

**ASSESSMENT OF SCHOOL-RELATED FACTORS INFLUENCING BOYS'  
DROPOUT IN DAY PUBLIC SECONDARY SCHOOLS IN TANZANIA: A  
CASE OF KIBAHA TOWN COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2025**

### **CERTIFICATION**

The undersigned certify that they have read and here by recommend for acceptance by The Open University of Tanzania a dissertation entitled, “assessment of school-related factors influencing boys’ dropout in day public secondary schools in Tanzania: a case of Kibaha Town Council” in partial fulfilment of the requirements for the award of Degree of Master of Education in Administration, Planning and Policy Studies.

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Signature

.....

Date

## **DEDICATION**

This work is dedicated to my beloved husband Hamisi, and my children; The late Abutwalib, Waziri, Nazir, and Sameer.

## **ACKNOWLEDGEMENTS**

I feel exceedingly humbled in getting this opportunity to thank my Almighty God for granting me good health and strength to satisfactorily complete this study. There are several personalities who played a great role during the course of pursuing this study and without mentioning them does not necessarily mean that their contributions towards the success of this study have been overlooked. With due respect therefore, I would like to sincerely thank my research supervisors, Dr Karoli Mrema and Dr Winfrida Malingumu for tirelessly working alongside me in ensuring that the outcome of study fairly met the required standards of the Open University of Tanzania.

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### ABSTRACT

The study aimed at assessing the school-related factors influencing secondary school boys' dropout in Tanzania. It was guided by three specific objectives: to analyse the effect school-related factors; to determine the measures for mitigating school-related factors; and to examine the challenges of mitigating the measures of school-related factors influencing secondary school dropout in Kibaha Town Council. The study used pragmatism as a research philosophy through which mixed research approaches were used. The study used sequential exploratory design and questionnaires, interview and documentary review to collect data. The study used the sample size of 240 respondents selected using purposive and simple random sampling techniques. The study revealed that, the effect of school-related factors constituted long distance walking to school and poor students' academic performance; the measures for mitigating school-related factors which comprised of identifying students who are at risk of dropping out of school; and, the challenge factor was lack of financial resources. It is recommended that public secondary schools to enhance teacher-student relationship; invest in students' hostels; It is recommended that further studies be carried-out in other councils to establish other factors, if any. The study concludes that the effect of school-related factors influencing boys' dropout is due to long distance walking to school, and poor students' academic performance; the measures for mitigating include identifying students at risk of dropping out of school and the government collaboration with the private sector for added resources and the expertise.

**Keywords:** school related factors, school dropout, public secondary school, day school.

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## LIST OF ABBREVIATIONS

BNPP	Bank-Netherlands Partnership Programme
EAJESS	East African Journal of Education and Social Sciences
GAIN	Global Alliance for Improved Nutrition
GPA	Grade Point Average
HoS	Head of School
HRW	Human Rights Watch
IJCRT	International Journal of Creative Research Thoughts
LANES	Literacy and Numeracy Education Support
NCES	National Centre for Education Statistics
NOOSC	National Out of School Children
NSFG	National School Feeding Guideline
SEVTD	Secondary Education and Vocational Training Department
SPSS	Statistical Package for Social Sciences
SSA	Statistics South Africa
UN	United Nations
UNESCO	United Nations Educational, Scientific, Cultural Organization
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania
USA	United States of America
WEO	Ward Executive Officer
WTTC	World Travel and Tourism Council

## **CHAPTER ONE**

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

#### **1.0 introduction**

This chapter provides background information, a statement of the problem, research objectives, research questions, and the significance of the study. Other sections in the chapter include the delimitation of the study, and the definition of key terms

#### **1.1 Background to the Problem**

School dropout for boys has been a global problem for a long time (UNESCO, 2017). For instance, on average, close to 37% of Latin Americans between 15 and 19 years of age drop out of school (UN, 2003). In the Caribbean countries, boys' lower secondary school completion is below that of girls. This phenomenon comes with higher likelihood of engagement in risky behaviours, lesser human capital accumulation, and lower future labour market outcomes (Casabonne & Maquera, 2022). This implies that students who drop out of school indirectly affect the quality of labour in the concerned country hence loss of human capital capacity.

In Arabic states such as West Bank and Gaza Strips, 18.3% and 14.7% respectively of boys dropped out schools in 2018 (UNICEF, 2018). This was attributed to the need to work, armed conflicts, and low-quality education (El-Galil, 2022; Touma & Barghouti, 2018). Unlike in Arabic states, in USA, the overall status dropout rate decreased from 8.3% in 2010 to 5.2% in 2021 (NCES, 2023). The status dropout in USA was caused by uninteresting classes, unmotivated students, and academic



challenges (Bridgeland *et al.*, 2006). In contrast, the causes of school dropout in Arabic countries were the conflict-related; the cause of school dropout in USA was school related factors.

In Sub-Saharan Africa, almost 60 percent of the youth between the ages of 15 and 17 are not in school (World Bank, 2023). For instance, in Nigeria, as of 2018, some 52 percent of males dropped-out from school compared to 48% of female students (Sasu, 2022). This is attributed to parents' education; lack of school fees; and failure in school examination (Ajaja, 2012). In Ghana, 15% of the boys drop out of school because of lack of income, parents' education and employment status, and living in a single-parent household (Brammah & Oduro-ofori, 2005). In South Africa, about 3% of the boys aged 15 years old and nearly 9% of boys aged 17 years old dropped out of school in 2021 (SSA, 2022). This is attributed not to living with one's mother, cigarettes smoking, and lower levels of leisure-related intrinsic motivation (Weybright, 2017). In Botswana, about 15% of the male dropout of school (World Bank, 2018). The causes for school dropout in Botswana are desertion, illness, and death, self-withdrawal, and parental withdrawal (Lecha, 2005). It therefore, follows that in African countries; boys' dropout is inclined towards poverty and not necessarily school related factors which have not yet been explored.

In Tanzania, a total of 329,918 students dropped out of schools in 2022, boys account for the largest share of drop-outs about 182,213 students equivalent to 55.2 percent (The Chanzo, 2022). The factors leading to students' dropout from secondary schools includes lack of awareness on education matters and lack of

education in the families, parents' low income, cultural aspects such as early marriages, divorce, polygamy, negative attitudes towards education, parents' deaths, and pressure from peer groups (Kalinga, 2013). This implies that most factors leading to boys' dropout from school can be broadly categorised into the community-related, family related and job-related and little has been explored on school-related factors.

Some of the significant reforms done by Tanzania to encourage students to attend secondary schools can be traced since the attainment of independent in 1961. The reforms included the 1967 Education for Self-reliance Policy, Musoma Resolution of 1974, Education and Training Policy of 1995, Science and Technology Policy of 1996, and the National Higher Education Policy of 1999 (URT, 2001). Other efforts include the abolition of secondary school fees and contributions; allocated 22 percent of the 2016-2017 budgets to education sector; and committed to building secondary schools in every administrative ward (HRW, 2017). Furthermore, Tanzania launched National School Feeding Guideline (NSFG) on November 19th, 2021 by the Ministry of Education and Training (GAIN, 2021). This therefore implies that little or no effort was made to improve the school related factors in preventing boys' school dropout.

Despite all the efforts made by the government, the rate of secondary school boys' dropout is still high. Most of the reviewed studies explored the community-, family-, and job-related factors influencing school dropout. Little is therefore, known about the school related factors influencing day public secondary school boys' dropout. It

is against such background that this study will assess the effect school-related factors; the measure for mitigating school-related factors; and the challenges of mitigating the measures for school-related factors influencing day secondary school boys' dropout in Kibaha Town Council.

## **1.2 Statement of Study Problem**

Secondary school boys' dropout rate in Tanzania is approximately 55.2 per cent of the total number of students 2022. In 2023, secondary school dropouts experienced a 10.01 per cent increase, rising from 134,295 to 147,741 in 2023. The figure, therefore still reflects a persistent and alarming trend that draws a lot of attention of the scholars. The consequent of this is the low-quality labour capacity, high dependent ratio and wide spread poverty. A number of initiatives to address the problem of out-of-school children in the country include Literacy and Numeracy Education Support (LANES); Fee Free Basic Education Policy, increased education budget allocation and introduction of school feeding programmes. Several studies have been undertaken to determine the factors influencing secondary school dropout but most of them focused on community-, family-, and job-related factors. Therefore, little was known about the school-related factors that influenced secondary school boys' school dropout. While celebrating Fee Free Basic Education Policy, increased education budget allocation, and school feeding programmes at Kibaha, the rate of school dropout was still very high. Based on such background, this study explored the school-related factors that influenced secondary school boys' dropout in Kibaha Town Council.

### **1.3 Objectives of the Study**

This section describes both the general and specific objectives of the study.

#### **1.3.1 General Objective**

The general objective of this study was to explore the school-related factors that influenced the secondary school boys' dropout in Tanzania.

#### **1.3.2 Specific Objectives**

- i. To analyse the effect school-related factors on secondary school boys' dropout in Kibaha Town Council
- ii. To determine the measures for mitigating school-related factors influencing secondary school boys' dropout in Kibaha Town Council
- iii. To examine the challenges of mitigating the measures of school-related factors influencing secondary school dropout in Kibaha Town Council

### **1.4 Research Questions**

- i. What are the effects of school-related factors on secondary school boys' dropout in Kibaha Town Council?
- ii. What measures that mitigate school-related factors influence secondary school boys' dropout in Kibaha Town Council?
- iii. What are challenges of measures for mitigating school-related factors influence secondary school dropout rate in Kibaha Town Council?

