

**SCHOOL-BASED STRATEGIC MANAGEMENT FOR REDUCING GIRLS'
DROPOUT IN SECONDARY SCHOOLS: A CASE OF BABATI DISTRICT,
TANZANIA**

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2021

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance of a dissertation titled: “*School-Based Management Strategies for Reducing Girls School Dropout in Secondary Schools: A case of community secondary schools in Babati District, Tanzania*”. In partial fulfillment of the requirements for the award of Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

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(Supervisor)

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Date

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I, **Haikasia Wilson Minja**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented 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.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to God; I also dedicate this work to my lovely mother Meryjusta W. Minja and my siblings Caroline and Eliasi Minja for their support during childhood as well as my family at large. Also I dedicate this work to my husband Amos N. Siasi for support and encouragement all of the time of my study.

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ABSTRACT

This study investigated School-Based Management Strategies for Reducing Girls' Dropout in Secondary Schools in Babati, Tanzania. The study objectives were to examine the causes, the effects and strategic measures on girls' dropout in secondary schools in Babati district. The study adopted a mixed research approach in which a total of 141 respondents participated. The study used questionnaire and interview guide as tools for data collection. Data were analyzed using SPSS version 20 descriptive analysis. The study identified causes of girls' dropout in secondary schools to be low parents/ guardians' income, pregnancy, long distance to school, school environment, and school facilities. Strategies used by school management to reduce girls drop-out included provision of guidance and counseling services, teacher-parents associations (PTA), building of hostels and having lessons on sex education. The study recommends provision of financial assistance to create a good learning environment for girls and enacting laws and by-laws that safeguard girls' education. Government and local authorities have to consider to make laws and by-laws for provision of school feeding programmes. Similarly, government and religious institutions work together to encourage good behavior amongst its society members.

Keywords: *School-based management strategies, secondary schools, girls' education, school dropout.*

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LIST OF ABBREVIATIONS

BDC	Babati district council.
DSEO	District Secondary Education Officer
EFA	Education for All
FGM	Female Genital Mutilation
HOS	Heads of schools
MoEVT	Ministry of Education and vocation training
NSGPR	National Strategies for Growth and Poverty Reduction in Tanzania
PEDP	Primary Education Development Programme
PPP	Public Private Partnership
UN	United Nation
USA	United State of America
WECs	Ward Education Coordinators

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

This study is about investigating school-based management strategies for reducing girls school dropout in secondary schools in Tanzania with a focus to community secondary schools in Babati district. This study is pursued with a view that education has a profound effect on women's ability to claim other rights and achieve status in society.

This chapter presents the background to the study, statement of the problem, objectives; research questions the scope of the study, the significance of the study, limitations of the study, and organizations of the study.

1.2 Background of the Problem

Research evidence shows that education of the female child is paramount to the development of a nation as it contributes to economic productivity, social development, intergenerational education, social equity, political development, and sustainability of development efforts of any nation (Ondere, 2012; Elofsson, 2012; Kotwal & Rani, 2009). Never the less Muthoki (2015) asserts that girls residing from rural areas in Africa drop out of school regardless of the efforts of creating opportunity for everyone to attain the right of education.

Education is the process of providing information to inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically,

and economically (Offorman, 2009). Furthermore, Och, (2005) asserts that education can be seen as the process through which individuals are made functional member of their society.

The adaption of fee free education policy increased students' enrollment in 1961, there were 490,000 children and in 1967 there were 825000 attending primary schools in Tanganyika. In 1961, there were 11,832 children in secondary schools, only 176 of whom were in form IV. Still, during this period Tanzanian children continue to learn British and European history rather than the history of Tanzania. The government of Tanzania made several changes in the education system; one of them was the introduction of Civics classes to give the secondary school students an understanding of the organization and aims of our young state. *"Let our students be educated to be members and servants of the kind of just and egalitarian future to which this country aspires"*.

To create the equal and fair educational opportunities, the Tanzanian government came out with a public privet partnership (PPT) policy. This policy allowed the private sector to engage itself in the education sector. It built different private schools as the way of increasing opportunities for school-aged children. (MoEVT,1998). In 1996, there were 47,499 boys' students in public secondary schools as against 41,299 girls' students, and 50,936 boys students were in private secondary schools as against 45,382 female students. The given data show that the number of girls is less to compare to boys because girls children in Tanzania are considered future mother. With this culture in most society in Tanzania provide less educational opportunities

to their girls' children. If joining the school some of them drop out from school or attend school poorly hence poor academic performance in their last academic year. The dropout of girls leads to fewer number of girls to university level. (Bendera,1999).

The causes of dropout of girls in secondary schools as different studies identified, some of these were conducted by Kalinga (2013), Rwechungura (2014) and Jortsjo (2012) and Cotton, Nanowski, Nordstrom and Richert (2020). They found out that the following reasons:- Linguistic barrier, health issues to both learner (girls) and parents, financial problems, lack of education to parents, cultural aspect, polygamy, negative attitude toward education for girls and poor performance.

Apart from the causes shown by researchers such as Kalinga et al in Tanzania, the other major one by Latin et al. (2015) in their study in USA identified that many students drop out of their school classes because they are boring, staying at home for a long time without not being at school, and inability to perform their given assignments and other class activities, wasting time with friends who are not interested in studying. Moreover, the Latin et al in their study argued that one goal of the Europe 2020 strategy, is to have at least 40% of 30-49-year-olds complete higher education. Reducing dropout and increasing completion rates in higher education is one of the key strategies for achieving this goal. The achievement of this important goal would help European to create a high level of skills to develop the economic sector and make innovations in other different walks of life as well as foster productivity and social justice.

According to Glick and San (2000) study found that poverty in the urban environment in West Africa affect Mothers' ability to support their daughter's education opportunities. Domestic responsibilities took girls educational opportunities in many poor urban women in West Africa compared to boys. Some governments in West Africa proposed different favorable girls policies such as subsidized childcare that reduce the opportunity cost of girls' time in the home may, therefore, increase their ability to get an education. The level of girl's education is not considered in the poorest countries, with just a handful of exceptions, and by any handful of exceptions and by measure, the gap between girls and boys are large in these poor countries (King 1997).

In Tanzania one million school-aged children 7 to 13 are not enrolled in school, therefore, missed their right to education. Net primary school enrollment dropped from 96% in 2009 to 89.7% in 2013. In 2013 the shocking drop in form IV pass rates from 50% to 31% (with only 6% achieving the respective division 1-3 grades) was widely reported in national media (Zombwe, 2010). Girls living in pastoralist communities are particularly at risk- their dropout rates and poor performance are made worse by family displacement, initiation ceremonies, Female genital mutilation (FGM), early and forced marriage. About 70% to 90% of teenage pastoralist girls were married (Haki Elimu 2010). Africa in general and Tanzania in particular, the real causes of girls' dropout has been identified as cultural practice, pregnancies, female genital mutilation, illness, polygamy, economic issues and negative attitude towards education. These causes seem to move hand to hand with political, social and economic issues. If the policies on girls' education are stable and government

makes priorities and effort on it, the dropout will be solved or reduced (Rwechungura, 2014; Kalinga, 2013; Mawere, 2012).

Nelson Mandela (1991) identified the importance of education for social development. Education is a great engine for personal development. “It is only through education, a daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, and the president of a great nation” (Mandela 1991). By identifying this reality, the government of Tanzania and other countries in Africa has taken a step forward in education to make people who are competent in development to create the best nation.

Tanzania adopted the national development vision (2025). One of its visions is to have well educated and learning society, due to that Tanzania as a nation planned to achieve self-reliance by liberating mindset and building people’s confidence as well as creating positive education environment from which quality education can be obtained. The well-educated societies change their mindset and solve their problems as well as contribute highly to the development of the nation. In order to achieve the vision, Tanzania government introduced and adopted National Strategy for Growth and Poverty Reduction in Tanzania (NSGPR) and Primary Education Development Program (PEDP) Zombie (2009).

Mwalimu Nyerere (1967) once said that education should develop individual in several aspects. Education should help an individual in the three aspects: - to develop an inquiring mind, the ability to learn from other peoples’ actions, to accept or reject

people's ideas developing one's needs. It led people to be more competitive and to increase their abilities to acquire and judge things accordingly. The girls' educations help them to solve their problems in their daily life, including poverty, illiteracy, and disease as the late Nyerere identified them as an enemy in the society.

The building of any nation needs the provision of education without gender discrimination and segregation. Girls should obtain education opportunity as boys in any society, the education for girls is the investment which brings development in the country and brings benefit to the whole society. Educations for girls provide gender equality in different sectors have the following benefits for the society. There is a saying state that, to educate the woman is like educating the whole society, the presence of educated women has a great impact on different walks of life such as in social area can make pregnant women have safe child delivery, can increase life expectancies, to reduce death rates, to provide the quality of basic needs, and increase rates of economic growth (Hadden and London 1996).

In the developing world apart from most countries in Latin America and the Caribbean, enrollment ratio of girls' remains behind boys at all level of education. It is only through education; women can improve production at the family and national level. The investment in girls' children human capital is of great importance because they provide careful health management at family level, rising economic of the family and nation as well as plays a great role to widen average of life expectancy of the family members (Nomaguchi & Milkie, 2020; Annan, Donald, Goldstein, Martinez & Koolwal, 2021).

The promotion of mothers' education enables them to treat their children equally, regardless of being a boy or a girl. Median-polish technique used data from the 1981 census of India to determine the effect of mothers' education on mortality of boys and girls in childhood. It analyzed that improved mother's education lowers mortality of all ages below five years for boys and girls (Upadhyay & Singh, 2021). Bourne and Walker (1991) thought the effect of education found that girls have higher percentages to compare to boys children particularly in the northern states of India.

According to King (1997) fewer percentages of girls who completed secondary level led to the decline of the number of girls join to the teachers' training college in Asia and in the Middle East and North Africa since 1970. This decline accounts in part for the shortage of female teachers in low-income countries. South Asia the dropout rate is high in both primary and lower secondary age children, world word (globally) with 36.1 million 9.8 million of school-aged children drop out in primary school level and 26, million dropout of the school of secondary. Some countries in Asia have high dropout rates like Bangladesh, India, and Pakistan. These countries have found that 27 million children have dropped out from school in both secondary and primary schools. 17 million children drop out during their primary years whereas 9.9 million dropouts during secondary.

