ASSESMENT OF COMMUNITY PARTICIPATION IN REDUCTION MEASURES OF SCHOOL DROPOUTS IN KISARAWE DISTRICT SECONDARY SCHOOLS

BY

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A Dissertation Submitted in Partial Fulfulment of the Requiments for the Degree of Masters of Education in Administration, Planning and Policy Studies

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CERTIFICATION

The undersigned certifies that she has read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled ***"Assessment of community participation in reduction measures of school dropouts in Kisarawe district"*** submitted in partial fulfillment of requirement for the degree of Master Degree of Education in Administration, Planning and Policy Studies (MED APPS) of **The Open University Of Tanzania.**

…….....

Dr Rweyendera Gosbert Ngonge.

Date ……..……

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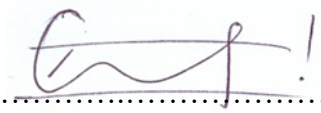
Signature:  ……..

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DEDICATION

I dedicate this dissertation to parents and My Sons, My late father, **Philemon Israel Mabiki (R.I.P)** and my mother **Elestina Lazaro Mwipopo** who supported and encourage me to go this far: My son Fidelis, Jason and Josiah for their unwavering support, their steadfast selflessness, and their enduring love, which encouraged me throughout this journey.

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ABSTRACT

The study assessed the community participation in reduction measures of school dropout in Kisarawe district. The study specifically aimed to analyze the community awareness, explore the dropout reduction measures in Kisarawe, and assess the challenges facing community participation in reduction measures of school dropout in the study area. The study was guided by Structural Functionalism Theory. This is a macro theory which insists on how all structures in society or institutions should work together. Methodologically, the study adopted a qualitative case study design covering three wards of Kisarawe district. Data was collected from a sample of 36 participants who are Ward education coordinators, Ward executive officers, Head of Schools, Board members, religious leaders and NGO's. Sampling techniques used were purposive, convenience and simple random sampling techniques. The study used interview, focus group discussion, observation and documentary review in data collection. The study revealed that community awareness on the education matters especially in reduction measures of school dropouts was very low also found that the communities had introduced school dropout reduction measures in their secondary schools for example the introduction of school food program, Parents meetings and corporal punishments. However challenges like poor communication between education authorities and community, bad beliefs and bad traditional practices as well as lack of education awareness has been mentioned as main challenges. Based on the study findings, it was concluded that community involvement is very minimal, it is recommended that community members should participate in education matters of their children.

LIST OF ABBREVIATION

BRN	Big Results Now
DEO	District Education Officer
ESDP	Education Sector Development Plan
FFBE	Fee Free Basic Education
FGD	Focus Group Discussion
MoEVT	Ministry of Education, Vocational Training
REO	Regional education office
UNESCO	United Nations Education, Science and Educational Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
URT	United Republic of Tanzania
WEC	Ward Education Coordinators
WEO	Ward executive officer

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CHAPTER ONE

INTRODUCTION AND BACK GROUND TO THE PROBLEM

1.1 Introduction

This study was designed to assess community participation in reduction measures of school dropouts in Kisarawe district. The study reflected on school dropout reduction measures taken by community in Kisarawe and therefore investigated reduction measures in place. As such, the study is a portrayal of mechanisms and milestones in community role in addressing the dropout challenge in Kisarawe district schools. This Chapter presents the study background, problem statement, study objectives, significance, scope of the study and the structure of the report.

1.2 Back ground of the study

Several studies have concluded that, the community has the major role to play in solving the problems in their school operations and surrounding environments. The problems include those which are connected with the Education provision; others relate to economic, health issues, hunger as well as all types of disasters. According to Wells *et al.*(1989), the community plays a role in influencing students to stay or leave school. Such influence emanate from factors which include things about their ethnicities, cultures, environment, social class, community support as well as student's background and identity. These also play a critical role on pupils' decision to leave or to stay at school.

Rifa'I (2013) suggested that, community participation gives a positive impact on students' psychosocial development. Furthermore, educational program which is managed collaboratively by the principal, teachers, and community is capable of

improving the students' learning outcomes. Indeed, community participation is associated with important aspects of activities related to work or school (Law, 2002; Kim, Yoo, Jung, Park, Lee, and Lee, 2016).

The importance of community participation in Education development and reduction of school dropout cannot be overemphasized. In Indonesia, community participation has been regulated in article 4 of Law Number 20 Year 2003 on System of National Education. It suggests that, education practices in the formal school system should empower the community to participate and take active roles in controlling the quality of education service. In fact, this also explains the community rights and obligations. It further gives the mandate to the community to participate in the stages of planning, implementing, monitoring, and evaluating educational program as well as to provide resources.

In North Carolina, National Dropout Prevention Center (2011) explains the importance of implementation of service learning opportunities for students as another strategy to reduce the dropout rate. Service learning means connecting teaching and learning with community services to enhance personal growth as well as civic responsibilities in this system a school counselors can collaborate with communities in order to best serve students.

The causes and occurrence of school dropout varies from country to country and from place to place considering the cultural practices of a nearby community. Therefore, the solutions may vary too. For example, in half of the countries in South and West Asia and Sub-Sahara Africa, one of every three children who start school,

drops out before completion due to poverty (UNESCO, 2009). Despite the considerable progress on education access and participation over the past years, 262 million children and youth of age 6 to 17 were still out of school in 2017 and more than half of children and adolescents do not meet the minimum proficiency standards in reading and mathematics (UNESCO, 2018).

Tanzania, like other countries signed a Millennium Development Goals (MDGs) and Education for All goals (EFA) adopted in the year 2000 and implemented until 2015. The country's current development agenda is guided by Vision 2025, Africa Union Continental Education Strategy for Africa (2025) and 2063 Agenda, the new Sustainable Development Goals (SDGs 2030), among others.

The government has made significant progress, pursuing its national goals within the context of the continental/global goals and has so far shown commitment to operationalizing the new goals by developing an Education Sector Development Plan (ESDP 2016/17-2021/22). This plan builds on earlier efforts of implementing fee-free basic education in Tanzania- anchored on the National Inclusive Strategy (2009-2017). These all coincide with SDG 4 of inclusive and equitable quality education to promoting lifelong learning opportunities for all.

Tanzania's Big Results Now (BRN) conceived education as a transformational government led programme initiated in 2013 and which sought to apply the Delivery Approach to adopt learning orientated education reforms; to bring about vivid improvements in examinations results in Tanzania's public school.

Currently, eleven (11) years of formal education are provided without paying school fees .This means pupils from the age of 7 to 13 get fee free primary education and students between 14 to 17 get secondary education free so as to allow every child to have access to education. Ward schools introduction and provision of learning materials, food and water are among the efforts to reduce dropouts. However, from 2012 to 2016, there have been a number of initiatives to address the problem of out-of-school children in the country. Such initiatives include Literacy and Numeracy Education Support (LANES) under GPE programme, Fee Free Basic Education Policy, and other non-formal training programs (COBET and Secondary Education through ODL).

Data from the President's Office (Regional Administration and Local Government)-Basic Education Statistics (BEST, 2017; 2018) show that, dropout rate at secondary schools has increased by 2.8 percent to 65,700 students in 2017 from 63,903 in 2016.The statistics show that, dropouts in secondary schools are higher in lower grades as compared to upper grades, with Form II students having the highest rate. During 2017, about 27,826 Form II students skipped schools (42.3 percent), followed by Form One and Form III with 20,560 (31.3 per cent) and 11,696 (17.8 per cent) respectively.

According to BEST (2016, 2017, 2018, and 2019) in Kisarawe district, some notable developments in recent years have been attained in terms of reducing the number of school dropouts. For instance 206 out of 4839 students enrolled in 2016 dropped out; this represents 4.3% of the total. In addition, 347 (7.3%) out of 4819 enrolled students in 2017 dropped out.

Furthermore, 222 (4.1%) students dropped out in 2018 and 229(3.7%) out of 5471 students dropped out school in 2019. The trend presents an impression that, although there is notable improvement in terms of dropout rate, more effort are desired to reinforce and sustain optimal pupils' school attendance and participation. It is from these states of affairs that the researcher have opted to carry out a research focusing on participation of community in reduction measures of school drop outs in Kisarawe.

1.3 Statement of the problems

The government and community launched food programs for students so as to reduce the number of drop out in public schools on guessing solutions .Other attempts include school improvement program, teacher development program, civics and ethical education, access to ICT, and improved schools leadership and administration of schools (UNESCO, 2012). Despite the attempts and various productive initiatives, the challenge of school dropout seems to continue and the decreasing trend manifests a low pace with regard to the SGDs requirement and projections of the Ministry responsible for education. Global Report (2019) on education insisted the inevitability to address the out of school children especially dropouts. This is due to the fact that, the global picture towards attainment of Universal Primary Education (UPE) indicated that about 31.2million primary pupils in 2010 dropped out globally and there was no hope of returning to school anyhow (UNESCO, 2019).