### **1.5 Significance of the Study**

This study was of significance to several education stakeholders such as the government, education policy makers, academicians and researchers and parents. The government, as the largest employer, would realise the rate at which the labour capacity was declining and institute measures that could address the issue of boys' dropout such as absorbing them in technical training institutes. To the policy makers, the study would enable them to identify the most relevant issues regarding the school-related factors that influence secondary school boys' dropout. To the academicians and researchers, the study would serve as stock of knowledge from which references and research gap would be established. Finally, to the parents, the study would serve as a handbook through which the solutions for the school dropout boys could be found.

### **1.6 Limitation of the Study**

The most significant limitation of the study was lack of funds. This to great extent, made the study to collect data from few categories of respondents hence failing to access the boys who had dropped out of schools. The little amount of money that was available was used in accessing headmasters/mistresses and teachers in 5 public secondary school. The data were also collected with the help of questionnaires, interviews and documentary reviews, implying that other more expensive but reliable instruments such as Focus Group Discussion (FGD) was not employed because of being costly to conduct. The time frame allocated for collecting data also served as a limitation. This is because the period for collecting data coincided with

the period when the employer needed the researcher most. Extra hours during the weekdays and weekends were therefore, used to make the study a success.

### **1.7 Delimitation of the Study**

This study explored the school-related factors that influenced secondary school boys' dropout in Kibaha Township Council. This study was conducted with the knowledge that there were other town councils in Tanzania. The findings of this study might therefore, not necessarily be used in other councils. The study also applied school-related factors although there were other factors such as community-, family- and job-related that influenced students' dropout as well. The combination of those factors influenced secondary school boys' dropout. Finally, the study had selected boys only although girls dropped out of schools as well. So, the results of the study might not have necessarily enabled the scholars to draw conclusion regarding the girls' dropouts.

### **1.8 Scope of the Study**

Generally, this study explored the school-related factors that influenced secondary school boys' dropout in Tanzania by considering a population of 601 respondents in Kibaha Town Council. The population composed of the head of education and vocational training department secondary section, wards education officers, head teachers and teachers of day public secondary schools. Specifically, however, the study confined itself in establishing the effects of school-related factors; measures that mitigate school-related factors; and challenges of measures for mitigating school-related factors influencing secondary school dropout rate in Kibaha Town

Council. A sample size of 240 respondents was engaged. The respondents were selected by using purposive and simple random sampling methods and the data were collected with the help of questionnaire, interviews and documentary review.

## **1.9 Definition of Key Terms**

### **1.9.1 School Related Factors**

In the context of this study, school-related factors were regarded as those factors which originated from the school activities such as poor teacher-student relationship, inadequate resources and facilities and too much work in school.

### **1.9.2 School Dropout**

In this study, school dropout refers to boys who due to one factor or another fail to complete secondary school in Kibaha Town Council.

### **1.9.3 Secondary Schools**

In this study, secondary school refers to the second level of education that was attained upon completing the primary level of education in Kibaha Town Council.

### **1.9.4 Public Secondary Schools**

In the context of this study, public secondary school is regarded as a secondary school which is wholly controlled and managed by the Government of the United Republic of Tanzania in Kibaha Town Council.

**1.9.5 Day School**

In this study, day school refers to a school that is operating in Kibaha Town Council without boarding facilities.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter is composed of theoretical literature review, empirical literature review research gap and conceptual framework.

#### **2.1 Theoretical Literature Review**

This study was guided by Tinto's explanatory model of the dropout process. This theory was developed by Tinto in 1975 (Tinto, 1975). Tinto's theoretical model of dropout argues that the withdrawal process from higher education can be viewed as a longitudinal process of interactions between the academic and social systems that are continually modified by variance in the individuals' performance. Individuals enter a college or a university with a variety of attributes, precollege experiences, and family backgrounds, all of which directly and indirectly impact the academic performance.

Theoretically, the background characteristics and goal commitments influence not only indicate how well students will perform but also how well they will interact and become integrated into the institution's social and academic systems (Pascarella & Terenzini, 1980). In other words, individuals enter a college or a university with a variety of attributes, precollege experiences, and family backgrounds, all of which directly and indirectly impact the academic performance, normative congruence, and social interaction.

Tinto's explanatory model's strengths include its emphasis on social and academic integration, which resonates with many students' experiences, and its relative ease of adaption to different educational contexts. However, it has been criticized for potentially overemphasizing individual agency and neglecting broader structural and systematic factors that influence student success, such as socioeconomic background and institutional policies (Chan, 2023). Besides, McCubbin (2003) considers the model "an inadequate model of student attrition". The author asserts the model does "not generalise beyond traditional students" and "academic integration is not an important predictor of student attrition" (McCubbin, 2003).

Despite the criticism against the theory, it still stood out to provide the explanation of this study. The significant explanation to this study is on the aspect of the characteristics that the students have when joining school. Those characteristics include sex, race, GPA, and family social status as well as an array of goal commitments, highest degree expected and the importance of graduating from college: all of which directly and indirectly impact on the academic performance, normative congruence, and social interaction. These may either encourage students to stay in school or dropout of school depending on the pressure they exert on students' life.

## **2.2 Empirical Literature Review**

### **2.2.1 Studies Conducted Globally**

A study conducted in both developed and developing countries by Smith et al. (2017) focused on the factors that impact school dropout. The study reviewed thirty-four articles

from thirteen countries. The study revealed that factors influencing school dropout included learning problems, lack of motivation, and choosing the wrong vocational track. Whereas the study used documentary review, the current study used the questionnaire and interview guide as well.

### **2.2.2 Studies Conducted in Asia**

A study conducted in Indonesia by Xie et al. (2023) examined the factors influencing dropout students in higher education. The study used a quantitative approach. The findings revealed that personal economic factors, academic satisfaction, academic performance, and family economics are the most influential. Whereas the study used quantitative approach, the current study employed both qualitative and quantitative approach. However, the study succeeded in establishing factors that influenced dropout of students.

### **2.2.3 Studies Conducted in West Africa**

A study conducted in Ghana by Ussif et al. (2020) examined the factors that influence junior high school dropout. The study used the sample size of 100 respondents and collected data by using questionnaires. The result of the study reveals that factors such as school related, community-related, societal related reasons, economic factor or reasons, and personal or individual reasons influence students drop out at the junior high levels in Ghana. However, while the study employed questionnaire only in Ghana, the current study used questionnaire, interview and documentary review and purposive and random sampling technique in Tanzania.

#### **2.2.4 Studies conducted in Southern Africa**

A study conducted in South Africa by Desai et al. (2024) sought to understand why learners were dropping out of school by interviewing 41 participants. The overarching reasons for dropping out of school in this study were school-related reasons such as poor school performance, vocational aspirations, social interactions and family-related reasons such as becoming pregnant, lack of family support and financial difficulties. Other than using the interview method as data collecting tool, the study did not employ questionnaire and documentary review as was used by the current study. However, the study managed to establish the factors that influenced school dropout.

#### **2.2.5 Studies Conducted in East Africa**

A study conducted in Uganda by Babimpa (2018) explored the causes of pupil dropout from primary school in Busulani sub county Budadiri East Sironko District. Methods of data collection were questionnaires and interviews. The findings of the study indicate that there were various causes of dropout. Among them poverty was the highest. Other causes identified were: age of pupils, poor academic performance, employment, teacher pupil relationships, peer pressure and other school related factors such as no provision of lunch and poor structures. The study drew its strength by employing both questionnaire and interview. However, the study focused on all the factors that influenced pupils' dropouts. Another significant divergence was depicted on using primary school pupils and not secondary school students.

### **2.2.6 Studies Conducted in Tanzania**

A study conducted in Tanzania by Herman and Ligembe (2022) aimed at exploring home-based factors for students' dropout in Itilima District. Mixed approach and convergence parallel design was employed and data were collected by questionnaires, interviews and documentary review. Poverty, ignorance of some parents, parents' attitude, peer influence, family conflict and separation distance from home to school, and early marriage were revealed by the study. Although the study employed convergence parallel design, the current study engaged sequential exploratory design. However, both studies employed mixed method approach and collected data with the help of the questionnaires, interviews and documentary review.