Millions of girls and boys in Pakistan are not enrolled in primary or secondary schools because of parents who do not value education, school expenses, long commuting distances, gender inequality, early marriages, moving homes, lack of governmental support for inclusive education, as well as the difficulty in learning

through a language of instruction different from their native language. Furthermore, in Sri Lanka education is not free, which leads to even more dropouts. The government should consider education as a right to everyone not only in Asia but also all over the world (Shanker *et al.*, 2015).

The persistent problem of children across the developing world who grow up without receiving the most basic education has increased public attention in recent years, this crisis is mostly found in rural and poor areas of sub-Saharan Africa, Middle East, and South Asia. More than 180 governments have committed to making sure there are equal educations to both girls and boys by 2015, as introduced by one of the eight United Nations Millennium Development Goals (Heinz, 2004). Entering a “third wave” in the social historical development of British education and that similar trend are also evident in the USA, Australia, and New Zealand. What distinct about the “third wave” is the move towards a system whereby the education a child receives must conform to the wealth and wishes of parents rather than the abilities and efforts of pupils (Brown 1990).

In England, female students join a higher level of education to compare to male students. In the 1990 census, nearly 51.4% of 19-21-year-old women had joined some post-secondary education (Jacob, 2002). Also, female students do well in their studies; they score better grades in their test on readings and writings than male students. Women comprised the vast majority of students in honors classes. In 1996 there were 8.4 million female students enrolled in US higher education compared with 6.7 million male students and they perform better in their examinations than

boys. According to the journal *Psychological Bulletin*, the degree of gender disparities grades increased from elementary to middle school but decreased between high school and college. The study examined 369 samples from 308 studies, reflecting grades of 538,710 boys and 595,332 girls. 70% of the sample consisted of the students from the United States.

Other countries or regions represented by more than one sample include Norway, Canada, Turkey, Germany, Taiwan, Malaysia, Israel, New Zealand, Australia, Sweden, and Finland. Countries which are represented by one sample include Belgium, Czech Republic, Estonia, Mexico, Hong Kong, India, Iran, Jordan, the Netherlands, Portugal, Saudi Arabia, Serbia, and Slovenia (Voyer, 2014). Females' grades have been consistently higher to compare to boys across several decades with no significant changes in recent years. Leaving boys behind, Gender disparities in high academic achievement, Fortin *et al.* (2013) increases in the growing proportion of girls who aim for a post-graduate degree are sufficient to account for an increase over time in the proportion of girls earning A. In North Carolina identified that 08% of 38 million non – institutionalized civilian 16 – 24 of age not enrolled in high school. The dropout rate is higher for boys than for girls.

In North Carolina, there are different factors for dropout including participating in criminal activities, transferring to other schools, becoming pregnant, not meeting their goals. Teachers sharing ideas with parents will help to reduce dropping out. Apart from that, there are also other reasons for dropout like Joblessness, lack of

permanent settlement, taking care of family, poverty, having one parent (Blout, 2012).

More than thousand children in Israel have moved because their villages do not have schools. Climate is a big reason that students drop out of school. If it is the summer season most of them do not go to school. Then once the spring season arrives, some of them choose not to return. And others have gone abroad with their parents. In 2014 – 2015 the rate of dropout identified that 40% of students have chosen to go abroad with their parents (Tariq, 2015). There are different factors for dropping out like self – esteem, indiscipline, poverty, cultural practice, many members in the family, low education, number of students being high to compare to number of teachers, environment setting that is not conducive to studying, and poor academic performance unemployment.

Gender inequality in education directly affects economic growth by lowering the average level of human capital. Gender inequality is mostly practiced in Africa and developing countries to compare to developed countries like Europe countries. This causes the girls to dropout out from schools as it identified with different scholars. USA and England as developed countries always are doing better on girls' education to compare to African countries and other developing countries (Lopez, 2003).

Apart from gender inequality being problem of dropping out, it has seemed that dropping out is complex phenomena to be solved easily due to complex stages as well. Though these problems are all over the world and affect the government in

different ways like low-income taxes, low salary, high crime committed, unskilled persons, and poor production which led underdevelopment. Parents, society, teachers, and children should play their parties to bring development in the country (Woods 1995). The UN argued that, education can make girls become key figures of development in the society and eradicate poverty. The establishment of education for all (EFA) and Millennium Development Goals (MDGs) initiatives was to increase an opportunity for all children particularly girls to have access to education and complete basic education by 2015.

1.3 Statement of the Problem

In spite of the long records of girls' dropout from secondary schools, still, there is no solution to stop the girls' dropout from schools in developing countries particularly African countries. The situation may cause a challenge to school administration, staff, parents, community, employers, and to youth themselves (Ntumva, 2003). In 2018 school drop-out resulting from lack of school needs accounts to 12%, family challenges accounts to 6.1%, peer pressure accounts to 9.1% and unfriendly school environment accounts to (BEST, 2018). Furthermore, Dropouts in lower-level secondary is higher than upper-level secondary schools. Form 2 has the highest dropouts' rate (5.3%). The major reason for dropout is truancy (87.8%) followed by pregnancy (8.3%), and the least is death by 0.9%. Babati is not an exception. Babati district council experiences girls' drop out in secondary schools. Most secondary schools enrolled the large number of girls' students in form one, but the number gradually decreases as they complete Form IV. As a researcher would want to

contribute to the knowledge, effects and measures to address the problem of girls drop-out in secondary schools in Babati.

1.4 Objectives of the Study

1.4.1 General Objectives

the purpose of the study is to investigate the school-based management strategies for reducing girls' dropout in secondary schools in Babati district in Tanzania.

1.4.2 Specific Objectives of the Study

- i) To examine the school-based causes of girls' dropout in secondary schools in Babati district.
- ii) To investigate the school-based effects of girls' dropouts in secondary schools on personal and community development.
- iii) To explore school-based strategies to solve the problem of dropouts of girls in secondary schools in Babati district.

1.5 Research Questions

- i) What are the school-based causes of girls' dropout in a secondary school in Babati district council?
- ii) What are the school-based effects of the girls' dropout in secondary schools on the personal and community development?
- iii) What are the school-based strategies to solve the problem of dropouts of girls in Babati district council?

1.6 Significance of the Study

The findings of this study may help in increasing awareness to the ministry of education, science, and technology in Tanzania, researchers and other education stakeholders on the issue of girl's dropout in secondary schools in Babati district. The study helps the parents and guardians to be aware of the causes and effects of the girls dropping out of secondary schools. According to that, they should take measures to ensure that, their girls' children should stop drop out of school for their own, family, community and national development at large. The findings of this study are useful and helpful to various education stakeholders by focusing on different efforts for addressing the issue of girls dropping out; they can reduce and prevent girls from dropping out in Tanzania.

1.7 Scope of the Study

The study investigated factors for the causes of girl's dropout in secondary schools. It was about form one up to form four in both government and non-government secondary schools in Babati district council - Manyara region. The government secondary schools under study were Bashnet, Kiru, Gallapo, Qash, Mamire, Nkaiti and Dareda, and private secondary schools are Joshua and Madunga girls' secondary schools. The study dealt with 32 girl students, 31 boys, 45 teachers, 9 head teacher, 18 parents 2 near each school, and 5 WECs and 1 DSEO, to make the total of 141 respondents.

1.8 Limitation of the Study

According to Lewin *et al.*, (1990) limits of the study are usually dictated by both

questions asked and the availability of suitable data for analysis. In this study, some limitations were experienced, like lacking of information needed by the researcher, interviewee to be busy for their personal matters, long distance to cover the schools, illiteracy, and lack of funds which were the major obstacles. In this study the schools were sparsely scattered over the large division. This made travelling from one public school to another tiresome. Obtaining data on girls' dropout was also a challenge since some girls left school without giving the genuine reasons. Some administrators were reluctant to release records on girl dropouts because under the Free Secondary Education policy, any indication of decrease in enrolment would affect the amount of money allocated to the school. There were many factors that contribute to dropout of girls in schools however, the study only investigated the contribution of family composition, parents' level of education and family income. Other factors influencing girl child education may thus affect the results.

1.9 Organization of the Dissertation

This study are follows, the first chapter deals with introduction, background of the study, statements of the problem, general and specific objectives, research questions, significance of the study, scope of the study, purpose of the study, limitations of the study, definitions of key terms, and conceptual framework. Chapter two focus on the theoretical studies, the empirical studies, and the research gap. Chapter three deals with research methodology, where research design and approval, area of the study; population and sample; methods of data collection; validation of the research instruments and reliability and validity of research instruments and reliability and validity of research instruments; method of data analysis; and research ethical and

moral issues was discussed. Chapter four bases on the presentation, analysis, and discussions of the data collected. Chapter five focuses on making the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of a definition of keywords, theory relevant to the study, empirical studies, the research gap and conceptual framework.

2.2 Definition of Key Terms

Dropout: Is a student who withdraws before completing a course of instruction? Dropouts from school are defined as young children, who enroll in school and for some reason other than death leaves school before completing the grade without transferring to another school (Chugh, 2011). Dropout – A student who abandons school before completion of the secondary school cycle.

Management strategies are a collection of processes that school management team use to ensure their activities remain aligned to the school mission, objectives and strategic plan. Management strategies, are a series of techniques for controlling and directing school activities to achieve a set of predetermined goals. They include strategies for goal-setting, leadership, school administration and operational activities. Generally, Strategic management is the process whereby managers establish a long-term direction, set specific performance objectives, develop strategies to achieve these objectives in line with all relevant internal and external circumstances (Thompson & Strickland, 2003).

Teaching: Teaching is the concerted sharing of knowledge and experience, which is

usually, organized within a discipline and more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

Learning: Means memorizing something by heart exactly as it appears in a textbook or in a teacher lecture.

School environment: Is the aggregate of surrounding things, conditions, or influences of a school?

2.3 Theoretical Framework

This study about reducing girls' dropout in secondary schools is guided by the needs theory developed by Abraham Maslow (1943). The theory asserts that individual will do activities that is interested and or motivated to do, it is in the same reason, girls if motivated will not dropout of the school.

2.3.1 Abraham Maslow's Hierarchy of Need

This study adopted Maslow (1943) theory to explain the factors influencing girls' dropout in secondary schools. He explained five stages of human motivation that is physiological needs, safety needs, love, and belongings need, esteems need and self-actualization needs.