According to UNESCO (2012), Africa is still leading by having highest dropout rate. Up to 42% of African school children drop out of school:

The ratio of one per every group of six children leave school before grade two (2).This means, a huge number of African citizens in the coming years may be uneducated if not illiterate at eleven though, primary and secondary (ordinary level) education is fee free so that every family can afford and send their kids to school. However, the free provision of basic education should not justify increased drop out because of the increased number of enrolment. This justifies the need to amplify the efforts to address the dropout rate to the desired level so that all enrolled pupils can attain the right to education.

Apparently, community participation and awareness in school dropouts measures are necessarily critical in the attempt to address the main sources of the school dropout and the related problem in most of African countries particularly Tanzania (John, 2015). Consequently, the persistent dropout suggests an educational challenges government must intensify efforts to address. Different regions in Tanzania have strategically applied different methods considering their environment to reduce school dropouts.

Policy reformations represent one of the national level solutions regions are domesticating in school setting. Kisarawe as one of the areas in Tanzania and Pwani region in particular where drop out tendencies of students have triggered a lot of discussions. Indeed, the government has directed the need to implement the possible school drop measures which didn’t finish the school dropout problem. It is on this basis that, the current study sought to assess the role of community participation in addressing the measures for reducing the school dropout rate in selected schools in

Kisarawe District. The findings of this type of study are desired because they highlight the extent to which the community is part and parcel of what transpires in the school system.

1.4 General objective of the study

The study sought to assess the community participation in reduction measures of school drop outs in Kisarawe secondary schools.

1.5 Specific Objectives were

i. To analyze community awareness about the existing dropout incidents in their secondary schools
ii. To find out the existing dropout reduction measures taken by community in selected area
iii. To assess the challenges facing community participation in reduction measures of school dropout in the study area.

1.6 Research questions

i. To what extent is the community aware about the existing dropout incidents in their secondary schools?
ii. What dropout reduction measures are taken by community in the area?
iii. What are the challenges facing community participation on reduction measures of school dropout in the study area?

1.7 Significance of the Study

The current study is useful due to the fact that it helps education stakeholders to recognize the magnitude of the problem to community and the contribution of surrounding community in eradicating the school dropout problem in Tanzania.

Moreover, it is an eye opener to the Ministry of Education and vocational training (MoEVT), President Office Regional administration and local government, Regional education office (REO), District education office (DEO) as well as ward and school level. Through this study education stake holders can see how to incorporate communities in their education activities.

The results are useful for education stake holders like Feed the Children, Plan International, Haki elimu, Camfed, British Council to mention few. They got concrete information about the grounds of the drop out problems so as to discover the proper solutions.

1.8 Limitation of the study

Since the study entailed the community, several limitations appeared during the research. For example, readiness of the respondents, some of the respondents were ready to give information, perhaps due to time or even school or work policies. Definitely, level of education was also a limit since most of the respondents were from the community with large number of illiterates and semi literates.

1.9 Delimitation of the study

This study was conducted in to two wards of Kisarawe district due to functional constraints and community similarities which make culture, economic activities resembles all 17 wards of Kisarawe district. Some focus group discussions were held by using Swahili language because some of the participants speak Swahili language only. Some community member's example parents cannot read and write. The focus group discussion method was a proper way of data collection. Other respondents like

WEC and WEO participated in the study and could provide their insights via interview method, mainly due to the nature of their position in society.

1.10 Definition of operational terms

The following are the definitions of terms as used in this study.

Community: In this study, the community involves all organizations (Governmental and Non-governmental education stake holders, parents, local governments as well as providers of social services.)

Community participation: This refers to the involvement of people of a particular area into developmental activities, example Social issues, Economy, disasters to mention few.

Community awareness; this refers to the degree that people generally know about each other ,social norms and peoples different roles within the community and about issues that affect community itself.

Secondary school: This refers to an education institution where by pupils are selected to join soon after graduating from Primary school. The Tanzanian curriculum is divided into 2:7:4:2 and three to four years for University. The study will focus only in four (4) years of secondary education at the ordinary level.

Dropout: This refers to the act of withdrawing from school program prematurely. This happens only for the students who previously got access to school. For example in Tanzania Ordinary level education for secondary school is four years (4) below that is dropout. This study is organized into five chapters. Chapter one deals with the

problem and its context while chapter two presents the literature reviewed and its main concern is to identify the knowledge gap. Chapter three discusses the research design and methodologies while Chapter Four deals with presentation, analysis and discussion of the research findings and Chapter five presents summary, conclusion and recommendation of the study.

1.11 Organization of the study.

This study is organized into five chapters. Chapter one introduces the study through back ground of the study and statement of the problem. It also contain the main objective, specific objectives, research questions, significance of the study, delimitation and limitation of the study and definition of operation key terms. The second chapter present literature reviews, Research gap together with conceptual framework. Chapter three covers research methodology, study area, population, research design, sample size, sampling techniques, data collection methods, data analysis while data presentation and discussion are presented in chapter four. Chapter five is the last one which contains summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review that relates to community participation in reduction measures of school dropouts. It explores the concept of community participation in education through the theory of Structure functionalism. The overview of reduction measures of school dropouts worldwide, Africa also Tanzania .It review the status of community participation in reduction measures of school dropout. The involvement of the community in the reduction measures of school dropouts and empirical studies which shows the community efforts in reduction measures of school dropout.

2.2 Theory which related to the study

2.2.1 Structural Functionalism Theory

It is a macro theory that looks on how all structures in society or institutions works together. This theory conceptualize society as a system of interacting parts that promote stability or bring changes in community or organization, this means for understanding of social system the relationship between organs must strictly considered (Chilcott,1998). However, the theory insists that both structures and function are inseparable, interdependent and interconnected for the maintenance of social equilibrium (Radcliffe-Brown, 1935).

Sewell (1992) defined structures as static elements of system, he added that are immobile and change slower than functions, Also are typically organized or

institutionalized in specific manners and consist of many interrelated and interdependent but are autonomous part ,Example Structure of a policy system, Government agency, Private agencies as well as community groups. This means the functionality of a structure are evidenced by their expressed contributions towards goals of the system as whole (Kalu, 2011).

In the community system structures includes social and institutional networks that carries role of establishing and supervising provision of community services under specific goals or objective within systems .Example Legal system, Education system, Health system, Religious institutions etc.

The theoretical conceptualization for the link between community participation and reduction measures of school dropout at Kisarawe District as discussed above in the literature using various frameworks and models, The theory focuses the society as a whole thing and every member of the community has a role to play in reduction measures of school dropout. The community should play a central role in determining educational goals, this include what type of education is needed considering their community needs because most of the dropouts problems are caused by poor community structures, that from the first level of decision making on where to build a school up to last stage of enrolment as well as participate in financing local education to ensure ownership and sense of belongingness.

2.2.2 School dropout reduction measures

In developing countries, school dropout is a very complex phenomenon that needs to be understood in the context of socioeconomic problems and inadequacies of the

educational system. Thus, it is a common thing for adolescents to leave school to work or for school-age children to stay home to take care of younger siblings.

According to National Dropout Prevention Centre (2007) report on school dropout and the solutions, it suggest that reasons and solutions for school dropout are multidimensional, This is due to the fact that school dropout occurs in different areas of different social status. The paper identifies fifteen (15) effective strategies that have the most positive impact in reducing school dropout in United States ,All fifteen solutions are independent and standing alone but they all work together as reduction measures and they have been successful in urban and rural areas ,They grouped their strategies under four 4 major categories which are

- Foundation strategies: Include system approach, school community collaboration, as well as safe learning environment.
- Early intervention: This includes family engagement, childhood education, and early literacy development.
- Basic core strategies: These include mentoring, service learning, alternative schooling and after school and out school opportunities

By considering this study some ways are suitable and eye opener to my study while other ways are not suitable at all, As NDPC stated before that the solutions and causes are multidimensional considering the specific environment and socioeconomic status, for example one of his strategy is System Approach which requires structures and continuous monitoring and effective intervention as well as follow up in goals and vision. The weakness of this reduction measures is the strategy has been applied for a very long time, school is an institution it must have

policies, goals, objectives and organization structures. However the strategy deals with school system and it doesn't touch the students directly. Other ways like alternative schooling, after school or out school opportunities aimed at improving life for already out school kids and abstinence from intervening the problem of school dropout.

One of the reduction measures which I found useful to my study is family engagement, It is relevant to the study area because most of dropouts in developing countries are cause by family problems like poverty hence child labor or to remain at home to look after younger siblings, family as part of community which is said to be one of the causes of school dropouts I got a reason to assess if the community is aware of any dropout measures in their area.

Secondly; community needs to develop strategic dropout prevention, intervention and recovery plan (measures) that focuses in community resources, effort as well as reforms.

And thirdly community will need together human and financial resources for comprehension and sustained campaign and develop the evaluation so as to maintain the dropout reduction measures program.