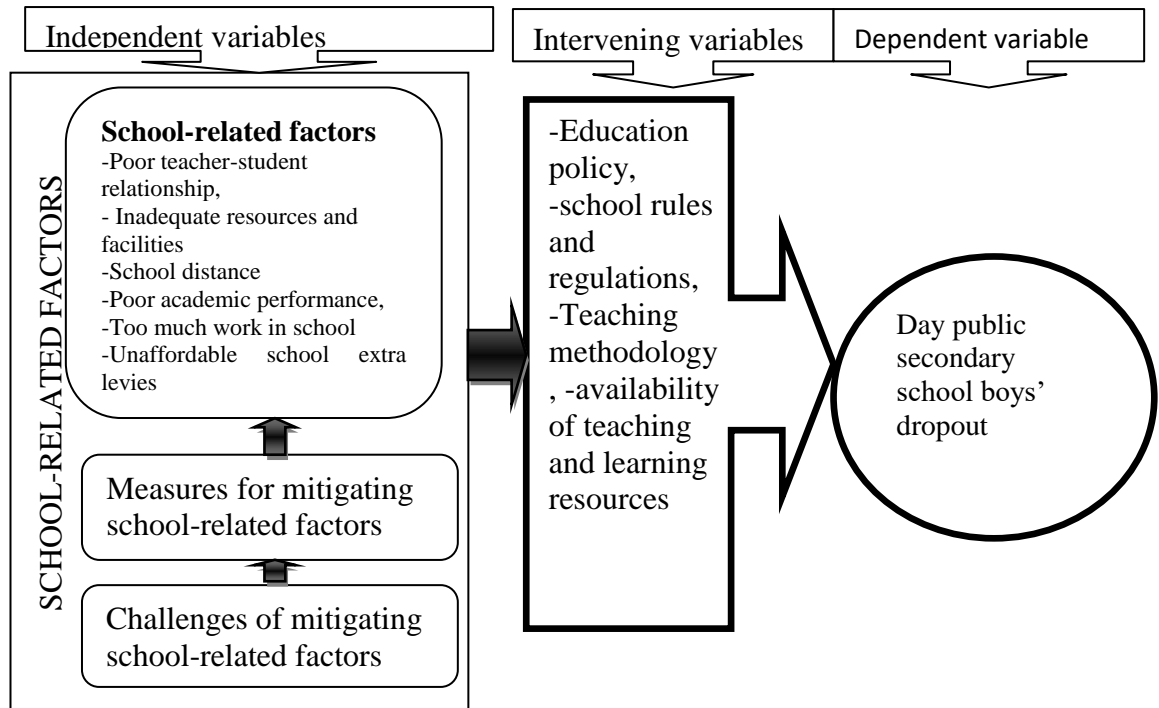
### **2.3 Research Gap**

Methodologically, most of the reviewed studies employed qualitative approach; some studies engaged quantitative approach; others used documentary review; yet others employed descriptive survey design. However, the current study employed sequential exploratory design. Context wise, the reviewed studies focused on the factors influencing school dropout which was too general rather than being specific. This implies that little was known about the school-related factors that influenced secondary school boys' dropout. It is against such background that there was a need for an intensive approach to assess the school-related factors that influenced day public secondary school boys' dropout. This was the research gap that was filled by the current study.

## **2.4 Conceptual Framework**

The conceptual framework of this study assessed the school-related factors that influenced day public secondary school boys' dropout. From Tinto's explanatory model's point of view, individuals entered a college or a university with a variety of attributes, precollege experiences, and family backgrounds (personal characteristics), all of which directly and indirectly impact academic performance, normative congruence, and social interaction. These may either encourage students to stay in school or dropout of school depending on the pressure they exert on the students' life.

Figure 2.1 indicates that the school-related factors which are the independent variable influence the Day public secondary school boys' dropout, which is a dependent variable through the intervening variables which comprise of education policy, school rules and regulations, teaching methodology, and availability of the teaching and learning resources. However, the school-related factors have mitigation measures which also encounter challenges.



**Figure 2.1 Conceptual Frameworks for School-Related Factors Influencing School Dropout**

**Source:** Field survey, 2024

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter comprises the study area, research design, target population, sampling procedure and sample size. The chapter also consists of sources of data, data collection methods, data analysis and presentation, validity and reliability and ethical issues.

#### **3.1 Research Philosophy**

The main idea of pragmatism is that practical matters have a bearing on the questions people should ask and the answers they should seek (Rai & Lama, 2020). Thus, this study discarded ideas or questions with little or no projected usefulness in favour of clear research with practical benefits. In other words, pragmatists believe that no truth is absolute and permanent as it is ever changing from time to time and place to place and from circumstance to circumstance.

#### **3.2 Research Approach**

This study employed a mixed methodology approach where both qualitative and quantitative approaches were used. The study used mixed methods approach because of its ability to draw potential strengths of both qualitative and quantitative methods. More so mixed approaches were applied with the purpose of gaining good insights of associates or inconsistencies between quantitative and qualitative information; and they created chances for the respondents to voice and share their experiences and ideas strongly (Shorten & Smith, 2017). Furthermore, qualitative approach was used



in this study to obtain in-depth information from the informants on the influence of school-related factors on the day public secondary school dropout.

### **3.3 Research Design**

This study employed sequential exploratory design. Exploratory sequential design starts with the qualitative data collection and analysis and builds to quantitative data collection and analysis, which leads to interpretation. This design was very ideal for this study since the school-related factors influencing boys' dropout were not known but were first known through qualitative approach. The qualitative approach then provided data that were more comprehensive for developing questionnaires that were used to collect quantitative data.

### **3.4 The study area**

This study was conducted in Kibaha Town Council. Kibaha Town Council had a total number of 37 Secondary schools where 13 Secondary schools were owned by the government and 24 Secondary schools were private schools (URT, 2017). Kibaha Town Council was the ideal council for conducting this study because it had 13-day public secondary schools which were evenly distributed in 14 wards. The presence of Kibaha Educational Centre further put the council into a better place to carry out this study because the centre owned 3 secondary schools hence the data were collected easily. Furthermore, Kibaha Town Council was easily accessible because it was located on the main road from Morogoro to Dar es Salaam.

### **3.5 Target Population**

The target population of this study composed of the head of education and vocational training department secondary section, wards education officers, head teachers and teachers of day public secondary schools in Kibaha Town Council.

### **3.6 Sampling Techniques and Procedures**

This section describes the sampling techniques and the procedures applied in selecting the sample population in the study. The study used both purposive and simple random samplings.

#### **3.6.1 Purposive Sampling Technique**

In this study, the headmaster/mistresses from Kibaha, Tumbi, Nyumbu, Miembesaba and Visiga secondary schools were purposively selected. Other categories of the respondents which were purposively selected included the ward education officers from Tumbi, Mailimoja, Kibaha, Mkuza, Kongowe and Visiga wards and the head of education and vocational training department from Kibaha Town Council. The participants were chosen on the basis of their expertise and experience on the influence of school-related factors on public secondary school boys' dropout.

#### **3.6.2 Random Sampling Techniques**

A simple random sampling technique is defined as a sampling technique where every item in the population has an even chance of being selected in the sample (Questionpro, 2021). The simple random sampling techniques were used in selecting 5 public secondary schools and teaching staff from each school. The list of teaching

staff from each secondary school was used to sample out the teaching staff that participated in the study. This procedure enabled the study to sample out a total of 228 teaching staff from the possible 573 teachers.

### 3.6.3 Sample Size

The sample size of 240 respondents constituted 5 headmasters/mistresses, the head of education and vocational training department, 6 ward education officers and 228 teaching staff (Table 3.1). To determine the sample size, the formula by Hassan (2015) was applied as follows:

$$n = \frac{N}{1 + (Ne^2)}$$

Where N stands for population size (601); e stands for margin of error/precision (0.05); n stands for total sample size.

$$n = \frac{601}{1 + (601 \times (0.05)^2)} = 240.16 \approx 240$$

The sample from each stratum is calculated by proportionality allocation given below:  $n_i = nP_i$  where  $P_i = \frac{N_i}{N}$ ; i= Number of strata;  $p_i$ =proportion of the participants.

$$\text{Headmasters/mistresses} = 240 \times \left(\frac{13}{601}\right) = 5;$$

$$\text{Head of EVT} = 240 \times \left(\frac{1}{601}\right) = 1$$

$$\text{Ward Education Officers} = 240 \times \left(\frac{14}{601}\right) = 6; \text{ and}$$

$$\text{Teaching staff} = 240 \times \left(\frac{573}{601}\right) = 228$$

**Table 3.1: Composition of the Sample Size**

No	Respondents	Population	No. of respondents
1	Headmasters/mistresses	13	5
2	Head of education and vocational training department	1	1
3	Ward Education officers	14	6
4	Teaching staff	573	228
	<b>Total</b>	<b>601</b>	<b>240</b>

**Source:** URT, 2017

### 3. 7 Sources of Data

Two sources of data are provided in this section, namely, primary and secondary.

#### 3.7.1 Secondary Data

Secondary data are data that have already been collected, analysed, published and have undergone statistical treatment (Vedantu, 2021). In the context of this study, files, circular reports and other published records were reviewed as part of documentary review methods of data collection.

#### 3.7.2 Primary Data

Primary data is first-hand information collected by a surveyor, investigator or researcher (Vedantu, 2021). In this study, primary data were collected by using questionnaires, and interviews. Primary data were critical because the study needed data that originated from the more reliable respondents.

### 3.8 Data Collection Methods

This section provides the data collection methods that were used in the study

including survey, interview and documentary review.

### **3.8.1 Survey**

In survey method, researchers survey people who have particular knowledge, insights or experiences related to the study. A formal list of questions was created to ask the participants and the distribution of questions was on one to one basis. The usage of survey method as used in this study necessitated the application of questionnaire. This study employed both open and closed-ended questionnaires which were administered to teachers. The open-ended questions gave the respondent freedom of expression. The data that were collected with the help of the questionnaires included the influence of school-related factors on secondary school boys' dropout, measures for the school-related factors and the challenges of mitigating measures for school-related factors. The survey method was necessary because of large number of participants, that is, teachers.

### **3.8.2 Interviews**

Interviews were conducted on head teachers; head of secondary education and vocational training department; and ward education officers. The interview guide assisted in conducting the interview. The application of the interview was critical because it was flexible and easy to judge the non-verbal behaviour of the respondent (Sociology Group, 2021). Through the interview method, the researcher was able to collect data on the influence of school-related factors on secondary school boys' dropout, measures for the school-related factors and the challenges of mitigating measures for school-related factors in influencing secondary school boys' dropout.

### **3.8.3 Documentary Reviews**

This study obtained secondary data from the headmasters/mistresses' office, ward education offices and head of secondary education and vocational training department. The articles, journals, books and other published research were also reviewed to enrich the primary data sources. In this study, the documentary review was used to ascertain the background information regarding the influence of school-related factors on secondary school boys' dropout, measures for the school-related factors and the challenges of mitigating measures for school-related factors in influencing secondary school boys' dropout.