2.3.2 Physiological Needs

Maslow (1943) argued that the fundamental needs persons or individuals suppose to have are the need for survival which is Food, water, and shelter. All students as

human beings are supposed to eat food, clothes to wear, and shelter to sleep for better survival. Each school is supposed to establish the way through which its students access psychological needs, that are food, shelter, and clothes as the positive motivation for their learning. If the students particularly girls are missing these motivations can drop out from their school. Therefore, the researcher will investigate causes of girl's student dropout in Babati district secondary schools. Cunningham (2008) says that this theory is the basic human motivator and Maslow (1943) argued that, "Lower needs must be satisfied before higher-order needs can be reached.

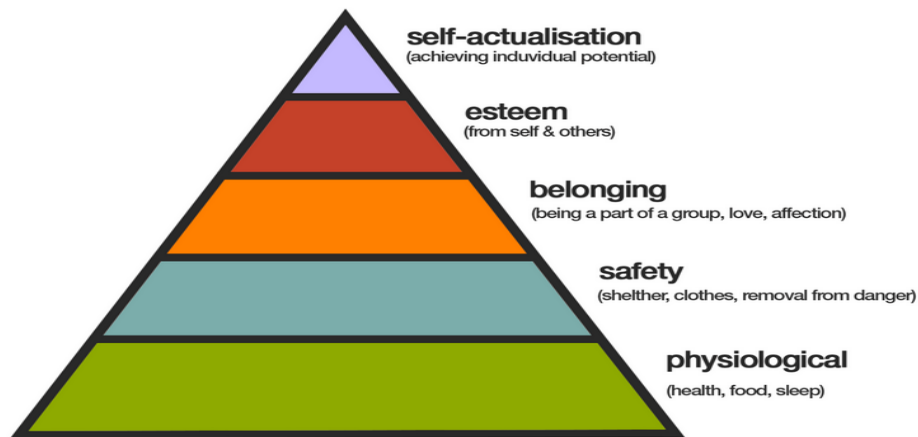


Figure 2.1: Maslow's hierarchy of needs

This five-stage model can be divided into basic (or deficiency) needs (e.g. physiological, safety, and security, love, and belongingness and esteem needs).

2.3.3 Safety and Security Needs

After their physiological needs have been satisfied, people can work to meet their needs for safety and security. Safety is the feeling people get when they know no harm will befall them, physically, mentally, or emotionally; Security is the feeling people get when their fears and anxieties are low. Physical safety, financial security,

protection from harm and getting materials to sustain survivals are considered to be safety needs within a framework (Cunningham, 2008). Girl-student needs safety and security in both home and school's environment to obtain free and fair learning environment and when she is in the menstrual period is supposed to have a safe and secure environment to help her and become comfortable. If parents or guardians give her all the necessary materials for learning like exercise books, pens, bag, books as well as school uniforms where necessary she will feel secure because there will be no disturbance.

2.3.4 Love and Belongingness Needs

After the physiological and safety and security needs have been met, an individual can be motivated to meet the next need that is, love and belongingness. These needs are met through satisfactory relationships with family members, friends, peers, classmates, teachers and other people with whom individuals interact. Girls in secondary schools need positive support from their families, friends, peers, teachers, and others to obtain a quality education. If they lack the positive support they may drop out of school, they need love and care from the family and school, where they feel belongingness.

2.3.5 Self-Worth and Self-Esteem Needs

After having the above needs, a family, teacher, and community must support girls to develop positive feeling on education and this begins to satisfy their needs for self-worth and self-esteem. Lack of family members', teachers', or community support creates problems of girls' self-worth self-esteem. Magwa (2000) said that, if the

girls' experiences less confident can perform poorly in their academic examinations, this situation will lead girls to become absent or truant and cause them to drop out from school. Cunningham (2008) gender practice which favors boys in education makes girls lose self-esteem. The society should recognize girls that, they can do whatever activities as boys this will help them to have confidence even in their studies and stop dropout.

2.3.6 The Deficiency Needs

The first four levels of Maslow's hierarchy of needs are essential for a person's well-being and must be satisfied before a person motivated to the next level of hierarchy needs. Girl students come to school with the deficiency needs of physiology, safety, and security, love and belongingness, and self-esteem already met at home, in peer groups, in church, scouting, athletic or music groups. On the other hand, however, some girls in secondary schools are joining school in order to meet these needs; it means they have not met them anywhere. If at school they are not going to meet them it may cause them to drop out of school. Both community and teachers are supposed to support girls' education to curb negative perceptions of women; this will help girls to fulfill their needs.

2.3.7 The Need for Self-Actualization

At the top of the pyramid, there is the need for self-actualization, which is a person's desire to become everything is capable of becoming, to realize and use his or her full potential capacities and talents. Maslow (1968) estimated that less than 1% of adults achieve total self-actualization. It refers to the needs to become capable of

developing one's fullest potential. Maslow (1962) insisted on the value and importance of self-actualization. What man can be (Kenrick et al 2010)? Each person has unique motivation for self-actualization, some through sports and games, and others subjects clubs or in any ways which make students happier of the school environment and attend school regularly. Parents and teachers should understand the needs of their girl children and meet them so that they can achieve their goals through full utilization of their capacities and talents. If there is no such understanding and cooperation between parents and teacher's girl student may become bored and drop out from schools.

2.3.8 The Growth Needs

The upper three levels of the pyramid constitute a person's growth needs. Growth needs can never be satisfied completely when one meets them the motivation increases, that is the more needs are met the more ones want to pursue them. Contrary to the deficiency needs in which motivation diminishes when a need is satisfied.

In Maslow's theory, there is an important implication for the girl's school dropout. Motivation is important for encouraging girls to continue with their studies, it should be started from family level or the community in general and school environment. According to Burlison and Thoron (2014) a learner should have physiological needs like food, water, and wearing clothes and shelter so that she can concentrate on her learning. Learners should be counseled and guided well in order to feel comfortable in learning and teaching activities. She will also want to establish trust with the

teacher. In order to help learners to satisfy love and belongingness needs, as well as self-esteem needs, a learner will want to feel loved and cared about.

Teachers and parents are to motivate girl's student in positive ways which will aid in their development of a favorable self-image. Parents need to provide all school requirements like exercise books, uniforms, and bags for carrying the necessary requirements and other needs for their learning at school. The positive motivation will help girl students to continue with studies because of being comfortable and if a girl child missing the important requirements and positive support may drop out from school, and she can move somewhere looking for deficiency and growth needs.

2.4 Empirical Literature Review

Shahidul (2012) examine data in Bangladesh and found that if a mother participates in the household's decision-making process, the dropout rate of girls is decreased. Though female headship eventually gives advantage to girls, studies sometimes show controversial results. This is because, many studies found that single-female headed households face greater financial and time constraints than two-parent households in general which may impact differently on children's academic achievement (Guo & Harris, 2000; Pong *et al.*, 2003). In fact, children in households headed by married women have higher educational attainment than children of widows and single parents.

Shahidul and Karim (2015) conducted a study on factors contributing to school dropout among the girls in Malaysia, findings indicated that irregular attendance can

be a precursor for dropping out from school regardless of the gender of the pupils. However, it can be argued that school absenteeism can be somewhat negatively more effective for early dropout from school female students. In this regard, Manacorda (2012) also argues that girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys in upper primary school. There are some causes for girls' dropout because of absenteeism. For instance, teenage pregnancy among girl is commonly associated with frequent absence from school initially, then permanent and or temporary dropout. Girls also can more drop out because of absenteeism due to child labour or household work. This is because a good deal of literature on household work found that girls do more household work than boys which may increase non-attendance in schools for girls. Moreover, availability of toilets and access to feminine hygiene supplies impact on girls' absenteeism. In this regard, Grant *et al.* (2013) indicates that female students were more likely to be absent if their toilets at school were dirty. In addition, Ngales (2005) found that in Ethiopia, female students were often absent in class during menstruation and frequent absence led them to drop out from school.

Seka (2012) studied on causes of drop out among girls in selected mixed day secondary schools in Kasarani district, Nairobi. The study used a simple random sampling technique. Findings indicated that there were government efforts to provide equal access for boys and girls, the latter were disadvantaged due to socioeconomic, socio-cultural and school based factors. The study recommended parents to be sensitized on the importance of girls' education so as to understand their role and involvement in their girl child education. Further it was recommended every school

to be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problem affecting their girls education and that parents be advised on the need to motivate their girl child to remain in school.

Simuforosa and Rosemary (2015) argued on causal factors influencing girl child school dropout in Masvingo district, using qualitative case study strategy. The study recommended the following: The government should increase financings so that all girls should get a quality education, the campaign should be conducted to awaken parents to motivate their girl children to remain in school, there is a need for curriculum review to accommodate sexual maturation and facilitate proper management of sexual maturation experiences. Girl children need to be empowered to manage menstruation and more studies must be done in the district to identify other factors for girls drop out in schools.

Rwechungura (2014) conducted a study on the factor contributing to school dropout among girls in Temeke district of Dar Es Salaam. Using qualitative exploratory study approach, the findings showed the factors which led to the girls drop out from schools such as poor financial support, orphans, parents poor health condition, poor performance, pregnancy, early marriage, and rape. The study recommended that the government to provide materials and moral aid to parents who cannot afford to support their children's education. Also, the government should work together with the education stakeholders to enhance training centers in the communities in order to impart the skills to young girls to enable them either to establish their self-employment or to find employment.

Jartsjo (2012) assessed young females' reasons for dropping out of secondary school in Matemwe, Zanzibar. Using the qualitative interview, the study finds that language problems, illness, and poverty circumstances are some of the reasons for girls drop out of schools. The study looked the way forward to identify the children with eye disabilities to conduct a test. On that both parents and children become aware of such a problem and the government should provide compensation to such students to support them to continue with their schools.

Kalinga (2013) analyzed dropout in secondary school in Tanzania – Mbeya, Dar Es Salaam and Kilimanjaro region. Using qualitative approach the study findings showed poverty, cultural aspects, separation of parents, polygamist, and less consideration for girls' education are some reasons for girls drop out. The study suggested that the government should provide education to the society on the importance of girls' education.

SIDE Development and Management Services (T) Ltd (n.d.) studied about strengthening quality for girl's education in Bukwaya area- Musoma Tanzania, The study used qualitative interview and identified earlier marriage for girls, low performance, poor attendance during final examination on primary education this causes fewer to enroll in secondary school compared to boys, joining primary school with unrequited age of 9 to 10 years. The study suggested that the government and the private sectors should introduce different policies in the community to increases family and community income. Also, there should be programs to educate girls as future mothers on their responsibilities through counseling programs, to discourage

cultural practices which become obstacles for girls' education, to influence the community to have their library and provide parents education about the importance of girls' education.