All three reduction measures are based on some factors from Baltimore community; all proposed factors are outcomes of community practices. Balfanz (2007) concluded that dropout might be

- Life event which means poverty, hunger and family crisis.
- Fade outs where students doesn't see the reasons to stay at school

- Push outs which means expelled from school students who are preserved to be difficult, violent or fail many courses.
- Failing to succeed due to the lack of environmental support.

By referring to this study results it somehow gives guidelines but as far as I can see, yet the assessment of community awareness is needed so as to identify the magnitude of the problem.

2.2.3 Community Awareness

Community awareness refers to the amount of knowledge community have about the crosscutting issues around it .most of the studies shows that community awareness in education issues especially school dropout is very low henceforth it accelerate the rate of school dropout day by day, In 2017 Ministry of Education, Science and Technology Tanzania verified that 3.7 students and pupils were out of school for different reasons. The report gave crucial information that most of the children who failed to report is due to some community problems which are caused by community awareness in valuing the education.

According to UNICEF country report (2016) shows that in Tanzania Seventy four percent (74%) of children are affected by community problems almost all are affected by multidimensional poverty and twenty nine 29 % are below monetary poverty line, This drives children to drop off school for child labor. In 2016 UNICEF and partners targeted community awareness and sensitization focusing on poverty reduction, diseases as well as hunger through TV, Radio stations, social and electronic Medias and leaflets .

Community education were distributed in main land Tanzania and Zanzibar. All these efforts are taken to reduce the gap of community participation which has huge impact in education development.

According to Tanzania country report by UNICEF (2018) Basing on population Census 2012,There were 2.2 million out school children at the age of 7-13 years old and 7.4 million children of 14-17 years and UNESCO(2018) report same year indicate that these dropouts problems are triggered by perception of low value of education in the community, Severe shortage of education facilities as well as bad learning environment ,Lack of social services and distance from home to school ,all these are coming from the community and not a child him/herself.

On the demand side the report poverty among community members is the main source, The report recommended that government officials from school level to ministerial level should raise the awareness of factors and reduction measures.

However provision of meals not only for children from poor family but to everyone at school ,prioritizing critical inputs like infrastructure ,good social sciences ,learning materials ,security and less corporal punishment. It also recommends provision of purposeful and practical training for school heads and school management teams. Also the reports do not show any efforts or measures done by society or community even in its low awareness and capacity.

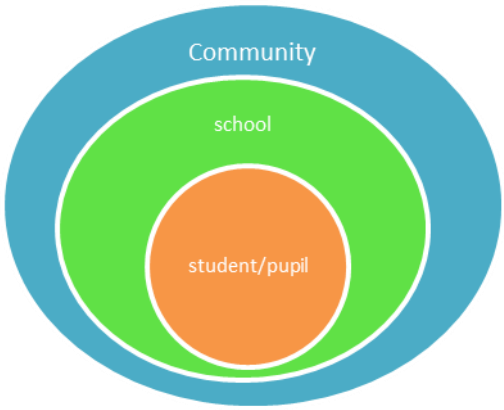


Figure 2.1: Community, school and pupil relationship

Source: Author own construct (2021)

2.2.4 Community Measures to reduce dropout

Trying to address school dropout once occurred is more difficult than preventing it because the control measures vary according to the reasons. Control measures also vary according to the learners' issues, home/community reasons, school as well as curriculum. Map and Henderson (2002) suggest that the community inclusion in academic issues has more positive effects than any other form of school dropout reduction measures.

Moreover, Okpala (2003) state that, Nigeria government creates community involvement in school through parents and teachers association (PTA) as a strategy of funding quality education and ensuring quality education in secondary school, More over in Tanzania currently implementing a fee free for basic education policy (URT, 2010). The policy insists on community participation in secondary education to support retaining strategies in primary and secondary school 2016.In Kisarawe district Feed the Children support school lunch as a reduction measure of school dropout also leading community dialogs focused on highlighting the role of

communities in promoting education, one of the key emphasis is to promote friendly learning environment for homes and schools (TenMET, 2018).TenMET initiated radio shows aimed at creating awareness to community in education, local radio stations were used to create sense of community ownership and inform targeted population. All these efforts are done to retain students at schools by the direct help from the community.

2.2.5 Challenges facing community in implementation.

Community participation in education started long time ago before twentieth ($20^{th)}$ Century, The Education services was provided only by religious institution like churches and voluntary agencies (Bray, 2003). However community investment covers wide range in developmental activities from individual level to community this means community schools, religious institutions as well as social services like dispensaries.

World Bank (2017) in its demographic challenge and opportunity Tanzania report indicates that one of the challenges in community participation is poor policy, most of the policies fails due to negative impacts and sometimes inappropriateness for example number of lower secondary school students grew significantly faster due to Fee Free Basic Education Policy (FFBEP) introduced in 2016. The major challenge is the government introduced fee free policy without considering access to or completion of quality education, Without ensuring safe and supportive learning environment to keep student at school. FFBEP separate community from education issues since by having FFBEP the value of education in community dropped hence no follow ups despite the fact that schools administration to avoid problems with

government reactions they don't associate parents in finding solutions voluntary contribution like food and drinking water from community to school however school system and policy does not allow parents to have direct participation only represented by board members.

2.3 Empirical literature review

John (2015) conducted qualitative study focusing on policy that supports involvement of parents and community in provision of quality education, Planning and decision making process in Tanzania. The study examined how to establish perception of community participation in school activities to solve different education challenges also ways and methods used to promote community participation. The study acquired qualitative approach and case study design, However it was conducted at Coast region Bagamoyo district just as current study for reference and validation of the status of community participation in Coast region.92 respondents were involved and selected through purposive sampling random sampling techniques, Interviews, focus group discussion, observation and documentation of data as data collection techniques as current study. The study indicated that government initiated various education policies like Fee Free Education policy which aimed to improve education and retain students to graduation level but the perception of parents in community participation was poor due to the lack of knowledge. Ngonge (2020) conducted a study in Coast and Kagera region, the study assessed the perception of community involvement, strength and weakness of the method used to empower community participation in community secondary schools managerial activities.

The qualitative approach was applied while semi-structured interview, Focus group discussion, Field observation and documentary review as ways of collecting data. The study involved 111 respondents attained through snowball and criterion based sampling techniques. The study found that low level of community members education, Lack of information and coordination, awareness, political antagonism, urgent directives and restriction from government were the main challenges for community involvement in school management .The study recommends the review of the structure of the school boards and removal of all challenges to enhance community participation.

The study relates with the aims of current study as it indicates the community participation and its challenges in secondary schools from Coast region. All referred studies were conducted in the same region (Pwani) as my study to indicate the gap of community participation also shows the challenges facing education provision focusing on community participation and studies use qualitative research design. The studies differ from current study because the current study base on reduction measures of school dropout as specific challenge. However the current study will be conducted in Kisarawe district, Kazimzumbwi, Kisarawe and Msimbu wards while John, (2015) study conducted in Bagamoyo and Ngonge (2020) study conducted in whole Coast region and it was conducted in Community secondary schools while current study will be conducted in public secondary school.

2.4 Research Gap

School dropout is one of the huge community problems in Kisarawe, Pwani, Tanzania and Africa at large. This challenge has attracted numerous researches to find a proper solution. Most of researches conducted have identified the factors for school dropout. Studies also suggest reduction measures like building hostels, providing food during school hours, abolishing bad traditional and cultures as well as put in act the strict laws.