### **3.9 Data Analysis, Interpretation and Presentation**

Quantitative data were analysed by using mean, frequency distribution and percentages. The quantitative data were presented in tables and graphs. The supervised model of Statistical Package for Social Sciences (SPSS) IBM® version 23, was used to carry out analysis from the questionnaires and generate tables and graphs. Besides, the interpretation of quantitative data, the study relied upon the significant differences in data that were depicted by the mean.

Qualitative data were analysed with the help of quotations and content analysis whereby the desired materials were classified according to the specific objectives and research questions. Nevertheless, themes were used to interpret the qualitative data by considering the frequency of appearance of a theme in a narration. The strength of qualitative data included the provision of information about user behaviours, needs, desires, routines, use cases, and a variety of other information that

was essential in designing a product that would actually fit into a user's life

### **3.10 Validity and Reliability of the Research Instruments**

#### **3.10.1 Validity of the Research Instruments**

To ensure the validity of the research results, the triangulation method was used in the data collection exercise. This implies that the study used more than one data collection method. This allowed the limitations of each method to be transcended by comparing the findings from different perspectives. The validity of the research instruments was also ensured through peer review. Furthermore, the validity of the research instruments was ensured by constantly consulting the supervisor on any factor that seemed unclear to the researcher.

#### **3.10.2 Reliability of the Research Instruments**

Reliability refers to a measurement that supplies consistent results with equal values (Blumberg *et al.*, 2005). This study ensured the reliability of the research instruments by writing research questions clearly, making instructions regarding the questionnaire easily understood and building the respondents' capacity by making rules for selecting the items in the list of items as explicitly as possible.

### **3.11 Ethical Issues**

The ethical issues in this study were ensured by first seeking the respondents' permission through serving them with an introductory letter from the Open University of Tanzania. The respondents were also respected and personal matters were avoided. The study further informed the respondents that the study was being

conducted for academic purposes only. Finally, the researcher also allowed the respondents to decide on whether to participate in the study or not.



## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND ANALYSIS**

#### **4.1. Introduction**

This chapter presents data analysis, discussion and interpretation tasks. These tasks are arranged in accordance with the specific objectives and research questions which were stated in chapter one. The main purpose of this study was to assess the school-related factors influencing secondary school boys' dropout in Kibaha Town Council in Tanzania.

#### **4.2 Demographic Information of the Participants**

This section gives the characteristics of the respondents of the study which includes age, sex, marital status and education. Those characteristics of the respondents were selected because they had strong bearing on the study's findings.

##### **4. 2.1. Age of the Respondents**

The respondents' age group was necessary because it would gauge their maturity when answering the questions regarding the school-related factors that influenced secondary school boys' dropout. The study showed that the majority of respondents (52.2%) were aged between 35 and 39 years while few respondents (14.5%) were age between 25 and 29 years and between 30 and 34 years (Table 4.1). This implies that majority of the respondents were in the active age group who had a significant contribution in informing the public on the school related factors which caused boys' school dropout.

**Table 4.1: Age of the Respondents**

<b>Age group</b>	<b>Frequency</b>	<b>Percent</b>
25-29	33	14.5
30-34	33	14.5
35-39	119	52.2
Above 40	43	18.8
<b>Total</b>	<b>228</b>	<b>100.0</b>

**Source:** Field Data, 2024

#### **4.2.2. Sex of the Respondents**

The study also showed that the majority of respondents (57.9%) were females whereas the minority of the respondents (42.1%) were males (Table 4.2). The higher proportion of the females than males implied that the study had high level of responses since women have been proved over the years that they give higher level of responses to studies.

**Table 4.2: Sex of the Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Male	96	42.1
Female	132	57.9
<b>Total</b>	<b>228</b>	<b>100.0</b>

**Source:** Field Data, 2024

#### **4.2.3 Education Level of the Respondents**

The results of the study indicated that majority of the respondents (77.2%) were University graduates while minority of them (5.3%) were post graduates (Table 4.3). This indicates that majority of the respondents were University graduates implying that Kibaha Town Council had professional and qualified workers who were able to inform the study on school-related factors that influenced boys' school dropout.

**Table 4.3: Educational Level of the Respondents**

<b>Level of education</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	40	17.5
Graduate	176	77.2
Post-graduate	12	5.3
<b>Total</b>	<b>228</b>	<b>100.0</b>

**Source:** Field Data, 2024

### **4.3 The Effects of School-Related Factors on Secondary School Boys' Dropout**

The first specific objective of this study was to analyse the effects of school-related factors on secondary school boys' dropout in Kibaha Town Council. The five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree was used. The effects of school-related factors on secondary school boys' dropout were composed of 4 items all measuring the aspects of school related factors (Table 4.4).

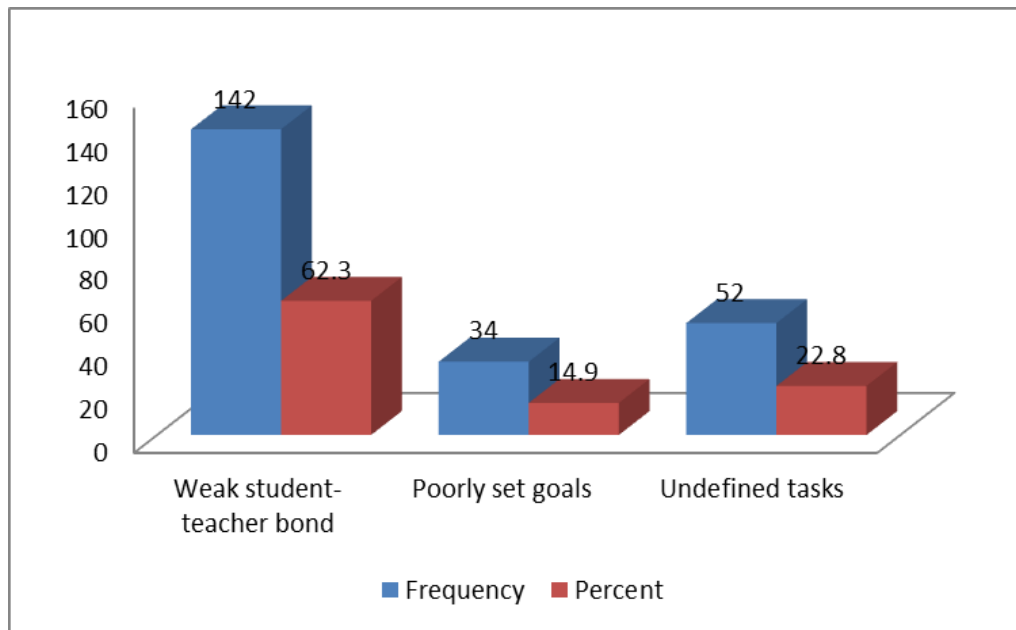
**Table 4.4 The Effect School-Related Factors on Secondary School Boys'****Dropout**

Statements	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly agree (%)	Mean
Poor teacher-student relationship enhances boys' dropouts	32.9	29.8	12.3	18.4	6.6	2.4
Long walking distance to school influences boys' dropout	12.7	19.7	7.4	39.6	20.6	3.4
Poor academic performance is a cause for boys' dropout	13.2	21.9	18.9	28	18	3.1
Too much manual work in school enhances boys' dropout	28.1	38.6	11.8	13.6	7.9	2.4
Unaffordable school extra levies influence boys' dropout	14.9	39	14.5	24.6	7	2.7

**Source:** Field Data, 2024**4.3.1 Poor Teacher-Student Relationship**

When respondents were asked whether poor teacher-student relationship enhanced boys' dropouts, the majority of the respondents (62.7%) disagreed while 25% of the respondents agreed (Table 4.4). The mean score of 2.4 out of the possible 5 further indicates that the respondents unanimously disagreed if poor teacher-student relationship enhanced boys' dropouts. The results therefore, imply that in public secondary schools, the poor relationship between students and teachers could not lead to boys' dropout. However, when the respondents were asked to indicate the types of school working alliance affecting student-teacher relationship that could

lead to boys' school dropouts, the majority of the respondent indicated weak student-teacher bond and very few respondents indicated poorly set goal (Figure 4.1).



**Figure 4.1 Types of School Working Alliance Affecting Student-Teacher Relationship**

**Source:** Field Data, 2024

Figure 4.1 indicates that weak student-teacher bond highly led to school boys' dropout; undefined tasks accorded to the students by teachers moderately caused school boys' dropout; and poorly set goals between the students and teachers lowly influenced school boys' dropout. This therefore, implies that although students-teachers relationship had little to do with school boys' dropout, weak student-teacher bond highly influenced school boys' dropout.