Ntumva and Rwambali (2013) expressed school dropout in community secondary school in Mwanza .By using quantitative method the study addressed the followings as the causes of dropout from schools such as low performance, the use of English language as medium of instruction, long distance from home to school, and low family income The study proposed the following strategies to promote girls education as government should invest more in education, English language to be used in primary schools as in secondary schools, to influence societies to support boarding schools for their girl child to cut down the distance from home to school and burden of domestic chores before school and after school hours.

Sang *et al.*, (2013) assessed an analysis on dropout levels of girls' in public secondary schools in Kericho district. The study employed cross-sectional research design to asses an analysis of dropout level of girls. The study established that dropout rate was generally high single stream more than new for classes except form one. Another cause of earlier pregnancies, child marriage, poor support from parents and friends. It proposed that the positive influence on control dropout should be taken seriously especially form two class because it at risk class to compare to other classes.

Achoke *et al* (2013) argued that a negative cultural influence on secondary school girls-students' academic achievement in Bungoma country using qualitative and

quantitative methods. A researcher found the following negative effects on secondary school girls, child marriage, and circumcision for girls. The study put forward that, government should offer female pads in secondary schools, to make suitable laws on girls' rights among others, to invest more money like ksh 10,625 per pupils to the higher amount of money to each student especially girls, to establish guidance and counseling service and educate parents on importance of their girl child's education through the elders and chiefs and chiefs Baraza as well as other forums.

Mawere (2012) assessed on causes and effects of girl's child Dropout of Chadzamira secondary school in Gutu district, using qualitative evaluative descriptions. The study discovered the following causes on girls drop out of secondary school; early marriage, poor cultural practices which are against girls' education. The study suggested that government and private sectors could deal with the education for the society on important of girls' education.

Wagle (2012) studied the dropout of children from school in Nepal, using a qualitative approach. The study realized that poor condition; severe punishment, poor buildings failing examinations, child labor, poor behavior on learning and teaching are the causes of dropout from school. The study put forward on increasing fund and good management on scholarship program to improve school infrastructure as well as to have a positive relationship between teachers and girls students which helps to decrease dropout of girls from school.

Mudemb (2013) studied on causes of dropout among boys and girls from secondary schools in Ugenya district. By using descriptive survey design the study found out

that, child marriage, low academic performance, poor family level of economic and poor behavior are the causes of drop out from secondary schools. These causes mostly affect girls because it seems that most of them drop out of school compared to boys. The study suggested that schools should introduce guidance and counseling department, to discourage class repetition and request funds from donors, and government and parents should increase an effort to full fill needs of girls' students to stop drop out from school.

Amadi *et al.* (2013) established a girl child dropout experiential teacher and student perceptions. By using descriptive comparative research design the study found that lack of education for parents, fewer chances for academic success, poor curriculum, poor health, and pregnancy are the causes of drop out. The study proposed that government should improve school accessibility; community should be educated on the importance of girls' education, and the introduction of guidance and counseling department in schools.

Oduwaiye and Bakwai (2017) examined the role of the school Based management committee in improving girls' child participation in basic education in the North West States Nigeria. The study found the following difficulties facing SBMCS' performance in improving girls' participation in basic education: community favor boys than girls in education opportunities, marriage at early age, the school as organization department, long distance from home to school, laws which protecting children right not well enforced, lack of education about SBMCS to the society, low income among members of community and parents to void their responsibilities. The

study recommended on the followings, SBMC should implement child right to ACT, employment for female who attained education, motivate women to forum to encourage girls in schools, positive motivation for girls who performed well in their examination, make sure security for girls to and from school, married girls to have opportunity for education and educate female parents in community about importance of education for girl child.

Wagle (2012) focused on the reasons of dropout of children from schools and the possible consequences of being dropped out of the rural and remote parts of Rupandehi District. The study used a qualitative approach and analyzed the poor income, early marriage and labor are the main causes for dropping out of children from school, others are corporal punishment in school, difficult environment for studying, performing poorly in exams and poor teaching-learning behavior. The study identified that improvement of the conducive environment for teaching-learning being friend, providing scholarship programs and encouraging the promotion of grades help to decrease dropping out as well as to provide mid-day meal.

Wagachira (2015) assessed on factors influencing girls' student drop – out in mixed public secondary schools in Kandara sub-country in Murang'a country. The study used both qualitative and quantitative data and identified different factors which influencing girl child drop – out are following; family level problems like poor income, child labour, young age of family head, school factors; like lack of reinforcement, class repetition and absenteeism personal factors like drug abuse,

uncomfortably, poor performance, disabilities and social factors like marriage at early age and religion. The researcher recommended that every school should conduct parent meetings to be familiar to each other and share responsibilities and discuss the problems than to solve them, parents should be encouraged on how to motivate their girls on education so that to remain in school and perform well, the government and community to discourage gender inequality

2.5 Research gap

Studies on girl student dropout in secondary schools have many related literature at global, regional and national level in Tanzania. Studies including Shahidul and Karim (2015), Wagachira (2015), Seka (2012), Simuforosa and Rosemary (2015), Rwechungura (2014) , and Kalinga (2013) have showed causes and challenges on girl's dropout from schools. Factors for girl dropout differ according to geographical area. The factors on drop out can be categorized into economic, cultural and school factors. In Tanzania, studies showed that truancy, lack of basic needs and pregnancy have been included as some of the main factors for girl students' dropout from secondary school. On the basis of the reviewed literature, the research gap was identified. The research gap indicates that there is scarcity of studies in girl dropouts in secondary schools in Bagamoyo district, Coast region, Tanzania. This study concentrated and investigated the gap on factors influencing secondary school girls 'dropout in Babati district in Manyara region in Tanzania.

2.6 Conceptual Framework

A conceptual framework is a research tool intended to assist a researcher to develop

awareness and understanding of situation under scrutiny and communicate it. (Kombo & Tromp, 2006). Literature indicates a number of factors that cause girls school dropouts including: lack of teaching and learning materials like books, exercise books, and pens; unfavorable school environments like lack of toilets, dormitories, and water supply; low family income; discouraging comments from parents, relatives, neighbor, and community; shortages, women pads; shortages of school uniforms. Other factors including availability of extracurricular activities, gender of teacher, feminine facilities in school, teachers' attitude, school distance, absenteeism, truancy, involvement in love affairs, poor academic performance, long distance from home to school, poor transport system and lack of means of transport in rural areas.

In this study we are looking for causes of girls influencing girls dropout in Babati district. The study investigates also the effects of girls dropout as a means to see how the community views the importance of education to girls and finally explore strategies in place to reduce girls school drop-outs.

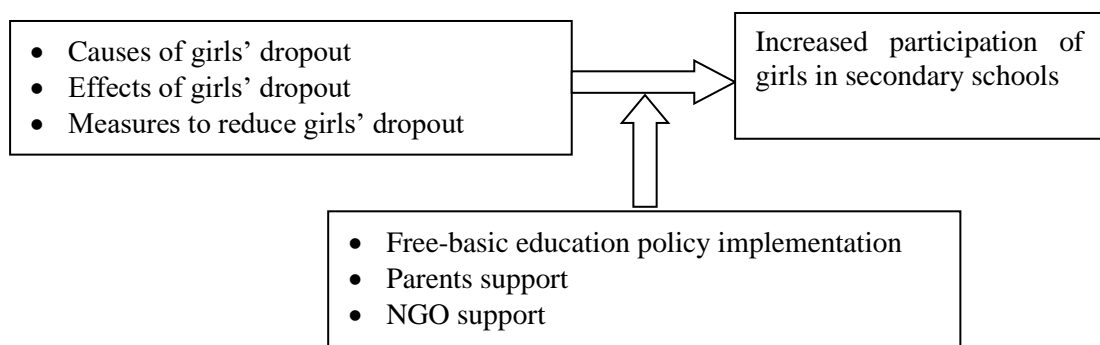


Figure 2.2: Conceptual framework

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

Research method show how to solve research problems analytically. Kitchen and Tate (2000) defines method as a coherent set of rules and procedures which can be used to investigate a phenomenon or situation. In this chapter, the research described procedures used to select data for the study. It covered research design, research approach, area of the study, targeted population, the sample size of the study, sampling procedure, data collection tools, validity and reliability of the instrument, data analysis and research ethical and moral issues.

3.2 Research Approach

The study used mixed method approach where qualitative approach predominated the study. Although quantitative data were qualified by qualitative approach, both the quantitative and qualitative approaches were considered important to examine the school-based management strategies for reducing secondary school girls' dropout in Babati sistrict. Both qualitative and quantitative approaches have been applied in researches to facilitate triangulation of the data (McCracken, 1988); Khan and Manderso 1992; Varkenisser et al 1991). The method makes participants feel free to give their opinions; it produces valuable data. It is flexible and able to grasp subjects' accounts. Indeed, no single research approach was thought to be completely independent; for good research results the combining of both approaches normally yield good results in most of the social science researches. Therefore, both the

quantitative and qualitative research approaches were used for both data collection and analysis.

3.3 Research Design

This study employed a case study design. A case study design according to Gerring (2007) entails the intensive study of a single case where the purpose of that study is - at least in part to shed light on a larger class of cases (a population). A case study research design further means an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence (Yin, 2004). Thus, case study design was useful as it is meant to examine the school-based management strategies to reduce girls' dropout in secondary schools in Babati to capture the uniqueness of such particular place a researcher was interested in carrying out his study.

3.4 Study area and Target Population

3.4.1 Study Area

The study was carried in Babati District in Manyara region. Total population in BDC is 312,392, male is 158,804 and female are 153,588 (census 2012). BDC in northern is bordered with Monduli district, Southern part is bordered with Kondoa District, eastern part is bordered with Simanjiro and Kiteto districts, the western part is bordered with Mbulu and Hanang districts. The study investigated to both government schools and private secondary schools. Like other regions in Tanzania, Babati has a challenge of school dropout more so for girls enrolled in secondary schools. These schools were selected as they are ample distance from each other to

avoid duplicate participants, participating teachers and students represent all the teachers and secondary school girls enrolled in secondary schools. These schools were easily accessible. Also, time and financial constraints could not allow the researcher to visit other districts, Babati district is also easily accessible and the distance from one school to another was minimal to allow researcher to collect data as per specified period.