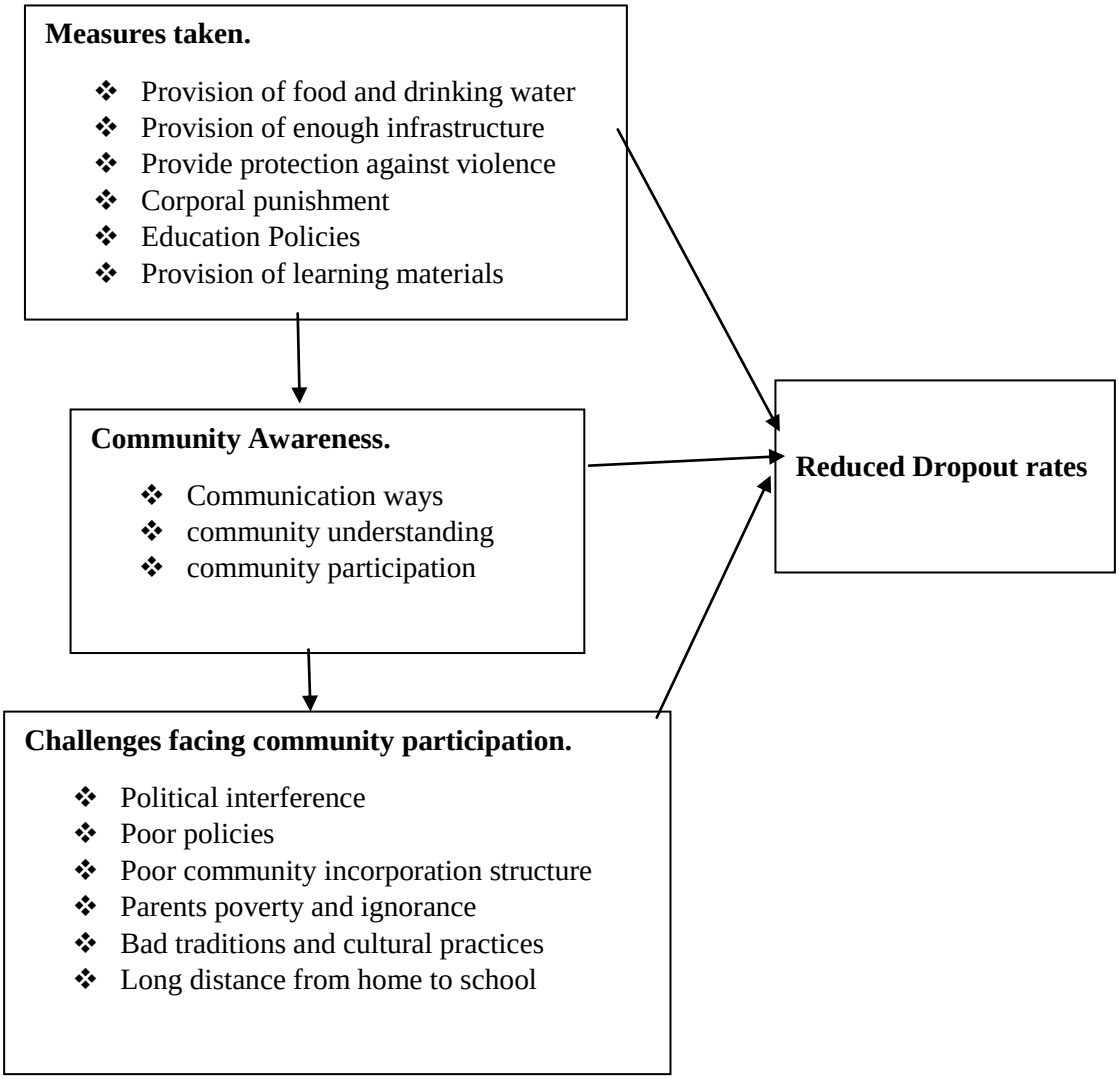
However for the places like Kisarawe, the situation is still in mystery because of the persistent undesirable dropout rate. Kisarawe districts' dropouts data reflects the need of in cooperating community in finding solution from house hold level. The History and studies shows that in most of community problems like pandemic and disasters (floods, hunger, poverty, drought) to mention few, community has been important tool in finding solutions. This is because the literature suggestions from other issues facing community can be applied to enrich the dropout reduction measures related to extent of community involvement, awareness as well as challenges faces in this course.

2.5 Conceptual frame works.

Conceptual framework for this study specifically states the relationship between community participation (independent variable) and reduction measures of school dropout (dependent variables) in Kisarawe district. It shows how the community can play important roles that are exactly going to solve or reduce school dropouts. These parts are parents, head of schools, Education officers, religious organization, Government and non-governmental agencies all these parts has important function to

play if any malfunction all system of retaining students to school is going to collapse (Structure functionalism Theory).The structure below shows how variables relate and the role community can play in reduction measures of school dropouts as well as challenges community face during participation.

Figure 2.2: Conceptual Framework



Source: Researcher's own construct (2021)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodologies used in the study. It describes the study design, the study area including its social cultural background and economy. The chapter details the sampling procedures, socio-demographic characteristics of the respondents and data collection techniques. It also explains how data was collected and analyzed. Lastly the chapter explains limitations of the study as well as how it adheres to research ethical considerations.

3.2 Research Approach

According to Creswell (2014), research approaches refers to the plans and approaches for research that span the decision from broad assumption to detailed methods of data collection and analysis. Creswell (2014) suggests two broad research approaches which are Qualitative and Quantitative approaches. Other research approaches are mixed and advocacy /participatory approaches. Since the selections of the approaches considered the nature of the research problem and the reviewed empirical literature, this study adopted qualitative approach. According to Kothari (2013), qualitative approach is concerned with assessment of attitudes, opinions, behavior and beliefs so as to bring in depth answers directly from targeted population. However data that come out from qualitative study are descriptive and focused on community perceptions and experiences of the respondents' life. This study is in line with above views gone through community opinions, perceptions over reduction measures of school dropouts.

3.3 Research Design

According to Kothari (2004) Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose however this study adopted qualitative case study design because the nature of data required are qualitative in nature. Since case study design can be used with qualitative and quantitative approach, this study employed a case study design. The study involved such data collection techniques including focus group discussion, observation, interview as well as documentary review. The design adopted because of its strength to provide a detailed understanding of the situation at the case and therefore obtain a more context specific information. However, it was anticipated that, the findings would suit generalization, but are important to guide decision making at least at the study cases (Msabila and Nalaila, 2013).

3.4 Area of the Study

The study was conducted in Kisarawe district, Pwani Region, Tanzania .The district is amongst seven (7) districts of Pwani Region, and others are Mkuranga, Kibaha district, Kibaha town, Bagamoyo, Rufiji and Mafia. Kisarawe is 3535sq kilometers and 1000 meters above sea level. It borders Morogoro region on West, Mkuranga district on Southeast, Dar es Salaam (Ilala district on Northeast), Kibaha North side as well as Southern part it borders with Rufiji district,(Kisarawe District profile 2021). Around 90% of population in Kisarawe are living in rural area and they depends on agriculture and livestock husbandry while the remains 10% earn their income through small scale business, retail shops, Charcoal harvesting, kaolin

mining and others are government officials and workers from private sectors and industry. The main crop in Kisarawe is cassava.

The trend of dropout rate in Kisarawe makes it one of the crucial areas to conduct a research. Comparably, Kisarawe district stands in line with the relatively most critical districts where the social economic situations have forced many school age children to abstain schooling at the expense of teenage pregnancy, early marriage and traditional dances, The study was conducted in three (3) wards from 17 wards of Kisarawe district. The wards are randomly selected due to the fact that education conditions of all wards resembles each other the same tribe and traditional structures, economic activities and same education authority. These wards are Msimbu, Kisarawe and Kazimzumbwi ward. Some schools were chosen directly because in other wards there is only one government these secondary schools are Msimbu, Kisarawe and kimani secondary.

3.5 Location of the Study area

This study was carried out in Kisarawe District in Coast region, 18 Kilometers North East of the Dar-Es-Salaam city.

Figure 3.1: A Map that Shows boundaries of Kisarawe District

Source: Kisarawe District (Google Map 2019)

3.6 Target Population

A population refers to the object of the study including individual's institutions, products, and event (Weiman & Kruger, 2002). The targeted population of this study involved Secondary school board members from Kisarawe, Kimani and Msimbu secondary, Head of schools from Kisarawe, Kimani and Msimbu Secondary schools. The population also included N.G.O around Kisarawe, Religious leaders from both Muslim and Christians, Ward Education officer as well as Parents who live around schools.

3.6.1 Ward Education Coordinator, Ward Executive Officer

Ward education coordinators from Kisarawe, Msimbu and Kazimzumbwi wards were selected because they are responsible for education matters at ward level. They

are nearby schools than the DEO such that some information can be obtained only at ward level. They know teachers and some parents and they are most involved in community problems also. The ward representatives are selected because they are the ones in community committees of finding solution of community problems in different community issues.

3.6.2 Heads of schools

Head of Kisarawe, Kimani and Msimbu secondary were selected purposely as important respondents. They have information on both administrative and community information about dropout and the reduction measures. They also live with the society and therefore can give good information about the magnitude of the problems as well as community capacity and challenges however they are only schools in a ward which participated; perhaps these are the only schools participated.

3.6.3 Parents

The importance of having parents draws the experience and challenges they face while neighbors can help through observation and suggest the challenges and state their experiences.

3.6.4 School Board Members

School board members are decision makers of school development. They are significant respondent because they can explain the roles of community inclusion in school dropout reduction measures.

3.6.5 NGOs and Religious leaders

Government, NGO and religious institution have been funding or giving moral support to students. Some of their activities have been purposely initiated so as to retain students in school hence reduce dropout number. They are the vital parts of reduction measures process six (6) respondent from the group was selected.

3.7 The Sample of the Study.

The results from the sample were used to make generalization about the entire population. The sample size of the study was in the first place planned to be forty five (45) but 36 was the actual number of participants detailed in Table 3.1 indicates Three WEC, WEO and heads of schools which makes a total of 9 respondents, Nine (9) parents from neighboring community, Nine (9) Board Members from all three schools in each ward, three (3) respondents from NGO's as well as six (6) religious leaders which makes a total of thirty six (36) actual respondents.