During the interview, the head of school labelled 'A' said:

*I have never experienced a case where the teacher-student relationship has instigated a boy to drop out of school. But there are some cases where some students have even postponed their school transfer because of good relationship with a teacher (Interview with the HoS A, on 7<sup>th</sup> of August, 2024).*

Similarly, a ward education officer of ward labelled ‘U’ said:

*Generally, poor teacher-student relationship does not cause boys’ dropout (Interview with the WEO U, on 8<sup>th</sup> of August, 2024).*

However, the head of school labelled B said:

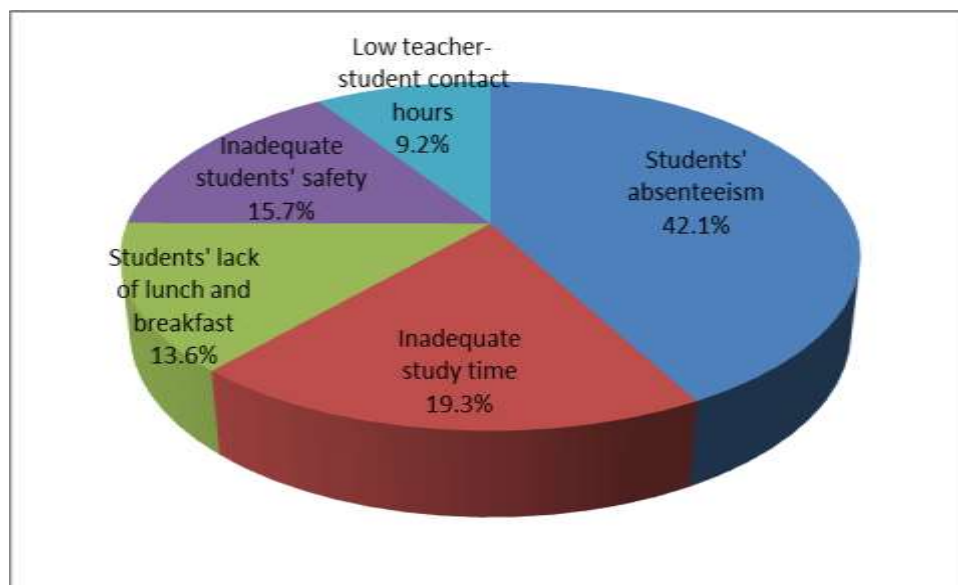
*Actually, teacher-student poor relationship enhances boys’ dropout as they feel undermined and mistreated before their fellow students... In other words, some students cannot stand the embarrassment when other students are present. It’s on this ground that we usually advise our teachers to take the students to the staff room in case they feel offended (Interview with the HoS B, on 7<sup>th</sup> of August, 2024).*

Generally, based on the interview above, the interviewees were of the view that although there might have been poor teacher-student relationship, this could not lead to boys’ dropout. This therefore, suggests that boys’ dropout was caused by other combination of factors other than teacher-student relationship.

#### **4.3.2 Walking Long Distances**

When respondents were asked if school boys’ dropout was being enhanced by walking long distances from home to school by students, the majority of respondents (60.2%) agreed while 32.4% of them disagreed (Table 4.4). The mean score of 3.4 out of the possible 5 further indicates that the respondents unanimously agreed that walking long distances from home to school by students influenced boys’ school dropouts. The results therefore, suggest that in public secondary schools, students

walking long distances walking to school by enhanced boys' dropout. However, when the respondents were asked to indicate how long-distance walking to school enhanced boys' dropout, the majority of the respondents (42.1%) indicated students' absenteeism, while minority of them (9.2%) showed low teacher-student contact hours (Figure 4.2).



**Figure 4.2 How long-distance walking to school enhances boys' dropout**

**Source:** Field Data, 2024

Figure 4.2 shows that students' regular absenteeism resulting from daily long journey to school was a significant cause for boys' dropout; and students' inadequate study time and inadequate students' safety which resulted to poor academic performance caused boys' dropout. Other significant factors of boys' dropout emanating from walking long distances to school included students' lack of breakfast and lunch, and low teacher-student contact hours (Figure 4.2). This therefore,

implies that long distance walking to school led to a combination of factors which as a result, weighed upon the boys' capacity to continue with studies in secondary schools. During interview on whether boys' dropout was enhanced by students walking long distances from home to school and from school back home, , one of the ward education officers labelled 'V' said: *I am not sure because I have never encountered a situation where teacher-student relationship leads to boys' dropout...*" (Interview with the WEO V, on 12<sup>th</sup> of August, 2024). On the same regard, the head of school labelled C said:

*Truly, walking long distances to school and from school back home influences boys' school dropout since it leads to tiredness and late coming to school which also attracts punishments... Furthermore, boys who walk long distance to school encounter several challenges other than changes in weather and animal attacks... Sometimes, boys may be attempted to get engaged in common employment such as construction of building and market gardening* (Interview with the HoS C, on 9<sup>th</sup> of August, 2024).

Again, the officer from the Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

*Although we have been able to ensure that students are enrolled in the public secondary schools which are within their locality, some still have to walk very long distances to get to school... In fact, we have been encouraging the communities surrounding the schools to communally construct hostels to avoid unnecessary boys' dropout... Besides, we have also instructed schools to provide transport to their students particularly the private sector* (Interview with the SEVTD 1, on 12<sup>th</sup> of August, 2024)

Based on the interviews conducted as it is shown above, the participants were therefore of the view that walking long distance from home to school and from school back home enhanced boys' school dropout. This finding suggests that public secondary school boys' dropout was caused among other factors, by the long distances that students had to walk from home to school and back home.

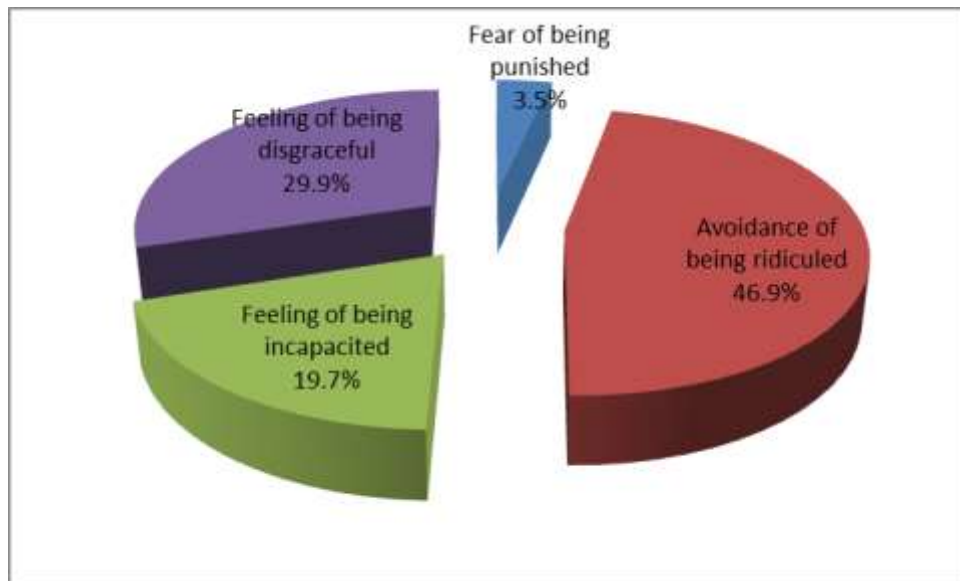


### 4.3.3 Poor Academic Performance

When respondents were asked if school boys' dropout was enhanced by boys' poor academic performance, the majority of the respondents (46%) agreed while 35.1% of them disagreed (Table 4.4). The mean score of 3.1 out of the possible 5 further showed that the respondents agreed that poor academic performance enhanced boys' school dropout. The results therefore, suggest that in public secondary schools, poor academic performance of boys was a significant cause for boys' dropout.

However, when the respondents were asked to indicate how boys' dropout could be associated with poor academic performance, majority of the respondents (46.9%) indicated 'feeling of being disgraceful', while minority respondents (3.5%) indicated 'fear of being punished' (Figure 4.3).

Figure 4.3 shows that while avoidance of being ridiculed by peers and parents resulting from poor academic performance led to a significant number of boys' dropout, fear of being punished due to poor academic performance led to fewest cases of boys' dropout. Other factors that led to boys' dropout following poor academic performance included feeling of being disgraceful and feeling of being incapacitated (Figure 4.3). This therefore, suggests that poor academic performance made the boys develop different feelings which resulted from them dropping out from school.



**Figure 4.3 The Reasons Behind Poor Academic Performance Leading to Boys' Dropout**

**Source:** Field Data, 2024

During the interview on whether poor academic performance caused public secondary school boys' dropout, one of head of schools labelled 'D' said:

*Sometimes, poor academic performance can cause boys dropping out from school since they may be afraid of being punished and sometimes being ashamed of being below girls performance wise (Interview with the HoS D, on 13<sup>th</sup> of August, 2024).*

Likewise, the ward education officer labelled 'W' had these to say:

*Poor academic performance for some boys is a significant factor for their dropout from school since some of them have the tendency of saying that they decide to drop out of school simply because they don't understand what is being taught (Interview with the WEO W, on 14<sup>th</sup> of August, 2024).*

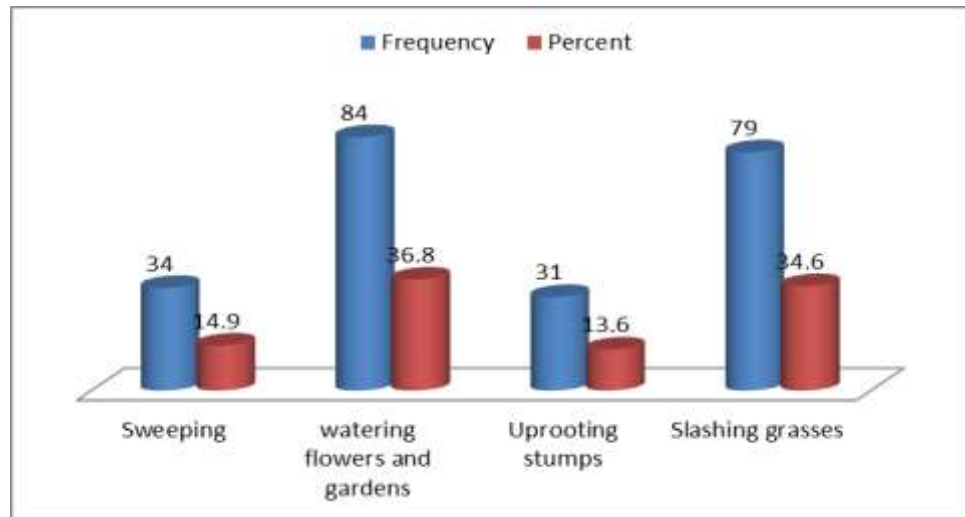
Regarding the foregoing issue, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

*Poor academic performance may lead to boys dropping out from school as they get discouraged and disappointed... Likewise, they see no future in practising something which they don't perform well... This usually happens to students who are seemingly weak and see no hope of advancing academically (Interview with the SEVTD 1, on 12<sup>th</sup> of August, 2024).*

The participants therefore, unanimously shared a similar opinion in that all of them supported the fact that some of the students decided to drop out from school because of being weak academically. This implies that poor academic performance in public secondary schools enhances boys' school dropout.