3.4.2 Target Population

The target population for this study was all teachers in all secondary schools in Babati (BEST, 2021). The population of this study constituted community secondary school teachers and students since the researcher's intention was to draw insight into the status of girls' dropout in secondary schools. Therefore, this population was considered appropriate to have such characteristics.

According to Wallen (2000) targeted population is the entire group of individuals or objects to which researchers can apply. The study targets 9 secondary schools. Nine (9) head teachers, eighteen secondary teachers (45), eighteen (18) parents, 05 wards educational coordinators (WECs), One district secondary educational officer (DSEO), Thirty-one (31) secondary school boys, and Thirty (32) secondary school girls. These make a total of 141 respondents. The students who started secondary school in 2013 investigated as they are expected to be in form four by 2018, as well as the lowest class form one to form three.

3.5 Sample Size

The sample size is an important feature of any empirical study in which the goal is to

make inferences about a population from a sample. In practice sample size used in a study is determined based on the expense of data collection, and the need to have sufficient statistical power. It is the act of choosing the number of observation or replicates to include in a statistical sample (Bartlett *et al.* 2001). A sample size of 150 respondents were involved 32 secondary girls and 31 secondary boys, 18 parents, 9 head of school, 54 secondary teachers, on DSEO one, five WECs. The researcher used a simple random sampling technique to select 9 secondary schools in the district.

3.6 Sampling Procedures

According to Kombo and Tromp (2006) sampling procedure is the technique of selecting a representative subset of the population. The study applied simple random sampling technique and purposive sampling technique.

3.6.1 Random Sampling Technique

According to Taylor et al (2008), Random sampling technique means that every item in the population defined in the research has an equal chance of being selected and Korb (2012) defined Random sampling is the technique used by a researcher to select participants within selected groups. The main advantage of this technique is that it guarantees that the sample chosen is representative of the entire population; this ensures that the statistical conclusions are valid. This technique used to select 32 girls, 31 boys, and 54 teachers from selected school and the 18 parents.

3.6.2 Purposive Sampling Technique

According to Korb (2012) in this technique, the researcher uses their expert judgment

to select participants that are representative of the population. The technique used to select 9 head of schools, 5 ward educational coordinators as well as 1 DSEO.

3.7 Data Collection Tools

The study used interview and questionnaire in a collection of data. These techniques were useful to both illiterate and literate respondents; they were feeling free to give their opinions Chaleunvong (2009) argued. The research used simple random sampling and purposive sampling techniques to select schools. Also, a researcher used the same techniques to select respondents from their respective departments (teachers) and forms (students).

3.7.1 Interview

The interview is data gathering through a conversation between researcher and respondent (Grand and look 2007). Using interview allowed a researcher to go deeper to related issues on the particular topic. The interview is more important to explore different forms of qualitative research questions and mostly applied research tool in qualitative research (Holstein and Gubrium 1997). The research used open-ended interviews in the process of collecting data from students and parents (Appendix 1, 2, 3)

3.7.2 Questionnaire

Questionnaires have the advantage of being straightforward in collecting the information needed from the respondents. Not only that but also it is a sensible way of finding peoples' feelings, attitudes and opinions (Taylor et al. 2008; 87). The

questions were open-ended. The questionnaires were prepared for the DSEO, WECs, head of schools and teachers. It was structured well to make easy understanding for all respondents in all departments needed (Appendix 4, 5)

3.7.3 Documentary Analysis

Apart from the questionnaire and interviews another method such as documentary analysis would be employed as another way for data collection. The researcher used school records like students' attendance register, admission register, duty books and examination result records as well as reliable documents in DSEO office. This method helped to complement the data and information generated through interviews and questionnaires.

3.8 Validity and Reliability of the Instrument

3.8.1 Validity

Validity is the extent to which any measuring instrument measures what it is intended to measure (Thatcher 2010). Validity is the extent to which differences found with measuring instruments reflect true differences among those being tested (Kothari 2004). According to Best and Khan (2006) validity means correctness, accuracy and appropriateness of the tool of data collection such that can collect data that respond to research objectives. Validity also, refers to the degree to which evidence and theory support the interpretation of scores detailed by the research proposal. (Best and Khan 2006).

In this study validity was checked through pilot study. About, four questionnaires were administered to four respondents. Then editing of the questionnaires was made

depending upon comments of respondents. In addition, one focus group discussion schedule was pilot tested to six of them. Editing was performed according to the respondents comments. Also, both questionnaires and focus group discussion schedule was translated into Kiswahili language, such that respondents can comfortably respond and deliver valid data. Similarly, the research supervisor critically reviewed both the questionnaires and focus group discussion schedule before data collection process started. In addition, the questionnaires had self-instructions to guide the respondents and enough time was provided to respondents to complete the questionnaires successfully. During focus group discussions enough time was provided to respondents to discuss the questions in comfortable manner.

3.8.2 Reliability

According to Twycross and Shield (2004) reliability refers to the consistency, stability, and responsibility of result i.e. the result of the researcher considered reliable if a consistent result has been obtained in identical situations but different circumstances. Accordingly, reliability is not as valuable as validity, but it is easier to assess reliability in comparison to validity. If the quality of reliability is satisfied by an instrument, while using it we can be confident that the transient and situational factors are not interfering (Kothari 2004). Therefore, in the study, this instrument applied and the findings collected accordingly and it accurate, correct and meaningful. Reliability used to check the information provided by the respondents.

As documented by Best and Khan (2006), and Punch, (2004), reliability means consistency and stability of the tool of data collection such as questionnaire. In this

study reliability was checked by the supervisor reviewed and approved the questionnaire before they were administered to respondents.

3.9 Data Analysis

Data collected from the study arranged and categorized using frequency distribution tables and percentages, which included in line with the questionnaire items (Nyaga 2010). Frequency and graph bar used to analyze data. The responses to open-ended questions (qualitative) organized in order and groupings that correspond to research questions.

3.10 Research Ethical and Moral Issues

Ethics is a systematic approach to understanding, analyzing, and distinguishing matter of right and wrong, good and bad, and admirable and deplorable as they relate to the well-being of and the relationship among sentient beings. Ethic is an active process rather than a static condition, so ethic expression doing ethics (Donahue 1996).

According to Billington (2003), morals are specific beliefs, behaviors, and ways of being derived from doing ethics. One's morals are judged to be good or bad through systematic ethical analysis. During the time to collect data (questionnaire and interview), research ensured the respondents' privacy, confidentiality, and sensitive questions was considered. The study allowed respondents to use both Kiswahili and English language for easy elaboration. The study recorded the findings in English as an operational language.

All research ethics were observed, the researcher was given a letter from the Open University of Tanzania (OUT) that introduced to the informants and their employers in order to undertake the study at hand without causing any inconvenience from the respondents. Also, a researcher was given a research permit in Babati district to conduct a study in the selected secondary schools. Moreover, the researcher observed the consent from respondents and assured them that the data collected from them would be used for the sole purpose of the study. Therefore, respondents participated voluntarily in the study. Lastly, all unethical attempts were avoided during the study because they could lead to loss of validity and reliability of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter focused mainly on the findings of the causes of girls' drop out of secondary schools in Babati district. The findings are based on the specific objectives of the study which are to examine the causes of girls drop out in secondary schools in Babati district, to investigate the effects of girls' dropouts in secondary schools on personal and community development and to explore measures that can be taken to solve the problem of dropouts of girls in secondary schools in Babati district and it also focused on the discussion of the study findings.

4.2 Causes of Girls Drop Out in Secondary Schools

The first objective in this study focused at determining causes of girls' dropout in Babati district among secondary school students. In an interview with the head of school on issues of girls' dropout

In this year 2018 some students have been troubling us since the beginning of this year, we use force to make them stay at school. We also have those who stay school for only few months, if it happens that they go back home, they never return back to school until we start dealing with their parents/guardians with the help of ward leaders. Up to this time, we have the list of 11 students who officially dropped out of school in this year 2018 and no one knows where they are. (Head of school B)

This statement indicate dropout in schools in Babati is caused by a number of factors including poverty, parent pressure and peer pressure. The Table 4.1 indicate students' views about different causes of girls' drop out of which 44% comment on lack of

furniture, 48% unsafe water, 41% of teachers do not work with the students when they need help, particularly female teachers. Also, there are other causes, like peer pressure, early pregnancy, corporal punishment, sexual harassment, poverty, home-related factors, long distance from home to school, poor performance, negative attitudes from teachers and parents, and other factors related with school.

Table 4.1: Causes of girls drop out in secondary schools. Students' involvements

Questions	Frequency			
	Yes	Yes %	No	No %
Our school is generally clean and conducive to learning	40	63.5	23	36.5
Classroom furniture is in good condition and adequate	19	30.2	44	69.8
Classrooms have adequate lighting	47	74.6	16	25.4
School toilets are clean, adequate and safe to use	50	79.4	13	20.6
Schools have clean water for drinking	15	23.8	48	76.2
Staff are friendly and attend to our needs	41	65.1	22	34.9
School has sufficient materials for pupils to use	25	39.7	38	60.3
I find my time in school the most interesting part	29	46.0	34	54.0
Things we learn are very helpful in my daily life	58	92.1	5	7.9
School has fair rules	56	88.9	7	11.1
Methods of implementing discipline are acceptable	50	79.4	13	20.6
I relate well with other pupils and they respect me	40	63.5	23	36.5
I love school and I wish to continue to completion	48	76.2	15	23.8
Teachers are impartial and treat me fairly	37	58.7	26	41.3
I have all the needed teachers for all my subjects	22	34.9	41	65.1
I supported by all teachers when I need assistance	43	68.3	20	31.7

Source: Field data

4.2.1 Peer Pressure

The parents, teachers, and students said that peer pressure is the cause of girls' dropping out permanently. The girls who have friends out of school are influenced or convinced to be truant and eventually drop out of school.

4.2.2 Early Pregnancy

All participants say that pregnancy is the main cause of dropping out of school. The learners suffering from illness, shameful and due to the discussion in our country they are not allowed to stay in school at the time of pregnancy even after birth, so as a result, they drop out of school. Early pregnancy led to early marriage, both are the enemies for school completion 50% of the 3 to 5 years gap of young women have left school and other 50% get married (Cynthia and mensch 2008). Munguni (2014) identified pregnant girl do not attend school regularly due to sickness and to attend clinics, and then suffered from dropping out of school. In South Africa Hallman K. and Grant (2008) found that the female retention or drop out from school is related to pregnancy.

