betterment of the students.

5.4.5 Non-Governmental Organisations (NGO)

These NGOøs should give the right teachings and they should extend their services to the interior rather than just concentrating in urban areas where awareness needs to be greatly motivated. They should make simple publications for public awareness on threats facing students and how to overcome them. NGOøs should voice out for the poor students who cannot reach out for themselves.

5.4.6 Government

The government is the driving force in each and every sector most pronounced in the education sector. It should improve the learning environment by satisfying different stakeholders in the sector, beginning with teachers who need to be paid better so that they are motivated to do their job effectively and efficiently.

5.4.7 Recommendations for Further Studies

According to what have been discovered in the study, to pacify the situation of dropout in secondary schools in our nation the researcher suggests that;

i. A similar study should be conducted for primary schools in Tanzania.

ii. Another study should be conducted to find out if there is a difference in dropouts between secondary schools in urban areas and in rural areas.

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APPENDICES

Appendix I: Questionnaires for Students

INTRODUCTION

Iøm student from Open University of Tanzania undertaking master in education planning analysis and policy studies post graduate, Iø m performing research about factors contributing to students drop out in Sengerema Township. The information collected will assist the researcher to understand factors contributing students drop out in Sengerema Township; the researcher shall observe the principle of confidentiality when handling collected information.

You will be requested to fill this questioner because you are a key resource person to the study which will be conducted

INSTRUCTIONS: Fill or tick the appropriate answer in the box provided

1. What is the student teacher ratio?..

2. In your opinion this ratio is ... (put tick in the most appropriate answer)

   (i) Very appropriate.   ☐

   (ii) Appropriate.   ☐

   (iii)Not appropriate.   ☐

3. Are the teachers motivated in work? YES/NO.

   If your answer is no what is the reason.

   (i) ....

   (ii)..

   (iii) ....

4. Is the curriculum implemented as required? YES/NO

If your answer NO what is reason.

    (i) ....

    (ii)..

    (iii) ....

5. How could you explain the frequency of student follow up on academic matters

    (put tick in the correct answer)

    (i) Frequently.   ☐

    (ii)Occasionally.   ☐

    (iii) Rare.   ☐

6. What is the impact of school board on student performance.(put tick in the correct answer)

    (i) Very effective   ☐

    (ii)Moderately effective   ☐

    (iii) Not effective   ☐

7. Involvement of the parent in school programme is (put tick in the correct answer)

    (i) Always involved.   ☐

    (ii)Rare involved.   ☐

    (iii) Never involved.   ☐

8. Do the parent meet school requirement? YES/NO

    If your answer is no which challenges do you encounter.

    (i) ....

    (ii)..

(iii) ....

9. Do the teachers receive any incentives? YES/NO if your answer is YES which

ones?

....

....

....

10. Are the teachers ready to work extra time? YES/NO if your answer no why?

....

....

....

....

11. What best explains student interest in study.(put tick in the correct)

(i) Very interested. ☐

(ii)Somehow interested. ☐

(iii) Not interested. ☐

12. Which teaching method do you common used?(put tick in the correct)

(i) Lecture. ☐

(ii)Discussion. ☐

(iii)   Demonstration. ☐

13. What is the general performance of the students in the last three years in form

two.(put tick in correct)

(i) Grade A ☐

(ii)Grade B ☐

(iii)   Grade C ☐

14. What is the performance of form four in the last three years by gander.(put tick in correct)

   (i) Division 1   boys.... and..... girls.

   (ii)Division 2   boys.....and..... girls.

   (iii)   Division 3   boys..... and.... girls.

   (iv)   Division 4   boys......and..... girls.

   (v)Division 0   boys..... and.... girls.

15. In your experience what is the general rate of frequencies of student absenteeism in the class and what reason for the above frequencies is.

   (i) ....

   (ii) ....

   (iii)...

16. What is the adequacy of teachers in the school?(put tick in the correct)

   (i) Required number of teachers to each subject.   ☐

   (ii) Some subjects have no teachers.   ☐

   (iii)Major deficiency of teachers.   ☐

17. Rate other factors affecting secondary school girls drop out (tick the appropriate rate)

	Item	Agree	Average	Disagree
1	Low pass mark in primary school averages lead to girls dropout			
2	Long distances from school encourage girls drop out			
3	Failure to provide basic needs may leads to girls drop out			
4	Poverty/ignorance of parents lead to girls drop out			
5	Early pregnancy lead to girls dropout			
6	Peer pressure lead to girls drop out			

7	Disability or/and diseases lead to girls drop out			
8	Sexual harassment lead to girls drop out			
9	Unfriendly school and home environment lead to girls drop out			
10	Early involvement into petty trade lead to girls drop out			
11	Poor academic performance and repetition lead to girls drop out			

B. Magnitude of dropout rate

1. What is the level of girlsø school dropout in Sengerema Urban Secondary

    Schools?