#### **4.3.4 Too Much Manual Work in School**

When respondents were asked if school boys' dropping out from school was caused by too much manual work in school, the majority of the respondents (66.7%) disagreed while 21.5% of all the respondents agreed (Table 4.4). The mean score of 2.4 out of the possible 5 further showed that the respondents disagreed that too much manual work in school encouraged boys dropping out from school. These findings therefore, suggest that in public secondary schools, too much manual work in school was not a significant cause for boys' dropout from school. However, when the respondents were asked to indicate the type of manual work in school that led to boys dropping out from school, the majority of the respondents (36.8%) indicated 'watering flowers and gardens', while minority of the respondents (13.6%) indicated 'uprooting stumps' (Figure 4.4).

**Figure 4.4 Types of Manual Work in Schools that Encourage School Drop Out**

**Source:** Field Data, 2024

Figure 4.4 shows that while watering flowers and gardens was one of the manual works that accounted for a significant proportion for manual work in the schools, uprooting stumps accounted for the least proportion of manual works in these schools. Other manual works that had moderate proportion of manual work in schools included sweeping and slashing grasses (Figure 4.4). This therefore, implies that boys' school dropouts arising from too much manual works in schools was associated with watering of flowers and gardens.

During the interview on whether too much work in public secondary schools was encouraging boys' dropout, one of the head of schools labelled 'E' said:

*Although students hate work at school, it does not necessarily mean that they can go to the extent of dropping out of school. Dropping out of school may be out of combination of factors other than excessive work at school (Interview with the HoS E, on 15<sup>th</sup> of August, 2024).*

Likewise, the ward education officer labelled 'X' had these to say:

*Students are encouraged to work in school including doing manual work as a way of refreshing themselves after doing the academic works. However, other students misinterpret it as a punishment (Interview with the WEO W, on 16<sup>th</sup> of August, 2024).*

In connection to the same matter, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 had the following to say:

*It is unfortunate that most manual works which are given as punishment are also regularly performed by students. For instance, watering flowers and gardens are regularly attended to by the students who are not on punishment but the exercise is also given as punishment to the wrongdoers. This shows that some of our schools have not yet aligned the type of punishment to the rules and regulations which are broken (Interview with the SEVTD 1, on 12<sup>th</sup> of August, 2024).*

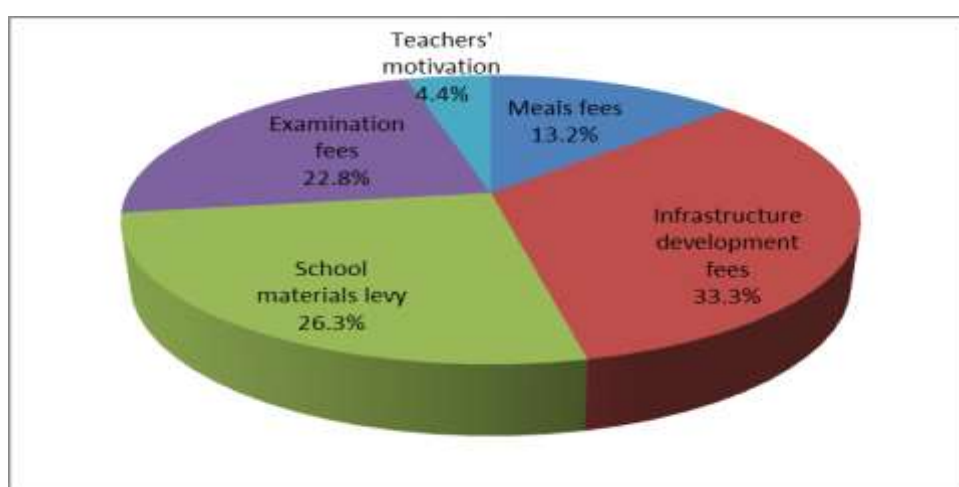
Since the participants shared the view that too much manual work in school was not the cause of boys' school dropout, it follows that boys' school dropout was actually being enhanced by other factors other than too much manual works at school.

#### **4.3.5 Unaffordable Extra School Contributions**

When respondents were asked if school boys' dropout was being fuelled by unaffordable extra school extra contributions, majority of the respondents (53.9%) disagreed while 31.6% of the total respondents agreed (Table 4.4). The mean score of 2.7 out of the possible 5 further showed that the respondents disagreed that unaffordable extra school contributions were enhancing boys' school dropout. These results therefore, suggest that in public secondary schools, unaffordable extra school

contributions were not a significant cause for boys' dropout. However, when the respondents were asked to indicate the forms in which extra school contributions were being imposed on students something that led to boys' dropout, majority of the respondents (33.3%) indicated 'infrastructure development fees', while minority of the respondents (4.4%) indicated 'teachers' motivation fees' (Figure 4.5).

Figure 4.5 further shows that while infrastructure development payments were one of the extra contributions that accounted for a significant proportion for school levies in secondary schools, teachers' motivation fees accounted for the least proportion of extra levies in secondary schools. Other secondary school extra levies, in order of their impacts on boys' dropout included school materials' payments, examination fees, and meals contributions (Figure 4.5). This therefore, suggests that boys' school dropouts arising from unaffordable extra contributions in secondary schools were predominantly linked to infrastructure development payments.



**Figure 4.5 Forms of Extra Money Contributions in Secondary Schools**

**Source:** Field Data, 2024

During the interview on whether unaffordable extra school extra contributions were enhancing boys' dropout, one of head of schools labelled 'A' said: school extra contributions do not encourage boys' school dropout because these extra contributions in schools are agreed upon between the parents and the schools (Interview with the HoS A, on 7<sup>th</sup> of August, 2024). On the same regard, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

*Nowadays, there are no much school contributions which may encourage boys' school dropout... In other words, the existing school contributions can be tolerated by most stakeholders in education. Furthermore, our office emphasises very much on schools operating within their minimum budget that is supported by capitation grants. I therefore recommend that any school which is considering to impose any contribution, should involve parents and our office* (Interview with SEVTD 1, on 12<sup>th</sup> of August, 2024).

The research participants were therefore, of the view that school contributions were tolerable, the decision to impose them was participatory in nature and did not enhance boys' school dropout. This finding suggests that in public secondary schools, boys were dropping out of school not because the schools were imposing extra school contributions but because it was due to other factors.

#### **4.4 Measures for Mitigating School-Related Factors**

The second specific objective of this study was to determine the measures for mitigating school-related factors influencing secondary school boys' dropout in Kibaha Town Council. The five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree was used. The measures for mitigating school-related factors

influencing secondary school boys' dropout comprised of 4 items all providing measures regarding the school related factors (Table 4.5).

**Table 4.5 Measures for Mitigating School-Related Factors that Influence Boys' Dropout**

Statements	Strongly (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly agree (%)	Mean
Schools have identified students at risk of dropping out and provide them with personalised support, including counselling and tutoring	7.9	14.9	10.1	43.4	23.7	3.6
The government strives to implement a more practical and skill-based curriculum	8.3	14	14.9	46.6	16.2	3.5
The government has improved the quality of education	3	8.8	14	45.7	28.5	3.9
The government collaborates with the private sector to decrease boys' school dropout	1.8	7.9	19.3	46.9	24.1	3.8

**Source:** Field Data, 2024

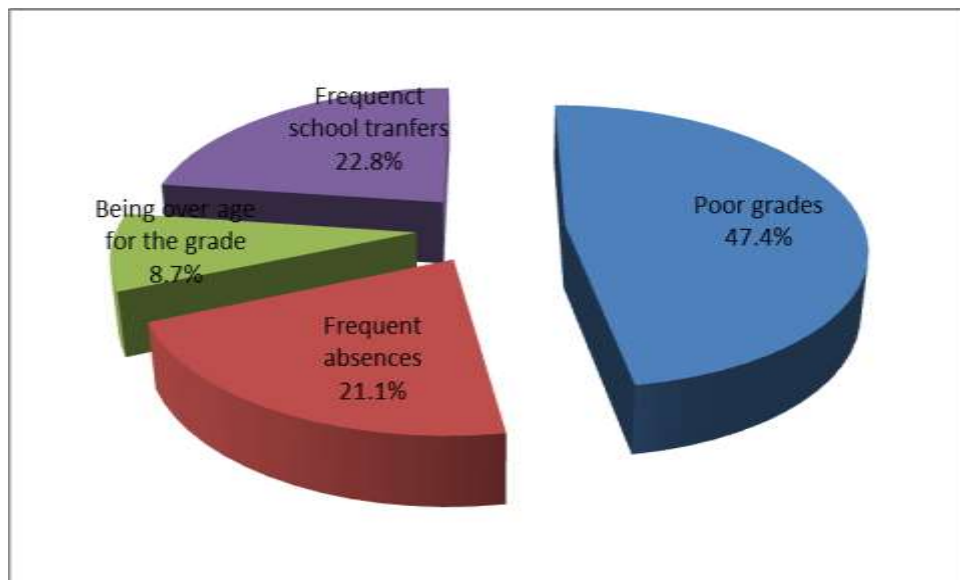
#### 4.4.1 Identifying Students at Risk of Dropping out of School

When respondents were asked if schools were identifying students at risk of dropping out and providing them with personalised support, including counselling and tutoring, majority of the respondents (67.1%) agreed while 22.8 % of the total respondents disagreed (Table 4.5). The mean score of 3.6 out of the possible 5 further showed that the respondents agreed that schools were identifying students at risk of dropping out and providing them with personalised support. The results therefore, suggest that schools were using the identification of students at risk of



dropping out of school and embarking on providing personalised support; something that tremendously reduced boys' school dropout.