Table 3.1: Respondents profile and instrument administered

S/N	Category of respondents	Expected Respondents	Actual Respondents	Instruments' Administed
1.	MSIMBU, KISARAWE (WEC), KAZIMZUMBWI.	3	3 (100%)	Interview
2.	WEO-MSIMBU,KISARAWE,KAZIMZUMBWI	3	3(100%)	Interview
3.	Heads of schools KAZIMZUMBWI,CHANZIGE,MSIMBU	3	3(100%)	Interview
4.	Parents around school from Misumbu , kisarawe, Chanzige @3	18	9(50%)	Focus group discussion
5.	School boards members Msimbu ,Kisarawe, Chanzige @ 3	9	9 (100%)	Interview
6.	N.G.O @ 1 -PLAN INTERNATIONAL -FEED THE CHILDREN -CHAMPION CHANZIGE	3	3(100%)	Interview
7.	RELIGIOUS LEADERS @ 3 from every religion. MUSLIMS AND CHRISTIANS.	6	6 (100%)	Interview
8.	TOTAL	45	36 (80%)	

Source: Researcher's construct (2022)

3.8 Sample Size

According to Msabila and Nalaila (2013), sample size refers to the number of units that are selected from the target population. This study used qualitative approach which implies that, a small sample is enough for gathering rich information. The sample size of this study was planned to be 45 but only 36 participated. This was just acceptable based on authors like Creswell, (2014) who emphasize that, what matters in qualitative studies is the quality of information, not necessarily the quantity. On the other hand, Mason (2010) stressed that, the principle determinant for sample size in qualitative research is to reach saturation of data. Thus, 36 research participants were enough to reach saturation point. The participants were drawn from target population through purposive sampling, convenience sampling and simple random sampling procedures depending on the nature of population segment as hereunder explained.

3.8.1 Purposive sampling

Purposive sampling is non probability sampling where participants are selected purposively due the potential information they have to the study. Mostly, it involves small number of respondents. Heads of schools Ward executive officer and ward education coordinators are selected purposively because of the positions and the professional skills they had in education development. They all gave important information about the study with potential information because are the ones who linked schools and parents.

3.8.2 Convenience sampling

Convenience sampling technique was used to select board members as well as NGOs and religious leaders. These were selected based on their availability and possibility for them to understand what is required by the researcher.

3.8.3 Random Sampling

Simple random sampling was used to select community members, Parents with children in public schools and the community around school to be included in the study. Therefore numbers to represent parents were written on a piece of paper put in box and one teachers from public school 1 in ward A was asked to pick the required number of parents needed as well as number of sample schools in Kisarawe district. The required sample was 18 parents but the actual response was 9 parents due to saturation of data.

3.9 Data Collection Methods

In this study, several methods were used to collect the data. These include interviews, observation, focus group discussion and reviewing of several documents in relation to the study. Notebooks, Camera, Pens and Phone Recording were used during the following Data collection methods.

3.9.1 Interview

It is the method where information is collected through interaction between the researcher and respondents. Face to face interview was conducted by pausing questions to the respondents and asses the response while taking notice and recording by using phones; the interview was approximately fifteen minutes (15 minutes) per

respondents so as to obtain all data and opinions. Due to their position, school board members, heads of schools W.E.O, WEC, N.G.O representatives gave details if there are any school dropout reduction measures taken by community as well as to explain the magnitude of the problem. This helped the researcher to have a good understanding of attitudes, perceptions and contribution on community participation in reduction measures of secondary school dropouts.

3.9.2 Observation

The researcher used observation method to make a physical verification of infrastructure and school daily routine for school food preparation time table also cooking materials for any activity concerning reduction measures in the case schools. This provided the researcher with an understanding about any school dropout reduction measures and to see if the community contributed or participated in anyways. The review of school routines, parents' meetings time table, school food provision routine with pictures taken as well as attendance registers and board members meetings led to the understanding on whether a student should be expelled.

3.9.3 Focus Group Discussion

The general assumption was that, informants can be more open in the group discussion than in the interview (Creswell, 2003). This justifies the use of focus group discussion for parents with children in government secondary school and parents who are community members and neighbors. This helped the researcher to know how they do participate in reduction measures of dropouts as and the challenges they face during participation or challenges which hinder their

participation in the whole process of school dropout reduction measures. Phone recording and note taking by using notebook was used to collect information from respondent. This enabled to get direct information and to measure their willingness, attitude as well as community perception by considering their point of view in community participation in reduction measures of school dropout.

3.9.4 Document Review

According to Kothari (2004), primary data are those which are collected afresh. This may be through observation and interview. Secondary data are those data which have already been collected and passed through the statistical process. The current study use both primary and secondary data from different sources. The secondary data provided information about what has been already done in the society about reduction measures of school dropout while the primary data was information about school and community meetings, attendance sheets as well as the school board meetings minutes about disciplinary measures taken.

3.10 Generalization of the Research Findings

Given the case study nature of this study, the findings are preferably useful in the study area, community and setting (Kothari, 2004). The findings of this study are therefore not generalizable to other schools other than the schools in Kisarawe District. However, the recommendations in this study can only serve as a reference for operations and studies in other settings where community contributions are acknowledged.

3. 11 Research Ethical Considerations

Ethical considerations were observed in accordance to the Open University of Tanzania regulations to maintain the integrity of the communities in the study. Therefore a permission from the Open University of Tanzania and Kisarawe district council to conduct research in the study area was very important. Also before any interview, respondents were informed about the purpose of the study and their participation was based on their willingness.

3.12 Validity and Reliability of Data Collection Tools.

Reliability refers to a state of research instrument's degree or extent to can yield the consistent results of data after repeated trials. Otherwise, Validity refers to the ability of a tool to measure what is supposed to be measured, this means to define the truth of data/findings that are produced. In this study, to assure the validity and trustworthiness of the research instruments which was used in data collection process, the interview guides and focus group discussion schedule was analyzed by peers and the supervisor during a research design stage. The process of ensuring validity was done to prove that the tools can give desirable outcomes.

3.13 Data analysis Procedure

Data analysis techniques are normally determined by the nature of the problem (Anderson & Arsenuit, 1998). Given the qualitative nature of the desired data and the study design, the data analysis for the study was typically qualitative. The reviewed documents such as relevant education policy, minutes based on meeting and other documents were analyzed by using content analysis. Besides, the data based on

questionnaires and interviews were analyzed thematically. Data were recorded and summarized in narrative format. Documents were critically analyzed based on the themes of the study. Tables, figures and Charts were used to present the descriptive details, especially demographic information of study respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

This chapter is divided into three subsections which comprises demographic characteristics of participants and the study findings and discussion based on research objective. The study aimed at assessing community participation in reduction measures of school dropout in Kisarawe district.

This study was guided by specific objectives which are:

i. To explore the community awareness about the existing dropout incidents in the study area.
ii. To find out the existing reduction measures of school dropout in the study area
iii. To assess the challenges facing community participation in reduction measures of school drop outs in the study area.

The presentation of findings and discussion of this study are based on major themes and subthemes for each objective.

4.2 Demographic characteristics of the participants.

These sub section present demographic characteristics of the participants in the study based on Gender, age and occupation. This information was important to this study because it helps one to know the competence and ability of the respondents to provide required information. The presentation of demographic information appears in seven categories, namely Ward Education coordinators, Ward Executive Officers,

School Board members, Head of schools, GO project coordinators, Parents and Religious leaders whose distribution is presented in Table 4.1

Table 4.1: General Respondents' distribution

S/N	Respondent Categories	Expected respondents	Frequency	Percentage % of category out of 36 respondents
1	**Ward executive officer(WEO)**	3	3	8.3%
2	**Ward Education Coordinator (WEC)**	3	3	8.3%
3	**Head Masters(HM)**	3	3	8.3%
4	**School Board Members(SBM)**	18	9	25%
5	**Parents**	9	9	25%
6	**N.G.Os**	3	3	8.3%
7	**Religious leaders**	6	6	16.7%
	Total	**45**	**36**	**100%**

Source: Field data, (2022).

Table 4.2: Participants Demographic Information (n=36)

Participants Information	**Frequency**	**Percentages**
Gender		
Male	21	58.3
Female	15	41.6
Total	**36**	**100**
Age		
20-30	2	5.5
31-40	6	16.6
41-50	13	36.1
51-60	15	41.8
Total	**36**	**100**
Occupational		
WEO	3	8.3
WEC	3	8.3
H/M	3	8.3
BM	9	25
Parents(entrepreneurs and small scale farmers)	9	25
NGO's	3	8.3
Religious leaders	6	16.7
Total	**36**	**100**

Source: Field data (2022).

Table 4.2 indicates participants' demographic profiles in terms of age, occupation and gender. Gender-wise, out of 36 respondents, female were fifteen (15) which is equal to 41.6% and male participants were twenty one (21) which is equal to 58.3% of all participants.

As such, males outnumbered female for 16.7% which was significant for the study because in most community issues women appear more actively involved than men, which indicate a challenges.

Respondents' age groups were distributed in the following age ranges 20-30(5.5%), 31-40(16.6%), 41-50(36.1%) and 51-60(41.8%). Thus a large number group belonged to adults (77.9%). This implies adequate community experiences in community issues. Therefore, the overall work and community experiences was enough to enable provision of relevant answers to suit the study objectives.