    (a) High   ☐

    (b) Moderate   ☐

    (c) Low   ☐

2. There is serious follow up by the authorities on students who dropout

    (a) Yes   ☐

    (b) No   ☐

    (c) I donøt know   ☐

3. Parents are concerned and they make serious contribution on their girls

    dropout

    (a) Yes   ☐

    (b) No   ☐

    (c) I donøt know   ☐

4. Stakeholders are concerned and support efforts to combat girlsø dropout

    (a) Yes   ☐

    (b) No   ☐

(c) I don't know ☐

5. There is effort to address the causes of girls dropout by parents, government etc.

(a) Yes ☐

(b) No ☐

(c) I don't know ☐

C. Public Opinion on how to control girls dropout

In order to control dropout of girls students in Sengerema, certain steps should be undertaken. Choose and/or add more ways which can be used to control and decimate girls' dropout in secondary school.

s/n	Measures to be undertaken	✓	☒
1	Encourage girls to rejoin school once the weaning period is over		
2	Reduce school fees for girls in order to empower them		
3	Train more women teachers in order to attend to girls problems earlier		
4	Abolish all traditions that encourage early marriage for girls		
5	Change education policy to allow girls to rejoin school after weaning		
6	Control sexual harassment		
7	Control girls school absenteeism		
8	Introduce sex education in secondary schools		
9	Create conducive and supportive learning environment		
10	Establish reward systems to encourage girls to study more and avoid earlier pregnancy		
12	Prevent and sanction any involvement in early marriage		
11	Others (specify)		

Thank you for your cooperation

Appendix II

Questionnaire for Parents

INTRODUCTION

Iøm student from Tanzania open university undertaking master in education planning analysis and policy studies post graduate, Iø m performing research about factors contributing to students drop out in Sengerema township.

The information collected will assist the researcher to understand factors contributing students drop out in Sengerema Township; the researcher shall observe the principle of confidentiality when handling collected information.

You will be requested to fill this questioner because you are a key resource person to the study which will be conducted.

A. Rate other factors affecting secondary school girls drop out (tick the appropriate rate)

	Item	Agree	Average	Disagree
1	Low pass mark primary school averages lead to girls drop out			
2	Long distances from school encourage girls drop out			
3	Failure to provide basic needs may leads to girls drop out			
4	Poverty/ignorance of parents lead to girls drop out			
5	Early pregnancy lead to girls drop out			
6	Peer pressure lead to girls drop out			
7	Disability or/and diseases lead to girls drop out			
8	Sexual harassment lead to girls drop out			
9	Unfriendly school and home environment lead to girls drop out			
10	Early involvement into petty trade lead to girls drop out			
11	Poor academic performance and repetition lead to girls drop out			

B.   Magnitude of dropout rate

1. What is the level of girls' school dropout in Sengerema Township Secondary
    Schools?

    (a) High   ▭

    (b) Moderate   ▭

    (c) Low   ▭

2. There is serious follow up by the authorities on students who drop out

    (a) Yes   ▭

    (b) No   ▭

    (c) I don't know ▭

3. Parents are concerned and they make serious contribution on their girls drop out

    (a) Yes   ▭

    (b) No   ▭

    (c) I don't know ▭

4.   Stakeholders are concerned and support efforts to combat girls' dropout

    (a) Yes   ▭

    (b) No   ▭

    (c) I don't know ▭

5. There is effort to address the causes of girls drop out by parents, government etc

    (a) Yes   ▭

    (b) No   ▭

    (c) I don't know ▭

C. Public Opinion on how to control girls dropout

In order to control dropout of girls students in Sengerema, certain steps should be undertaken. Choose and/or add more ways which can be used to control and decimate girlsødropout in secondary school.

S/n	Measures to be undertaken	✓
1	Encourage girls to rejoin school once the weaning period is over	
2	Reduce school fees for girls in order to empower them	
3	Train more women teachers in order to attend to girls problems earlier	
4	Abolish all traditions that encourage early marriage for girls	
5	Change education policy to allow girls to rejoin school after weaning	
6	Control sexual harassment	
7	Control girls school absenteeism	
8	Introduce sex education in secondary schools	
9	Create conducive and supportive learning environment	
10	Establish reward systems to encourage girls to study more and avoid earlier pregnancy	
12	Prevent and sanction any involvement in early marriage	
11	Others (specify)	

Thank you for your cooperation

Appendix III

Focused Group Discussion

DATE................

INTRODUCTION

Iøm student from Tanzania open university undertaking master in education planning analysis and policy studies post graduate, Iø m performing research about factors contributing to students drop out in Sengerema township. Thank you for your willingness to participate in our focus group because I would like to hear your ideas and opinions about the research topic.

The information collected will assist the researcher to understand factors contributing students drop out in Sengerema Township; the researcher shall observe the principle of confidentiality when handling collected information.

You will be requested to participate in this focused group discussion because you are a key resource person to the study which will be conducted

QUESTIONS

1. Explain factors leading to studentøs dropout in secondary schools in Sengerema Township?

2. In your opinion what measures should be taken to address factors contributing to students drop out?

Thank you for your cooperation