However, when the respondents were asked to indicate the characteristics that a student at risk of dropping out school depicted, the majority of the respondents (47.4%) indicated 'poor grades', while minority of them (8.8%) indicated 'being over age for the grade' (Figure 4.6).



**Figure 4.6 Characteristics of Students at Risk of Dropping out of School**

**Source:** Field Data, 2024

Figure 4.6 shows that while poor grades attained by a student were a profound characteristic depicted by a student who was at risk of dropping out from school, being over aged for the grade had very little impact of exposing a student to risk of dropping out from school. Other characteristics depicted by a student who was at a

high risk of dropping out from school constituted of frequent school transfers and frequent absences (Figure 4.6). This therefore, suggests that boys' school dropout could be detected early enough by applying the combination of features that a boy at risk of dropping out from school depicted.

During the interview on whether identifying students at risk of dropping out from school decreased boys' school dropout rate, one of the head of schools labelled 'B' said:

*Identifying students at risk of dropping out from school is a very vital measure to control boys' dropout. In our school, there are teachers who help learners on different problems and they also help them to solve their problems and therefore stay at school. The exercise of identifying boys at risk is an ongoing process (Interview with HoS B on 7<sup>th</sup> of August, 2024).*

Similarly, the ward education officer of ward labelled 'Y' said:

*I agree that early identification of boys at risk of dropping out of school is very important... In real sense, schools have tendencies of identifying students at risk of dropping out from school and are given special support through counselling. In fact, we have established an office for providing guidance and counselling services to students (Interview with the WEO Y, on 20<sup>th</sup> of August, 2024).*

With connection to the above, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

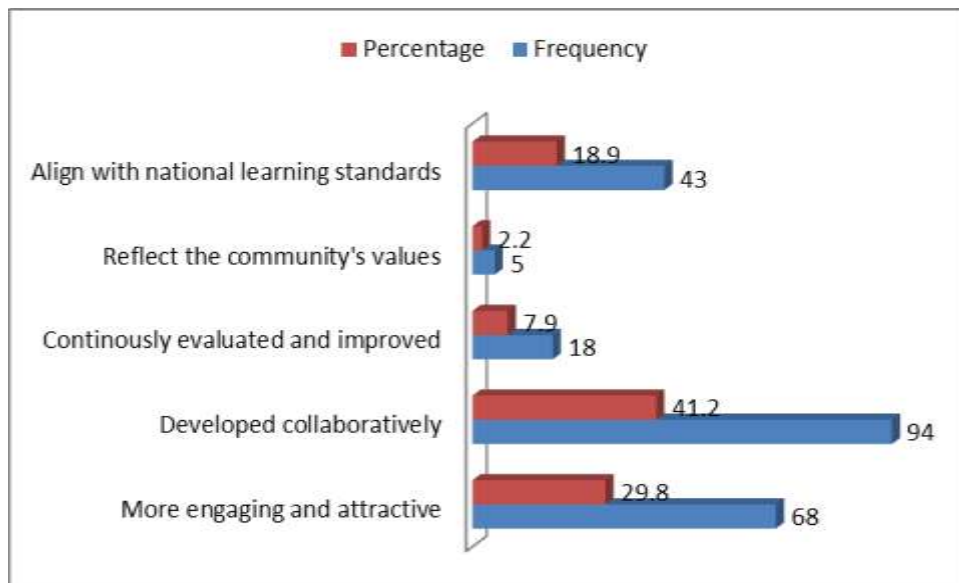
*Identifying students at risk of dropping out from school early enough is a strategy worth applauding. Students' dropping out from schools has been a common occurrence which every education stakeholder should cooperatively work out on how best schools should go about eradicating such a problem (Interview with the SEVTD 1, on 12<sup>th</sup> of August, 2024).*

Based on the findings shown above, the research participants reiterated the importance of identifying students at risk of dropping out from school. Furthermore,

the participants pointed out that identification of students at risk of dropping out from schools was indeed decreasing the chances of boys dropping out from schools. This suggests that in public secondary schools, identifying students at risk of dropping out of school had curtailed the boys' school dropout.

#### **4.4.2 Implementing a More Practical and Skill-Based Curriculum**

When respondents were asked if implementing a more practical and skill-based curriculum would decrease boys' school dropout, majority of them (62.8 %) agreed while 22.3 % of the total respondents disagreed (Table 4.5). The mean score of 3.5 out of the possible 5 further showed that the respondents agreed that implementing a more practical and skill-based curriculum would curtail boys' school dropout (Table 4.5). The results therefore suggest that, implementing a more practical and skill-based curriculum would manage boys' school dropout menace. However, when the respondents were asked to indicate the features of a practical and skill-based curriculum, majority of them (41.2%) indicated that it should be 'developed collaboratively, while minority of the respondents (2.2%) indicated 'reflect the community's values' (Figure 4.7).



**Figure 4.7 Characteristics of a Practical and Skill-Based Curriculum**

**Source:** Field Data, 2024

Figure 4.7 shows that while a curriculum which would be ‘developed collaboratively’ would be more likely to positively manage boys’ school dropout, a curriculum which ‘reflects the community’s values’ would least manage boys’ school dropout. Other features of a practical and skill-based curriculum would be ‘more engaging and attractive’, ‘align with the national learning standards’ and ‘continuously be evaluated and improved’ (Figure 4.7). This finding suggests that a practical and skill-based curriculum would effectively offer a solution for reducing secondary school boys’ dropout if it bore a combination of features which were predominantly ‘developed collaboratively’.

During interview, whose aim was to determine if implementing a more practical and skill-based curriculum would decrease boys’ school dropout, one of the head of schools labelled ‘C’ said:

*The government should work hard to implement practical and skill-based curriculum through safe school programme under TAMISEMI (Interview with the HoS on, 9<sup>th</sup> of August, 2024).*

*However, the ward education officer labelled 'Z' said: There is some information which directly points out towards the skills but so far it has not yet been implemented (Interview with the WEO Z, on 20<sup>th</sup> of August, 2024).*

Besides, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

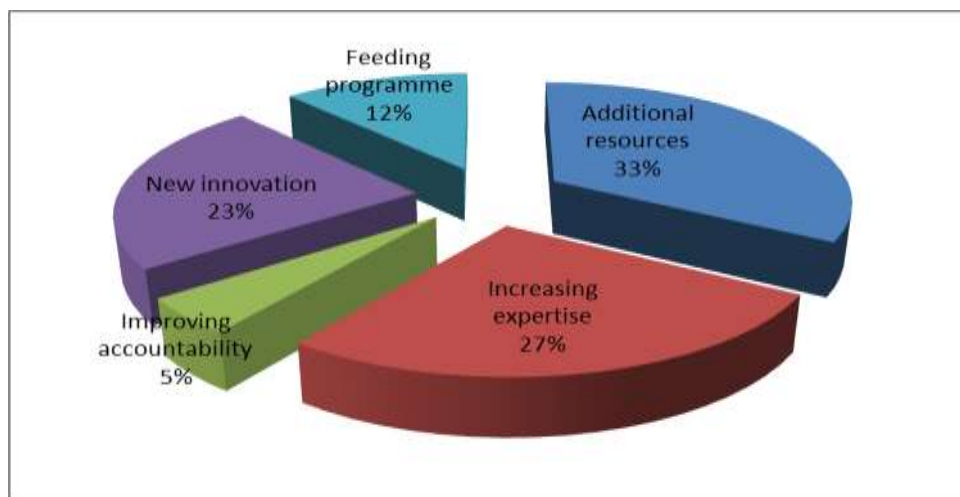
*The implementation of practical and skill-based curriculum is indeed geared towards retaining and imparting the necessary skills to students. However, this can be possibly achieved if the said curriculum is developed collaboratively and engagingly. Much has been done but the implementation will first be effected in few secondary schools" (Interview with the SEVTD 1, on 12<sup>th</sup> of August, 2024).*

The interviewees were of the opinion that indeed, the implementation of practical and skill-based curriculum could help to eliminate boys' dropout but its implementation was still underway. This therefore, suggests that the existing number of boys' school dropout was not actually subjected to practical and skill-based curriculum. Otherwise, the results regarding the boys' dropout that were available today could have been different.

#### **4.4.3 Improving the Quality of Education**

When respondents were asked if improving the quality of education would decrease boys' school dropout, majority of the respondents (74.2%) agreed while 11.8% of the total respondents disagreed (Table 4.5). The mean score of 3.9 out of the possible 5 further showed that the respondents agreed that improving the quality of education

would decrease boys' school dropout (Table 4.5). The results therefore, imply that it would be possible to decrease boys' school dropout if the quality of education would be improved. However, when the respondents were asked to indicate how to improve the quality of education, majority of the respondents (66.2%) indicated 'better infrastructure', while minority of them (13.6%) indicated 'interactive teaching methods' (Figure 4.8).



**Figure 4.8 How Quality of Education Could be Improved**

**Source:** Field Data, 2024

While better school infrastructure would decrease boys' school dropout through enhancing the quality of education, interactive teaching methods would least decrease boys' school dropout since it would lowly enhance the quality of education (Figure 4.8). Another significant feature of improved quality of education was well-trained teachers that would further decrease the boys' school dropout (Figure 4.8). This therefore, suggests that the improved quality of education could decrease boys'

school dropout through a combination of factors such as better infrastructure, well-trained teachers, and interactive teaching methods.