4.3 Community awareness about the existing dropout incidents in their secondary school.

The first objective of the study was to assess the awareness of the community in existing school dropout reduction measures in place. This objective was guided by a research question *to what extent is the community aware about the existing of school dropouts?* In order to address this main question, three (3) sub themes are addressed:

- How the community gets information about school dropout reduction measures.
- whether there are any dropout reduction measures in the ward
- How do you get information about reduction measures in your ward

- Do you know why reduction measures are practiced in this area?

In order to find out about community awareness over school dropout reduction measures, respondents were asked questions in line with the above sub-themes. When interviewed it seemed most community members were aware about the drop out incidents which were taking place in the community secondary schools. The quotes below represent some evidences from focus group discussion.

> *We parents after receiving information about our kids' dropout through phone calls and letters, we accept the call by going to school and see if we can help. If the student is tough we ask for help from WEC so as to be helped through Children protection desk from police station or use mgambo to search the student, some of us don't respond to the call due to the truth that they fear to incur the costs of education for their children. Thus, if their children drop out of the school to them it is a relief because if they pass for further education they will not be able to pay for the costs and therefore taken to the court of law.***(Parents Ward C, FGD April 2022)**

Data collected through FGD furthermore indicated that majority of the parents from all wards receive information from school or WEC officer via phone call, letters and orally. Some parents do not respond to the calls on time and sometimes they do no help to solve the problem at all.

> *As a WEC of this ward parents participates in choosing reduction measures ,this include meetings, The community get information through students and school managements teams, So some of the*

> *community are aware of school dropout challenges and reduction measures in my area but some parents are not willing to show up even participate in making or implementing any decision.* **(WEC ward C interview April 2022).**

Current findings indicate that, the few parents who attends the meetings and those who are aware in general failed to convince or educate other parents so as to make them aware about school dropout reduction measures, The authorities do their portion but lack of awareness on how to participate, policy requirement as well as reprimands for not participating is still a paradox to the community. John (2015) in its qualitative study indicated that, some parents never attended any school meeting for no reason regardless the right information from trusted sources.

To cement on the awareness issue, Ngonge (2020) in his study about community involvement in the management of community secondary schools concluded that, School local community members seemed to lack information about how secondary schools operate. The interviewees did not seem to care much about academic issues. The reactions of parents during focus group discussions indicate the need for proper ways of creating awareness to the community.

> *School give information about school dropout by letters, WED office use Mgambo to search for truancy and dropouts when the students cannot be reached by any means, Sometimes parents have to report to the children protection desk if the case is severe*.**(Board member FDG April 2022).**

Additionally one of the Head of school from school 2 added that parents responses towards calls indicates failure, due to the fact that they cannot take responsibility when students dropout, they only depends ward office for disciplinary actions, ‘Only few members of the community participate effectively, when we send letters and spoken message to invite them to the meeting, so they are aware of what is going on but they don’t want to participate’.

Other community members like religious leaders from both religions participated. However, there are no specific guidelines to include them in school dropout reduction measures. The current study appreciates that. When interviewed about their awareness on the incidents of secondary school drop outs in their area, religious leaders who seemed to represent others had the following to say.

> *Dropout is common in our society, we witness groups of students during school hours from Monday to Friday, To be honest I know it is a problem but I don’t have any information if it increase or decrease because our mosque is not involved at all but to help to reduce we chase the students away during school hours we don’t want children in the mosque* **(interview with Imam in ward B Mosques, April 2022)**

> *I never got any information about the dropout problem though I know its impacts to my community, I normally see students during school hours but I never thought they will be dropping out of school because I perceive school as a holy place like church, if it happens to get a chance to be involved as a Church, I can offer help for the community*

I serve to get information about the importance of education

(Reverend father of Anglican Church in Ward A).

Some religious leader from Ward A and C viewed school like holy place also they do not have any guidelines on how to participate in school dropout reduction measures though they do not have any information if the problem increase or decrease all they can do is to chase student from their premises during school hours.

The above discussion indicates that, the school dropout problem is caused by the community moreover Wells *et al.*(1989), suggested that community has the role to play in influencing students to stay or leave school. Such influence emanate from factors which include things about their ethnicities, cultures, environment, social class, community support as well as student's background and identity. These also play a critical role on pupils' decision to leave or to stay at school.

Furthermore community believes that the school and government are responsible to keep their children in school while almost all of the dropout issues are caused by community itself. Community members have information about school dropout problems but they don't see the importance of participating. They get information about school dropout and the reduction measures but the response is still low, this means majority are aware but not willing.

4.4 Existing dropout reduction measures taken by community in selected areas.

The second objective was to see if there is any reduction measures in the study area. The responses from parents, headmasters, ward education coordinators and ward executive officers as well as NGO and religious leaders were used to explain the

findings. Based on responses from various respondents' groups, some reduction measures are in place in the study area. These include provision of food and drinking water, improving learning environment, fee free education policy which reduces the costs of education, protection against violence as well as corporal punishment for dropout students.

4.4.1 Dropout reduction measures taken in the public school at Kisarawe

The aim of the study was to confirm (if any) drop out reduction measures in Kisarawe district. The study used interviews informal discussions with respondents from different community members at different time and documentary review. The findings indicated some school dropout reduction measures in the study area which also involved parents and community in general. The study confirmed that, parents contributed for foods and water for the students in schools. They also advocated for corporal punishments as the way of threatening students to stay in school. Though other parents had different point of view on reduction measures of school drop outs, they argued that most of kids does not pass enough to qualify for further education hence they do not see the reason of wasting time in making follow ups or participating in school dropouts reduction measures'. **(Parent from Ward B)**

Above data indicates that some parents are not willing to take part in drop out reduction measures because they would like their children to drop from schools since they will not go further, it's better to let them drop as they help the family to combat poverty**.** under this circumstances the findings requires that for the parents to support, there must be something in return moreover parents do not see any reason why they

should support students who will not go for further education perhaps their contribution does not perceive school dropout as a problem hence reduction measures are for government authorities.

The findings based on a review of some circulars further confirmed that, apart from community reduction measures, there were also certain government interventions. The government introduction of Fee Free Education Policy has played a motivation role for students to attend school as right to education. Besides, it emerged that, NGOs supports forms entail ensuring the sustenance of learning activities by contributing to school infrastructure development. As the reduction measure some of the schools report dropout to WEO and WEC hence parents to be held responsible. It was noted that there are some measures to reduce drop out among community secondary school students in the area. As it was witnessed by one of the head of school who seemed to represent opined as follows,

> *One of the school dropout reduction measures taken in this area is establishment of food program, however the number of students who contribute for the food program is very small: Out of six hundred and fifty (650) students from ward A school 1, only twenty (20) students afforded to pay two thousand and five hundred (2500) shilling per week for school food program (**Head of school, Interview, April 2022**)*

The picture below justifies that only few students have access to food at school. This means only few parents contributed for the students' food as reduction measures. This picture was one of observational strategy by the researcher.

Figure 4.1: Food provision program at Ward A School

Source: Field data (2022)

The findings in this study connects to Ngonge (2020) study about community participation in the same region (Pwani Region), which came up with the same conclusion that the community does not participate fully in education matters .

The study also noted a few members with the knowledge and awareness to participate in education development of their children/pupils, According to WEC in ward B explanations indicates that some community members who have enough awareness participate without any force ‘To be honest some parents in my ward voluntarily suggested and decided to contribute for food and pay for extra money for their kids to get remedial Classes and examinations’

Based on the data, the findings reveal majority of community regardless the awareness they do not contribute for any reduction measures, they can decide together but the implementation is weak, only few shows up during implementations. At the same time school does not have any way to hold the community responsible for their actions, so if the community doesn't show the willingness towards participation, the drop out problems will remain constantly as any other community problem hence Lamb & Markussen (2011) argued that most of the dropouts are coming from stressed and disadvantaged community, The poor community background influence their dropout. The arguments justifies the importance of community participation in reduction measures of school dropout.

4.4.2 Formation of Policies to accommodate all students

Tanzania like any other countries in the world formulated policies to suit the community requirements. In education sector, Tanzania has passed through different phases and Education policies to help every child to attend school as well as graduating on time. The findings revealed that, education policies operate from school, family level to district level. Some of the parents know the importance of participating in reduction measures of school dropouts by considering the policy operation like fee free education policy. However, since they are not part of policy making, it is difficult for them to understand their importance in education decision making. The ignorance of the policy reduces the sense of belongingness in education issues. This was proved by parents themselves. The study noted that, parents tended to bring their dropouts kids to government for corporal punishment. In fact, they do

not take time to make follow ups until teachers notify them about the student absenteeism behavior.