4.2.3 Corporal punishment

Corporal punishment has been identified as a problem in most schools where girls are punished with canes, though this is not allowed. They are punished by planting trees, digging garbage pits, pushups and frog jump. One said:

"The day teachers caned girls. I was the one and I was in menstrual period. My pad busted, later I feel severe pain in my waist. "It was the 4th day (last day) of my menstrual period but after being caned by the teacher, it was like a 2nd day with severe pain from my joints and waist" (3 students complaining from different sample schools).

Ninety percent (90%) of the schools in BDC use corporal punishment on girls, some of them have a special ground for conducting corporal punishment these are famously called blood ground.

4.2.4 Sexual Harassment

Researchers found that in most schools, male teachers, especially young ones, are seducing girls and making them their lovers once a girl rejected him, will unnecessary punishment this situation leads to truancy and eventually drop out of school. One boy said that

In the class such teachers harass girls who did not submit to sex by abusing her and sometimes punish the whole class (Stud3 Girl)

This leads to some of the girls being truant and then dropping out of school. Fatuma (2006) found that pre-marital pregnancy which goes together with sexual harassment is the most factors for the causes girls drop out in schools.

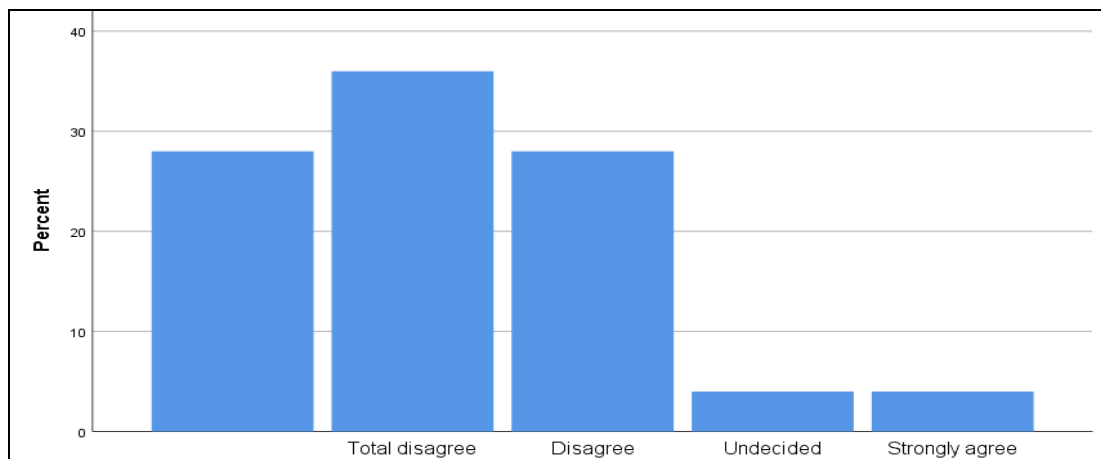


Figure 4.1: Sexual harassment as a cause for girls' school dropout

Eventually, some teachers did not agree that teachers used to harass girls, but most students complained that it has occurred.

4.2.5 Poverty

Most of the girls who are dropping out of school are doing so because their parents are not able to buy learning materials like exercise books, pens, pencils, uniform,

even though the education is free for government schools. In private schools, high school fees increasing each year become difficult for some parents to pay fees and other contributions. Some parents are not able to buy pads when girls are in their menstrual period they do not go to school. Shahidu and Karim (2015) found that poverty is among factors leading to drop out of school, due to direct and indirect costs in schools (especially private schools), the school fees and other contributions are increasing day to day. Some parents are not able to afford the cost and then the girls drop out of school.

Table 4.2: Poverty as a cause for girls' school dropout

RESPONSE	Frequency	Percent
No	6	75.0
Yes	2	25.0
Total	8	100.0

The above table has comments from heads of schools that show their feelings and identified the challenges which they have faced from parents when solving dropping out cases. Wagle (2012) asked what household incomes limit parents or guardians to support children's education or not to support them. Most of the children identified poverty as a major factor for dropping out. Poverty has become a major problem that students face difficulties, leading to them not completing their education cycle.

4.2.6 Problems facing girls at home

The researcher found that some parents forced their girl to be married while they are in school and young. For example, in Maasai culture, when girls are in primary-level their fiancée has already been found prepared by their parents. Furthermore, due to

gender inequality, girls are forced to write wrong answers in their standard seven national examinations so that they can be married. But boys they are encouraged to do well as a future father and leader in the family and society.

*My father told me that you must write wrong answers in your examination I don't have money to pay school fees for someone's wife"
(a Form one girl)*

However, she did well, but her father does not want to support her. The table below shows the reaction of teachers to forced marriage. In the Babati district, some parents still believe girls are not able to bring positive effect in the society.

Table 4.3: Forced marriage as a cause for girls' school dropout

Response	Frequency	Percent
No	5	62.5
Yes	3	37.5
Total	8	100

Furthermore, girls have to take care of the family as a mother at home before and after school. They must help part of the parents' responsibilities, like taking care of their younger ones, finding foods for the family, making cleanliness, finding firewood, washing dishes and cooking. Some parents do not guide their girls to have good discipline, (for example, when a girl has a phone, new clothes, come home late, engage in misbehaving friends) parents do not care, so the girls start being truant, then drop out of school. Single parents have a lot of responsibilities they cannot afford to solve all at the same time. Sometimes girls disobey parents because they think that the parent cannot deal with them due to being busy.

Table 4.4 shows the response from teachers about the causes of girls dropping out,

has been indicated that poverty, poor academic performance, retention of form two classes, personal and family problems like pregnancy and substance abuse, parents and girls' health problems, and school-related problems like lack of teaching and learning materials Wagachira (2015). Lack of motivation, truancy, lack of special room for privacy with sanitation facilities and water, teachers' absenteeism, some teacher using students as labor, upsets them, particularly girls which direct them to poor performance and finally leaving the school.

Table 4.4: Trends in teachers' comments about the causes of girls drop out

Item	Disagree		Agree		Undecided	
	F	P (%)	F	P (%)	F	P (%)
The poor family	2	11.1	13	72.2	3	16.7
Poor academic performance	13	72.2	4	22.2	1	5.6
Retention of form two class	8	44.4	8	44.4	2	11.1
Family and personal problems like pregnancy and substance abuse	2	22.2	14	77.8	0	0
Single parent children	6	33.3	2	61.1	1	5.6
Sexual harassment in school	15	83.3	2	11.1	1	5.6
Parent health challenge	9	50	6	33.3	3	16.7
Health challenges faced by the girls themselves	5	27.8	11	61.1	2	11.1
School-related problems behavior i.e. truancy,	4	22.2	13	72	1	5.6

4.2.7 Long Distance and Poor Performance

Most of the girls who dropped out of school are far from school. Geographical locations of most schools are very scattered. Some students walk 5 kilometers from home to school. On the way to school, some are harassed with men sexually, and others are tired to walk, especially during the rainy season. They arrive late to school and they are punished without considering their home to school distance, then they decide to drop out of school, Ntuvia and Rwambali (2013) found the same result, which 46.7% of respondent walk 5 to 20 kilometers to school. A research by

Wagachira(2015) conducted in Kenya found distance as a reason girls drop out of school. Some students have a long journey on foot to school that makes some parents fear for sexual harassment of their children. Furthermore, women teachers are not trusted much by parents for girl students' security. The below graph indicates academic performance in form four national examinations since 2015 to 2017

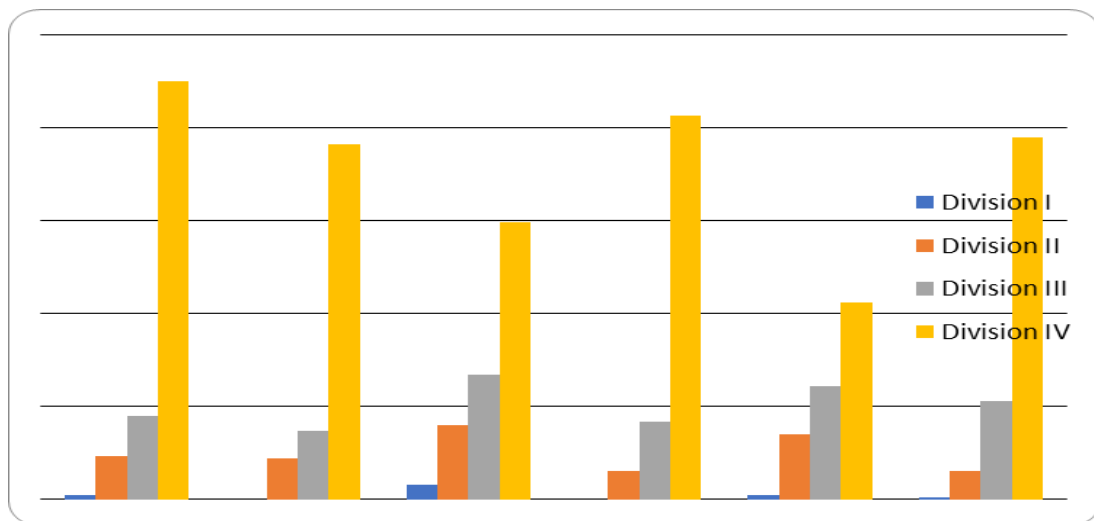


Figure 4.2: The performance in Form IV secondary schools in Babati district

4.2.8 Poor Performance

When girls perform poor in their examinations, students think they become discouraged and feel like not continuing with school lastly drop out of school. Most of the failing students are dropping out of school because they feel shame to repeat. In private schools, the final average grade to enter next classes is high, like 45%-50%. Some students are not able to score such marks. Some are willing to repeat classes but others are not and therefore drop out school. Boys are performing better than girls, as is identified in Table 4.1. Most girls have a lot of work to do before and after the school hours. According to Woods (1995), poor academic performance was

the reason for girls dropping out from school. A girl is discouraged after performing poorly in class compared to others.

4.2.9 Negative Attitude

The researcher found that some teachers have negative attitudes toward girls' education, especially female teachers. They are using abusive language to girls which makes them feel uncomfortable in learning activities.

One girl said that, my teacher told me:

"Your mind is like your grandfather your face like grandmother that is why always you fail."

Most respondents (students) explained/complained about a negative relationship between them and some of their teachers who always abuse girls. Another said

"A teacher told me go and gets married you cannot perform well there are a lot of men outside waiting for you."

Teachers are problems in this case; they are encouraging girls to drop out of school instead of encouraging them to stay at school. There are some problems facing girls in the school environment. Government schools arranged students according to their level of understanding but some teachers do not attend them as they are required to be attended especially for slow learners, they are neglected and seen as stupid. Since there is free education in secondary school (O level), there is a parents committee receiving food contributions still some parents do not want to contribute; some students remain at school with no breakfast and lunch. This led to increasing truancy, poor performance, then dropping out from school. No enough toilets according to the

number of the students and most government schools in BDC in those few available toilets there is no water for cleaning especially when a girl wants to change their towels. Few teaching-learning equipment/materials are the barriers as well all these eventually lead to drop out of school. The enrollment rates indicate girls are in higher number to compare to boys, as it is allocated in Table 4.5.

Table: 4.5: Babati District Enrollment and Performance In Form Four

Enrollment Form One				Sitting Form Two National Exam				Registered For NECTA				Sitting For NECTA			Passed Exam			Joined Form Five		
Year	Boys	Girls	Total	Year	Boys	Girls	Total	Year	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2012	1539	1933	3472	2013	-	-	3338	2013	1025	1647	2672	1000	1597	2597	687	859	1546	169	174	343
2013	2036	2309	4345	2014	1271	1693	2964	2016	1083	1538	2621	1073	1499	2572	786	964	1750	370	253	623
2014	1470	1654	3124	2015	1104	1397	2501	2017	822	1141	1963	808	1086	1894	655	873	1528	256	215	465

Source field data from BDC (2018)

Babati district was where the study conducted which the drop out of girls identified accordingly. Year to year students increasing dropout in schools from 2012 to 2014 enrollment and sitting for NECTA from 2015 to 2017.

The table shows boys are more performing well to join form five to compare to girls in two last years (2016 and 2017) 370 boys, girls 253 and 2017 boys were 256, girls 215. Though enrollment indicates there are more girls than boys. As years go on, more girls drop out of school as compared to boys, as is shown in figure 4.3: below.

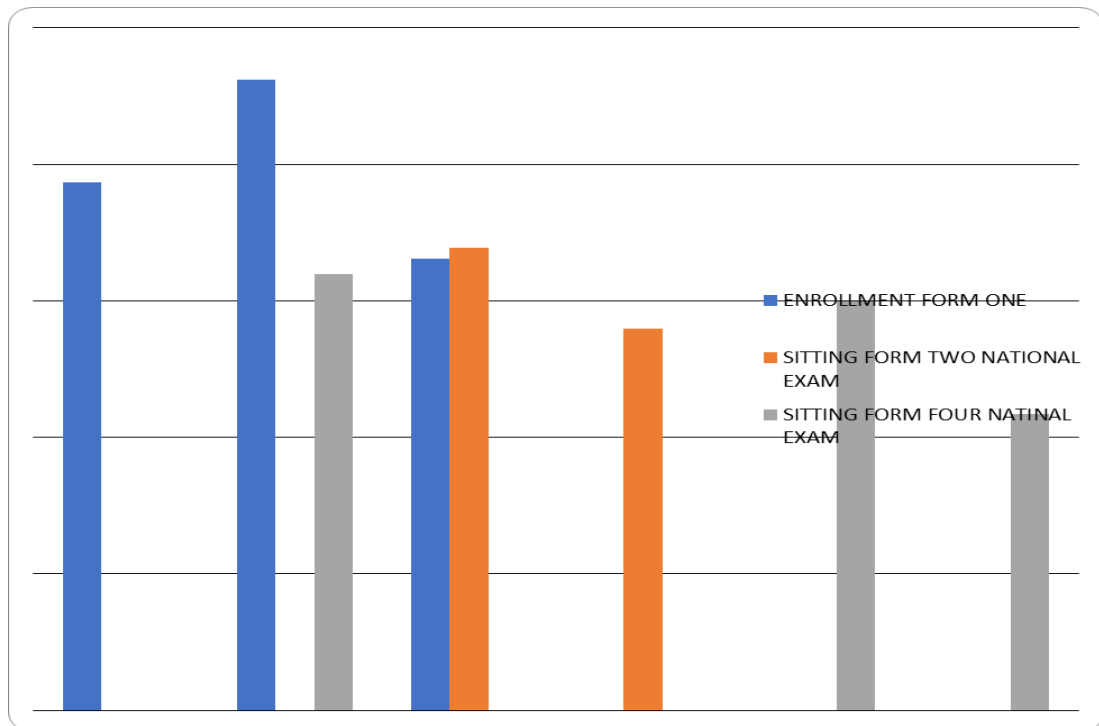


Figure 4.3: Decline in Girls' enrollment over the years

As assessed the drop out are there every year decline of the students' needs to be controlled if the government and the community together are going to priority's education as a right for each child. Through this the bad culture, and discourage all things which undermine girls' education.

4.3 The Effects of Girls Dropout from School

The study looked at the effects on the individual and community as a result of girls dropping out of school. Individual development can be affected; hence a girl has no skills in different sectors especially economic activities in which she can have self-employment. There is poor family control since there is poor participation in decision-making and overpowered by men. Some end up working as a barmaid and house girl which is low earning jobs. Others after dropping out running away from home for doubting that, they might be caught and forced to come back at school.

Table 4.6: Engaging in illegal activities

Response	Frequency
No	28
Yes	35
Total	63

The table 4.6: above, 55.6% of the respondents supported that after dropout girls engaging in illegal activities like theft, drug abuse and prostitution which can lead to HIV/AIDS and cause death. While 44.4% of respondents are not supported, this indicates that most respondents identified the effects after girls drop out of school.

Table 4.7: Forced marriages as a cause for girls' school dropout

Response	Frequency	Percent
No	39	61.9
Yes	24	38.1
Total	63	100.0

Some parents neglect to provide necessary learning materials to their school girls by doing so they are forcing to drop out of school then forced marriage is next to her. Parents saw no needs to educate woman, the main duty of woman is to take care of

her husband and family and they expected income through bridegroom. When a girls drop out, next thing is forced marriage due to parents expectations a lot of young school girls faced such an experiences eventually lead to failure to reach their education and academic future expectations and become young family house mother (Table 4.8).

Table 4.8: Teachers and word education coordinators (WECs) perception on unskilled personnel in the community

Response	Frequency	Percent
No	12	19.0
Yes	51	81.0
Total	63	100.0

The study found that 81% of respondents agree that in community level the increasing of illiteracy and unskilled person lead to underdevelopment of society. Due to discrimination of women in decision-making, (for example, in family planning, a big number of children leads to not being able to afford to rear them properly), there are increasing crimes in society, less manpower, shortages of professionalism in various fields, more children on the street, and increasing alcoholism and drug abuse due to the frustration of a difficult life. All of this leads to poor development in a community and country at large. The study dealt with nine secondary schools to identify the cause of girls dropping out of school in BDC. The study used quantitative and qualitative approaches through interview and questionnaire; the data was analyzed using SPSS vision 20 with descriptive analysis. The identified causes are girls walking about five (5) kilometers to school, most schools practice corporal punishment, some teachers harass girls sexually, poverty,

poor performance, (from two national examinations) and lacking special room with sanitation facilities, these were among other factors mentioned.

The study assessed the individual and community development effects of girls dropping out of school. Individually, they lack the ability to be creative economically, poor family planning, engaging in small jobs which have low income like house girls and drug abuse. In the community there is a shortage of professionals, increasing of illegal activities, street children due to parents having many children and not being able to rear them, and unskilled people in a community which brings underdevelopment in a county.

The findings in this study are in line with the observation by EFA Global monitoring report, whose findings show that, 204 million of both children of primary school and adolescents of lower secondary schools dropped out in 1999. It further indicates that in 2012 there were 121 million pupils and adolescents of lower secondary who dropped out of schools, the majority of which are from Sub Saharan Africa. The EFA Global Monitoring Report (2015) estimates show that, 57 million of pupils and 61 million of lower secondary adolescents dropped out of schools in 2015. The report further elaborates that in every 3 students in low- and middle-income countries, 1 failed to complete lower secondary education in 2015 as result of drop out (UNESCO, 2015).

4.4 Measures to Address the Problem of Increased Dropout Rate for Girls

All respondents had a question addressing how to address the problem of increased dropout rate for girls in Babati. The 8 heads of schools and most children suggest

that government and community build hostels which will help girls to fulfill their education cycle. Also, hostels can reduce peers' bad influences, bad peer group discussion, drug abuse, and tiredness due to long distance from home to school and unwanted pregnancy. Most of the interviewees (students) seemed to badly discourage corporal punishment and sexual harassment they suggest that the government punish those who cause pregnancies to girls and force them to marry. Upon being married force them to enroll girls in the adult of education centres to enroll in open secondary schools in their areas.

Measures taken by the schools' councils included: establishing guidance and counselling services, collaboration with NGO and parents, having created awareness campaign on the importance of girls' education, provision of sanitary wears. Research findings indicate that close to half of the form four class teachers employed guidance and counseling services as measures to curb dropout among the form four students. According to parent's poverty is a limitation to girls drop-outs in that one of the strategic measures have to be reducing poverty among parents.

Poverty is a major factor for school dropout; this requires therefore the government to provide subsidies to the students who are with environmental hardships and coming from poor families. As a parent I cannot afford educating a girl. Yes, we have fee free secondary education, but do we provide other necessary resources like uniforms and other upkeeping costs for girls.

On the other hand, the results also show that poverty is a big cause to school dropout in Babati where students dropped out from school and engage in petty businesses and child labour for helping their family's life. Ziddy (2007) argued that, when families are poor at the extent of contributing to low performance of students and cause

school dropout. The scenario is not unique to Babati, but rather Africa as widely, as poverty constitute the major factors causing girls to dropout from school. This is reflected in African states regarding different strategies established to minimise the dropout rates; such strategies include the attempts to abolish school fees so as to reduce the school dropout (The World Bank and UNICEF, 2009). According to parents, head of school and secondary school teachers' issues related to increased funding, building hostels, guidance and counselling, and equioment and tools necessary for girls hygiene were proposed for reducing girls dropout in Babati district see Table 4.8.

Table 4.9 Measures to reduce girls drop out in secondary schools (N=81)

Proposed Measure	Number	Percentage
Insisting on increased school funding	72	89%
Supporting guidance and counselling department to provide guidance and counselling services at school level	51	63%
Solicit for NGO support to support reducing poverty	27	33%
Provision of sanitary towels for girls	73	90%
Reduce Corporal punishment to school girls	67	83%
Build hostels for girls	77	95%
Creation of Intervention Programmes	45	56%
Provision of personal effects	78	96%
Education on children rights and gender equality	54	67%
To establish school clubs addressing issues related to children rights and gender equality	53	65%
children rights and gender equality	59	73%

In concurring with the need to curb dropout, Bingeon (2005) recommended the need to change behaviour pattern which involves significant cultural changes in order to curb girls' sexual harassment. Fatuma and Sifuna (2006) recommended the curriculum to address the need of girls who acts the role of mothers and the gendered thinking in education material of practice.