> *When the school dropout problem increase Headmasters reports to the WEC's which is followed by corporal punishment, Parents meeting are called to get information for example at Kisarawe ward held parents meeting four times per year ,first term 17/01/2022,12/04/2022."Community participate by bring back their children for corporal punishment"* **(FGD with Board member, School 3 April, 2022)**

Masue (2010) insists that, the community does not see the importance of participating in school affairs because government seems to be the initiators of policy and the one who push through the implementation. The community in general are given a responsibility in education matters but since there is no proper ways for the community to make follow ups it directly affects the implementation and sense of belongings .For example in Ward C one of the Head masters responded that 'there was no Board hence school had never held any parents meeting until 18/09/ 2021'.

4.4.3 Provision of Infrastructure and Learning material.

The study shows that some of the dropouts reduction measures are implemented by NGO's around Kisarawe District. Through their financial forecast, they tend to support learning materials and, Infrastructures. Some of the NGO's like Compassion Tanzania extended their services to provide health insurances and nutritional support. They work hand with hand with the government to assure calm learning environment.

The Champion Chanzige restored classroom and provides water; Plan International works to support learning material together with students' uniforms. The following quotes explain the presented findings:

> *Most of kids around Kisarawe lacks basic needs, like food and cloth, that affect their psychology hence they decide to join their parents in food production and poverty alleviation, due to the situation they automatically dropout of school, To avoid escalation of dropping out rates we tend to help parents by supplying some basic needs as well as learning materials, Sometimes we give parents training of food production and small business fund to empower them from poverty* **(Coordinator Compassion ELCT Kisarawe student Center, Interview April, 2022)**

The findings indicate that, majority of the parents cannot contribute anything even after Fee free Education Policy. The Fee free Education policy is either misinterpreted or misunderstood because the community can afford traditional dances throughout the year but cannot afford uniforms, stationaries even small contributions for school food.

> *Through FFE policy government abolished school fees and provide capitation so as everyone to afford education, most of the parents fails to support so some organization like Plan international and Compassion international contribute by buying uniforms and education materials to support kids* **(WEC from ward A, April 2022)**

4.5 Challenges facing community participation

The findings indicate that, community participation in reduction measures of school dropout is blurred by some challenges. Many of such challenges originate from the community. The findings under this objective draw reference from sub-themes especially poor policies, political interventions, poverty and ignorance, bad traditional and culture practice, distance to school as well as bad beliefs. All these sub-themes are guided by research questions which lead to the following findings.

4.5.1 Bad beliefs and Enmity

This study identified that community can recognize their needs and choose the proper solution since most of their problems are triggered by different community practices, for instance bad beliefs and enmity during school dropout reduction measures are the consequences of ways of life. Most of the community members have bad beliefs which cause enmity. They don't believe in growing together as a community .As the Head master from school 3, urged that;

> *One of the challenges which community face is enmity. If one parents receive information of dropout cannot tell the information to the other to avoid to be misinterpreted and finally enmity, Since it is difficult for the school to reach every parents it has to use available parents to give information to each other, Parents are not read to hear any bad news about their kids hence they hate information bearers, I have to report to WEO/WEC to get help.* **(Interview April 2022).**

Also the focus group discussion with Parents in ward B and C, insist on the enmity within community members during school dropout reductions measures because no family among them which accept bad names due to their children behaviors. As one of the parent represent

> *'Some parents are not ready to hear about the students dangerous behaviors like drug abuse so their reaction is to report to the police station child right desk as well as politicians to threat teachers instead of working together with the school to resist drugs abuse.*'**(FDG a Parent in Ward C)**

This indicates that, some parents' understanding capacity of school dropout reduction measures is very low. The researcher conceives that, such parents see education as not a priority, Majority in community doesn't see the importance of working together with authorities as one parent who represented others contributed that

"We have a lot of things to do. We expect help from our kids in finding food and leading family business for living *"***(Parent ward A).**

The study data shows that half of all parents agreed to hide their dropout children for economic purpose. Others agreed that, some parents use their girls to support family through early sex and sexual relationships with shopkeepers and bodaboda due to lack of knowledge about the importance of education.

4.5.2 Long distance from home to school.

From ward A school, observational the findings indicated that, students walk for a long distance to and from school every day so they get tired of school before

graduating. They get back home late and tired therefore they don't want to go back to school anymore. Some have to walk six (6) to eight (8) km to and from every day.

The findings indicated that, the community is disorganized because when the help appears they turn it into a right and they don't want to contribute to their children's better environment and food during school hours. Some of the parents are cooperative and some are not setting parameters on what can community contribute is important. As one of the WED insisted.

'Religious organizations support education by providing the requirements while aids from donors and government made the community (parents) exclude themselves and only waiting for the aids **(Interview with WED, ward B April 2022).**

The findings suggest that, education is not priority and that it is the major challenge community is not ready to accept dropout as other community problems. The observation based on all three wards community revealed similar behavior such that education is not a priority due to poverty and life expenses furthermore community members use their kids for family economic activities. Some parents don't know anything about reduction measures of school dropouts. Besides, some parents in all three wards do not want their kids to be in school the family will not afford further studies and thus they do not see any reason for the kids to attend school or graduate to avoid this some countries decided.

The main difference is that majority of community members in ward A are very aware of school dropouts problems. They participate in reduction measures and contribute willingly compared to Ward B and C. Religious Leaders from ward A are

very aware of the dropout problems and they participate in school dropout reduction measures by banning students from their worshiping areas during school hours.

However some of the policies are not accommodative. Under normal circumstances, in order to avoid more problems, parents decide to abstain. For example, the rerun of school dropouts girls, government decide but did not give any direction on where can they live their kids while they are at school. This brings a lot of confusion to parents and increase family poverty because now the mother cannot participate in production to support herself or the baby. However to avoid confusion Indonesian government decided to regulate community participation in article 4 of Law Number 20 Year 2003 on System of National Education. It suggests that, education practices in the formal school system should empower the community to participate and take active roles in controlling the quality of education service.

Failure to involving the community from the beginning contributes to more educational problems. Currently, the return to school reform is about to escalate the dropout number because of the challenges they face. For example, leaving the kid at home with their parents paralyses parents' working system and therefore raises a possibility for poverty. The same reason which caused their first dropout is going to cause their second dropout. Yet when the mothers graduate needs more studies to achieve any profession which parents cannot afford to support a mother and the baby here comes a notion from the community that education is for upper class society. Lareau (1987) shows that, parents view education opportunity for their children differently depending from their social class this means upper class society tend to value academic participation and foresee future compared to those from lower class.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 introduction

The purpose of this study was to assess the community participation in reduction measures of school dropout. This chapter presents a summary of the study, conclusion and recommendations based on the discussion of findings. It is believed that, the community involvement in reduction measures of secondary school dropout will give positive results of reduced drop out. The objectives of this study were:

i. To analyze community awareness about the existing dropout incidents in their secondary schools
ii. To find out the existing school dropouts reduction measures taken by the community in Kisarawe District
iii. To assess the challenges facing community participation in reduction measures of school dropouts in Kisarawe district

Methodologically, the study adopted qualitative research approach and design due to the type of data and information required to suit the study. Kisarawe district was selected as a area of study to represent all coast line. However, only three wards (Kazimzumbwi, Kisarawe and Msimbu) selected for the study due to the fact that Kisarawe district and Coastal Region at large shares similar culture, traditions as well as economic activities. Purposive sampling was used to select HM, WEO and WEC. These were selected purposely due to the potential information they have about the study.

Convenience sampling approach was used to select N.G.Os and religious leaders because both are part of the community and is easy for them to know matters affecting the operations in the education.

Due to the large number of parents, random sampling approach was used. Data was collected by using interview, focus group discussions, observation and documentary review.

The summary of the findings reflects the community participation under Structural Functionalism Theory which posits that, community is a system where all organs must rely on each other to operate such that, failure of one organ leads to the whole system collapse. The interaction between education system and the community would solve school dropout problems if this theory coincided.

5.2 Summary of main findings

First objective aimed at assessing community awareness about the existing of school dropout incidents in their secondary schools, under this objective presentation were organized considered three sub-themes which were communication ways, community understanding and community participation.

5.2.1 Communication ways

The study revealed that education authorities consider school meetings with parents ,phone calls and letters as proper ways of communication between school and community, Study indicated that in all wards parents get information about school dropouts and its reduction measures via above mentioned ways, Since there was no other ways to insist their presence or participation communications remained as

school responsibility just to fulfil school yearly time table, This means community have access to information about school dropout.

5.2.2 Community understanding

The information received by the society from authorities was expected to trigger community understanding on school dropout reduction measures but the study shows that most of the community members are aware of the problem but they do not see the reason to participate in reduction measures, this means education is not priority to the most of community members, it can be proved by the number of participants during school dropouts reduction measures

5.2.3 Community participation

The study disclosed that community was represented by few board members ,and few community members participated by contributing food, drinking water ,learning materials as well as time during implementations. This study concluded that majority are aware but not willing and those who wish to participate they didn't have guidelines.

The second task was derived from the second objective which aimed at finding out some reduction measures in the study area, and it is presented in six sub-themes which are provision of food and drinking water, provision of enough infrastructure, provide protection against violence, corporal punishment, education policies as well as learning materials.