The researcher found some difficulties when conducting research. Some respondents seemed to fear being identified when they discuss some causes of girls dropping out, others thought that, the researchers through her findings were going to help them immediately while some did not respond positively. Furthermore, lack of funds and difficulties to reach schools due to poor roads and their remoteness made research difficult.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter dealt with the summary, conclusions and recommendations of the study. The study investigated causes of girls dropping out of secondary schools in Tanzania, in particular the Babati district. Interviews were given to parents and students and questionnaire was given to headmasters, teachers, WEC and DSEO.

5.2 Summary of the Findings

It was discussed that the reasons that caused girls to drop out from school include pregnancy, cultural practices, families' low income, corporal punishment, poor performance, sexual harassment, long distance, negative attitudes towards girls education with both teachers and parents, negligence of the parents to their child, peer pressure and single parents.

Effects of school dropout to girls include lack the ability to be creative economically, poor family planning, engaging in small jobs which have low income like house girls and drug abuse, increased abuse, shortages of female's professionals, increasing of illegal activities, increased street children due, and having unskilled people in a community which brings underdevelopment in a county.

Measures for reducing girls school dropouts can include: establishing guidance and counselling services, collaboration with NGO and parents, supporting parents having created awareness campaign on the importance of girls' education, provision of sanitary wears.

5.3 Conclusion

Due to the specific objectives, it was concluded that causes like early pregnancy, Negative cultural practice, single parents, peer pressure, caning of girls, family's low income, long distance from home to school, poor performance, corporal punishment, lack of sanitation in restrooms, and unawareness of importance of girls' education were the causes of girls dropping out from secondary schools. Governments, education, stakeholders, communities, and parents should identify and work upon their roles and implement enacted laws to reduce numbers of girls dropping out of secondary school.

5.4 Recommendations

The following recommendations are aimed to solve the identified problems of girls dropping out of schools. Governments has to increase educational budgets to enable schools to solve their problems and increase quality education. 91% of the students recommended that the government and community must build enough hostels to solve the problem of early pregnancy, long walking distance from home to school, peer pressure which girls are engaging in, and bad groups in the street. Also, building special rooms for girls' privacy with sanitation facilities and quality toilets with a water system would be beneficial. Government and non-government organizations must educate the society about the impact of girls' education.

More strict laws have to be enacted to punish a man who impregnates school girls; apart from WECs Local governments should employ Village education coordinator (VECs) to give proper education on the importance of girls' education at village as

grassroots level. Education will help girls to have confidence, knowledge and skill to solve their problems accurately.

The society have to be aware of the importance of education, so they have to invest in education rather than in wedding ceremonies, birthdays, anniversaries, and other ceremonies. Society which invests much in education especially investment on girls education should be given education and guidance to know "education is an eye can see and identify rights and wrongs things." Others invest in alcohol making and drinking, which sometimes leads to parents neglecting children by abusing girls' right to education. Parents should take care of their families, giving full support according to the needs.

The government have to set aside a budget for facilitating schools to have sufficient teaching/learning materials, especially art subjects, which will support students to study comfortably. Most of the government schools in BDC lack art books. Furthermore, the government should employ enough science teachers, as they are lacking in schools. Also, making the Kiswahili language the medium of instruction in secondary schools would greatly improve the flow of information between teachers and students.

The government, community, and parents need a proper way to ensure all students are getting lunch at schools. Nowadays, it has become a problem due to free education at the secondary level (O level) Parents do not want to provide food contributions making some students become truant and eventually drop out of

school. Central government and local authorities have to enact laws and by laws to force parents to provide food contribution at schools for their children to make school environment friendly for learning life. Finally, governments, together with religious organizations, help to create a warm collaboration to work together to discourage divorce and parents separations.

5.5 Recommendation for Further Studies

Further studies have to be done on issues related to girls' school dropouts in relation to family support, culture, financial resources contributions to schools, and contextual studies in different areas to uncover specific challenges leading to school dropout for girls.

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APPENDICES

APPENDIX 1: Interview for DEO

Dear respondent, I Minja, Haikasia Wilson, am pursuing a MED APPS at the Open University of Tanzania. I am conducting research on the causes of girls' dropout from secondary schools in Babati district, Manyara region, Tanzania. Your contribution is very important in this study. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes only.

1. How is the general performance of girls in form four national examinations to your council from 2014-2016?
2. What are the causes of girls' dropout from secondary schools?
3. How does your council handle the challenges of dropping out of girls' students in secondary schools?
4. Does your council have a culture of rewarding girls and boys who perform well in national examination result?
5. How dropping out affect girls in secondary schools on:
 - a) individual development
 - b) community development
6. What is your suggestions for addressing the challenges of girls dropping out from secondary school?

Thank You for Your Cooperation

APPENDIX 2: Interview for Ward Educational Coordinators (WECs)

Dear respondent, I Minja, Haikasia Wilson, am pursuing a MED APPS at the Open University of Tanzania. I am conducting research on the causes of girls drop out from secondary schools in Babati district, Manyara region, Tanzania. Your contribution is very important in this study. I request you to answer the following questions. All the informations will remain confidential and will be used for academic purposes only

1. What are the causes of girls drop out in your secondary schools?
 - i)
 - ii)
 - iii)
 - iv)
2. What do you think are the effects of girls dropping out from school on?
 - a) Individual development.....
 - b) Community development.....
3. As an educational manager what are the steps have you taken to solve the problem?.....
4. What challenges do you face in ensuring the girls will not drop out from schools?.....
5. What is your suggestion to decrease or stop girls dropping out from secondary schools?

Thank You for Your Cooperation

APPENDIX 3: Questionnaire for Head of Schools

Dear respondent, I Minja, Haikasia Wilson, am pursuing a MED APPS at the Open University of Tanzania. I am conducting research on the causes of girls drop out from secondary schools in Babati district, Manyara region, Tanzania. Your contribution is very important in this study. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes only.

1. Name of school.....Reg. No.....
2. Number of students..... (a) Boys..... (b) Girls.....
3. 3. Are teachers motivated due to students' performance? YES () NO ().
4. How is the community perception towards girls' education in your area?
.....
5. What are the teachers' attitudes due to girls' performance?.....
.....
6. (a) How many girls registered in 2016 to 2017...
(b) How many are present now?.....
7. What are the reasons for girls drop out from school?
 - i)
 - ii)
 - iii)
8. What do you think are the effects of girls' dropout on?
 - a) Individual development.....
 - b) Community development.....

9. What are the girls' performances in form four national examinations? In 2015, 2016 and 2017.

Year	DIVISION I		DIVISION II		DIVISION III		DIVISION IV		DIVISION 0	
	B	G	B	G	B	G	B	G	B	G
2015										
2016										
2017										

10. What are your suggestions on reducing girls' dropout from your school?

.....

.....

Thank You for Your Cooperation

Appendix 4: Questionnaire for secondary school Teachers

Dear respondent, Minja, Haikasia Wilson, am pursuing a MED APPS at the Open University of Tanzania. I am conducting research on the causes of girls drop out from secondary schools in Babati district, Manyara region, Tanzania. Your contribution is very important in this study. I request you to answer the following questions. All the information will remain confidential and will be used for academic purposes only

1. Sex (please tick where necessary)

(a) Male (b) Female

2. Educational level

(a) Diploma (b) undergraduate

(c) Postgraduate

3. What can you comment on the performance of girls in your school?

4. Is learning environment conducive to learning teaching environment?

5. Is performance arranged according to gender? Yes () NO ()

6. Are there any rewards for both boys and girls who performed well

YES () NO ()

7. Do teachers harass the girl students who make mistakes

YES () NO ()

8. How do girls cooperate in the classroom learning activities? (a) Excellent

(.....)

(b) Very good (.....) (c) Good (.....) (d) Average (.....) (e) Bad (.....) (f)

Very bad (.....)

9. What makes girls student dropping out from your school?

- a) Academic matters ()
- b) Socio cultural challenges ()
- c) Economic challenges ()
- d) Health problems for parents (), themselves ()
- e) Sexual harassment ()

10. Are the following available in your school? Tick, yes or no.

No:	FACILITIES	YES	NO
1.	Enough books		
2.	Enough teachers		
3.	Enough table and chairs		
4.	Enough classroom		
5.	Laboratories		
6.	Library		
7.	Teaching and learning aids		
8.	Computers		
9.	Toilets		

11. What are the student's related factors influencing the causes of girls' dropout?

(Home factors)

- i)
- ii)
- iii)

12. What are the school factors for girls dropping out from school?

- i)
- ii)
- iii)
- iv)

13. Do you think the human needs affects girls dropping out? Yes () No ()

Reasons.....

14. What are the challenges which facing girls dropping out from secondary school?.....

15. what do you suggest to decrease the girl's dropout?.....
.....
.....
.....

Thank You for Your Cooperation

Appendix 5: Questionnaire for Students

Instructions: Fill in the background information and tick the appropriate response to each item out the alternatives given 1. Gender: Male Female 2. Age: _____ years 3. Form: _____ Tick the following sentences on whether you agree or disagree as follows

1. Totally disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Item	1	2	3	4	5
Our school is generally clean and well looked after					
The classrooms are clean and ideal for learning to take place					
Classroom furniture is in good condition and adequate					
Classrooms have adequate lighting					
School toilets are clean, adequate and safe to use					
The school has a source of clean and safe drinking water					
Members of staff are friendly and attend to our needs					
School staff show interest in all pupils and speak kindly to pupils					
The school has sufficient learning materials for pupils to use					
I find time in school the most interesting part of my day					
Things we learn in school are very helpful in my daily life					
The school has fair rules which protects interests of all pupils					
Methods of implementing discipline in the school match the offences committed and are acceptable					
I'm happy with procedures of getting permission from school authority					
I relate well with other pupils					
All pupils relate well with me and respect me					
I love school and wish to continue my stay in school to completion					
Teachers always attend to their classes					
Teachers are impartial treat me fairly and professional in their conduct of duties					
I have all the needed teachers for all my subjects					
I am supported by all teachers when I need assistance					