5.2.4 Provision of food and drinking water

The study discovered that some parents agreed to contribute for food and drinking water so as to help the student to stay at school without hunger, however during

implementation of this role only few parents appeared to participate in this reduction measure few parents argued that their kids will not qualify for further studies why waste time and money in participating, also when students dropouts helps the family in economic activities.

5.2.5 Corporal punishment

The study **s**howed the presence of corporal punishment when a parent fail to bring a student at school after a call, head of school request help from WEC and WEO the purpose is to threaten the student to stay at school and a parent to participate. However the school reports to the authorities in case of any abuse.

5.2.6 Education policies

The study indicated the effects of education policies like Fee Free education Policy as per government visions following the implementation macro policy like Education for All (EFA) hence government give capitation fund for every child at school. Though to support the policy implementations some religious institutions and Non-governmental organization contribute for learning materials and infrastructure so as to create better learning environment.

The third task emanated from the third research objective which assessed the challenges facing community participation in the reduction measures of school dropout in the study area, data disclose the numerous challenges like political interferences, poor policies, poor community in cooperating structure, poverty and ignorance ,bad traditional and cultural practices .

5.2.7 Political interference in education

The study uncovered that political interferences was a big challenge during school dropout reduction measure due to untouchable students from famous families, when political figures like ward representative(diwani) intervene a head of school must lay low to create harmony for election purposes.

5.2.8 Poor policies

The study indicated that Fee free Education policies creates challenges during implementation of school dropout reduction measures ,The Fee Free Education Policy it is either misunderstood or misinterpreted because most of the community members believes education is free hence they do not see any reason to contribute anything even food and drinking water, Policy makers must consider community participation during formation so as to avoid ambiguous and to bring sense of belongingness in education matters.

5.2.9 Poor community in-cooperating structure

This study revealed that some of the community members wish to participate in implementation of school dropouts reduction members but there were no proper instructions on how to participate, For example religious leaders form mosque and churches around study area ,locally have been chasing students from their premises if they show up during school hours.

5.2.10 Traditional and cultural practices

The study exposed that bad traditions and culture are one of the major challenges since a student have to attend traditional dances for puberty which totally change the

student from learning attitude to marriage attitude perhaps parents can organize themselves and contribute for traditional puberty ceremonies which cost a lot of money but they cannot contribute for school dropout reduction measures such as giving transport fare to their kids ,some students in ward A walk almost eight kilometers to and from school every day some days due to tiredness students remain at home at the end of the day dropout. The process of community participation should be clear and strategic as the study showed since school dropout problem caused by the community, community itself can participate in reduction measures successfully than any authority.

5.3 Conclusion

Basing on the study objectives, findings and discussions, the following conclusions have been made:

Firstly, it can be concluded that, education stakeholders and community have positive views on the reduction measures of school dropout. Stakeholders acknowledge the government contribution in reduction measures of school dropouts.

Secondly, the findings present attitude of parents towards school dropout. The study indicated that, lack of awareness is one of the major problems and other parents would like to participate. More information about education and its importance may lead to effectiveness in measures of school dropout reduction.

The findings noted further that stakeholders like N.G.O's intervene by accommodating community's perception. However, they need some guidelines so as to incorporate their projects with government movements for addressing school dropout reduction.

Thirdly, basing on the findings of the study, it can be concluded that, schools face serious challenges of involving parents in the presences of political interferences. The political interference at ward level was reported throughout as a challenge and disciplinary issues. This further includes threats to be transferred to remote villages work stations.

Furthermore parents lack a clear and appropriate interpretation of the fee free policy structure because of limited education and awareness.

Fourthly, the study noted that, the involvement of community is very low. The few who are involved make a difference by contributing food, water and learning materials. The study further found that, most of community members face economic hardships which hinder them from being fully involved in the education development activities. Most of the community members and parents preferred to engage themselves in cassava farming.

5.4 Recommendations

Based on the findings and conclusion, the study makes the following recommendations for action and further research:

i. The government should strengthen the laws or remedies for the students who drop from school and parents who hide their children during intervention of school dropouts

ii. The government should create a sensitization awareness programs for the community about education and its importance for their development. Through frequency awareness program, the community will help to reduce the number of school dropout by participating voluntarily.

iii. As in health and disasters, the community can organize itself in educational matters since school dropout is a silent pandemic. For the community to eradicate this problem, it has to be involved from the beginning so as to create a sense of belongingness by setting their own codes of conducts for them to follow.

iv. The study noted that, despite the government's good intention to engage the community in education matters, the government must provide directions on how irresponsible parents and responsible parents will be recognized.

v. Ward and education coordinators should be sustained with resources so as to make follow ups and they should also be allowed to create education board from ward level which will act on the community rules and guidelines.

vi. Both parents and students must know the rules and regulations so as they can be adhered to.

5.5 Recommendation for further Studies

The study was conducted only in 3 wards and in only 3 schools of Kisarawe district. Therefore, it recommend for a similar study to be done all over the country across all districts so as to get insight of the situation in the whole nation.

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APPENDICES

INTERVIEW GUIDE 2021.

My name is Clara Mabiki, I am a Masters student of The Open University of Tanzania conducting a research into the topic of **"Assessment of Community Participation In Reduction Measures of School Dropout' A Case of Kisarawe.** I will be thankful if you can spare some time to answer the following questions. Please note that this exercise is purely academic and confidential.

SECTION A.

PERSONAL DATA

i. Community…….

ii. Gender: Male ( ), Female ( )……

iii. Occupation……

iv. Experience in the position your holding in the school or community……

SECTION B.

MAIN RESEARCH QUESTIONS:

i. What dropout reduction measures are taken by community in the area?

ii. To what extent is the community aware about the existing dropout incidents in their secondary schools?

iii. What are the challenges facing community participation on reduction measures of school dropout in the study area?

SECTION C

C.1: INTERVIEW GUIDE FOR SCHOOL LOCAL COMMUNITY MEMBERS, RELIGIOUS LEADERS, NGO's & FOCUS GROUP DISCUSSION.

i. Has your ward/community experience school dropout problem?

ii. Does it increase or decrease?

iii. Do you think school dropout affects community?

iv. Are there any dropout reduction measures in the ward?

v. How do you get information about reduction measures in your ward?

vi. Are you involved in finding solutions or reduction measures mentioned above?

vii. Do you know why reduction measures are practiced in this area?

viii. Do you see any importance of involving community in reduction measures process?

ix. What challenges does the community face during involvement of dropout measures?

C.2: Questions for Ward Education officers ward executive officers and councilors.

i. What managerial activities of the school which community can participate in this ward?
ii. Does community participate in any dropout reduction measures?
iii. How community members involved in reduction measures?
iv. What is the role of your office in dropout reduction measures?
v. Is there any way community is represented in making decision of choosing reduction measures?
vi. Which channels do you use to communicate with the community about reduction measures?
vii. Is there any problem ward office face when trying to involve the community?
viii. Is there any strategic plan to involve community in reduction measures?
ix. What factors do you think hinders community involvement in reduction measures?
x. Do you have anything to add on the things we have talked so far?

C.3: Questions for Head Masters.

i. Is there any dropouts challenge in your school?
ii. Does it increase or decrease?
iii. Are there any reduction measures taken to combat the problem?
iv. Which ways are used to communicate with the community during reduction measures process?

v. Is there any guidance on how community can participate in reduction measures?

vi. Does community helps you to find solution of school dropout problem?

vii. If Yes, How does community helps you? If No why not?

viii. What do you think are challenges are challenges facing community participation?

ix. Does the community have the ability to organize itself?

x. Do you have anything to add on things we have talked so far?

C.3: Questions for Board Members.

i. What managerial position do you hold as a school board member?

ii. How can a community access you when they are in need?

iii. Is there any hindrance from community which stops you from participating in reduction measures?

iv. Do you think your participation can bring any positive effects in reduction measures of school dropout?

v. What success do you think can be achieved as a result of community participation in reduction measures?

vi. What are your views about community awareness on school dropout reduction measures?

vii. What challenges do you face during participation in reduction measures of school dropout?

viii. Do you have any suggestion/recommendation about community participation

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REQUISITION FORM FOR RESEARCH CLEARANCE LETTER

Date: 03/03/2022

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5. Programme. MASTERS OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES
6. Title of Research:

   ASSESMENT OF COMMUNITY PARTICIPATION INREDUCTION MEASURES OF SCHOOL DROP OUTS IN KISARAWE DISTRICT

SECONDARY SCHOOL.

Tentative dates for data collection: From 10/03/2022 to 17/03/2022

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10. Research Location/site:

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2	PWANI	KISARAWE	CHANZIGE SECONDARY SCHOOL	P.O.BOX 28001	KISARAWE
3	PWANI	KISARAWE	KISARAWE SECONDARY SCHOOL	P.O.BOX 28001	KISARAWE
4	PWANI	KISARAWE	MSIMBU SECONDARY SCHOOL	P.O.BOX 28001	KISARAWE
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11. Date of submission 03/03/2022 Signature. Clara G. Mabiki