During interview, which aimed at assessing whether improving the quality of education would decrease boys' school dropout; one of the head of schools labelled 'D' said:

*Improving the quality of education will definitely reduce boys' dropout. Fortunately, the government is highly involved in improving the quality of education by providing good facilities and infrastructure, employing well trained teachers and promoting interactive methods (Interview with the HoS D, on 13<sup>th</sup> of August, 2024).*

However, the ward education officer labelled 'U' said:

*To some extent, the government strives to ensure that the quality of education is improved. For instance, it has been working very hard to ensure that science teachers are available in most of the secondary schools save for few deficits which are experienced by arts teachers (Interview with the WEO U on 8<sup>th</sup> of August, 2024).*

Besides, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

*The issue of improvement of education quality is very crucial particularly if it is geared towards managing boys' school dropout. Through several educational reforms, the government has to some extent, been able to improve the quality of education. Furthermore, the existing educational policy of 2014 is generally aligned to Sustainable Development Goals, specifically Goal number 4 (Interview with SEVTD 1 on 12<sup>th</sup> of August, 2024).*

Based on the findings as revealed above, the research participants were therefore, of the view that improving the quality of education would go alongside decreasing the boys' school dropout. This suggests that the community striving to improve the

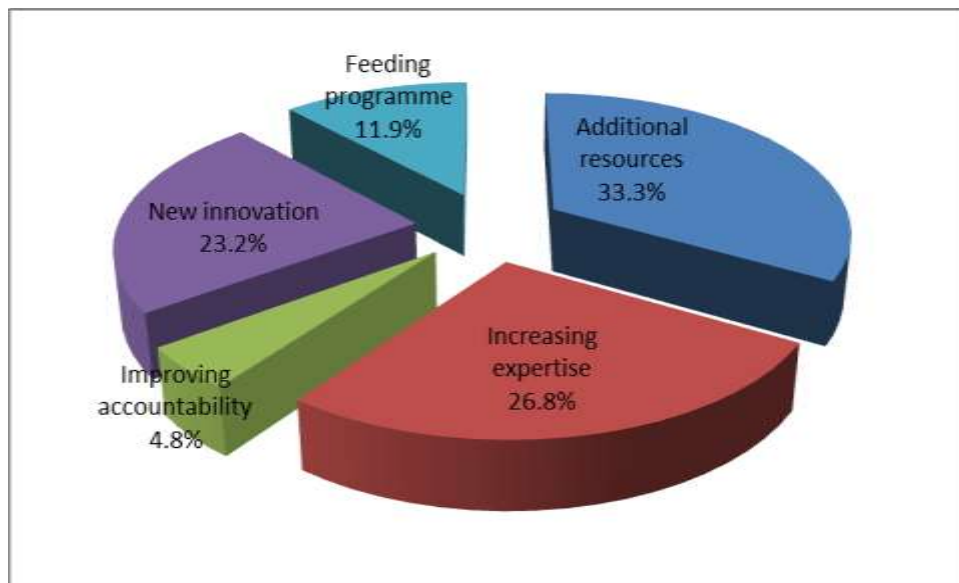
quality of education would definitely have the decreased number of boys' school dropout.

#### **4.4.4 Collaboration of Government with the Private Sector**

When the respondents were asked if government's collaboration with the private sector would facilitate the decrease of boys' school dropout, majority of the respondents (71%) agreed while 9.7% of the total respondents disagreed (Table 4.5). The mean score of 3.8 out of the possible 5 further showed that the respondents agreed that government collaboration with private sector would decrease boys' school dropout (Table 4.5). The results therefore, suggest that there was a possibility of decreasing the number of boys' school dropout if the government collaborated with the private sector.

However, when the respondents were asked to indicate the benefits of collaboration between the government and private sector in improving the quality of education, majority of them (33.3%) indicated 'additional resources', while the minority of them (4.8%) indicated 'improving accountability' (Figure 4.9).





**Figure 4.9 Benefits of Collaboration Between the Government and the Private Sector**

**Source:** Field Data, 2024

Figure 4.9 shows that the paramount aim of the government in collaborating with the private sector that it is for the private sector to bring in additional resources in the education sector, which as result, would decrease the boys' school dropout. Other significant benefits of collaboration comprised of bringing the expertise to support education initiatives, bringing new innovation in education, introducing feeding programme and improving accountability (Figure 4.9). This therefore, suggests that facilitating collaboration between the government and the private sector would decrease the boys' dropout upon enhancing the combination of various benefits.

During interview, which aimed at assessing whether the government's collaboration with the private sector would facilitate the decrease of boys' school dropout, one of the heads of school labelled 'A' said:

*“For several years now, there have been some efforts made by the government to ensure that learners get good education by collaborating with the non-governmental organisations (Interview with the HoS A, 7<sup>th</sup> August, 2024).*

Likewise, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

*The government collaborates with several non-governmental organisations to improve the quality of education such as UWEZO awards, Fema club, Hakielimu and the rest... In the course of doing this, they improve the quality of education by providing infrastructure, teaching and learning materials and necessary students’ needs all of which are meant to retain some students in schools (Interview with SEVTD 1, on 12<sup>th</sup> of August, 2024)*

The research participants therefore, appreciated the role of partnership in education between the government and the private sector. This finding suggests that boys’ dropping out of school would be reduced through the government’s collaboration with the private sector.

#### **4.5 Challenges of Mitigating the Measures of School-Related Factors**

The third specific objective of this study was to examine the challenges of mitigating the measures of school-related factors influencing secondary school dropout in Kibaha Town Council. The five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree was used. The challenges of mitigating the measures of school-related factors comprised of 4 items all providing the challenges of mitigating the measures of school-related factors (Table 4.6).

**Table 4.6 Challenges of Mitigating the Measures of School-Related Factors**

Statements	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly agree (%)	Mean
There is lack of financial resources in implementing vigorous measures for mitigating boys' dropout	14	24.1	11.4	37.3	13.2	3.1
There is lack of government commitment to get rid of the boys' dropout	13.6	30.7	20.2	21.9	13.6	2.9
There is lack of expertise to implement measures for enhancing boys' dropout	16.2	27.6	20.6	25.9	9.6	2.9

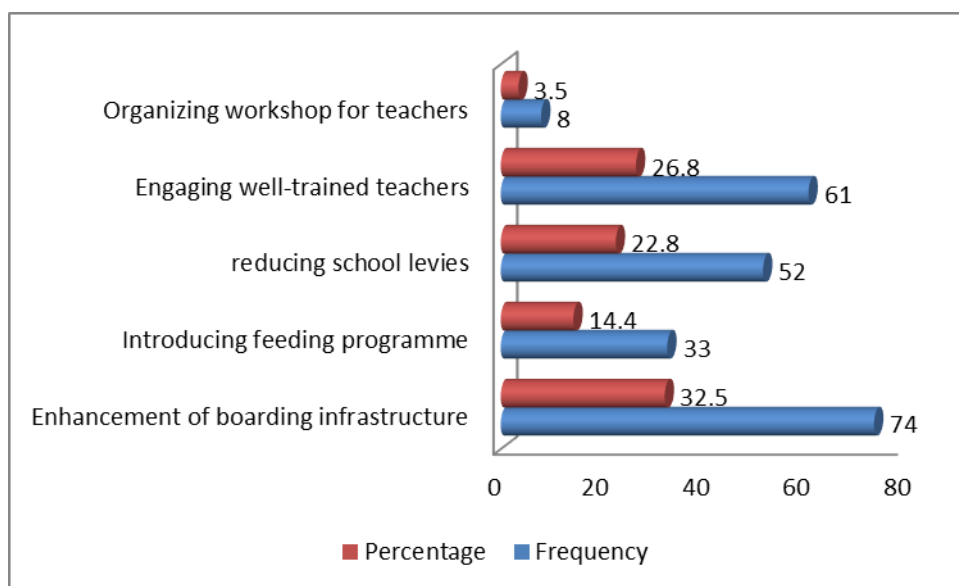
**Source:** Field Data, 2024

#### 4.5.1 Lack of Financial Resources

When respondents were asked if there was lack of financial resources to implement measures for reducing boys' dropout, the majority of respondents (50.5 %) agreed while 38.1% of the total respondents disagreed (Table 4.6). The mean score of 3.1 out of the possible 5 further showed that the respondents agreed that there was lack of financial resources to implement measures for reducing boys' dropout. The results therefore, reveal that the implementation of measures to reduce boys' dropout was being hampered by lack of financial resources.

However, when the respondents were asked to indicate the most significant item that the availability of the financial resources would alleviate to decrease boys' school dropout, majority of the respondents (32.5%) indicated 'enhancement of boarding infrastructure', while minority of the respondents (8.8%) indicated 'organising workshops for teachers' (Figure 4.10).

Figure 4.10 also shows that if financial resources were readily available, public secondary schools would enhance boarding infrastructure, engage well-trained teachers, and reduce extra school levies; all for the purpose of decreasing boys' dropout. Other significant usage of financial resources would include introduction of feeding programme and organise workshops for teachers (Figure 4.10). The implication of these results is that the reduction of boys' dropout required concerted effort of availing financial resources which would otherwise be used to ensure the availability of most of the essential facilities and activities that would ease the learning process of boys.



**Figure 4.10 Usage of Available Financial Resources**

**Source:** Field Data, 2024

During the interview which sought to determine if lack of financial resources to implement measures for reducing boys' dropout hampered the exercise, the ward education officer labelled 'V' said:

*Surely, there is lack of enough money from the government to enable our school to implement all strategies overcome the challenges of boys' school dropout (Interview with the WEO V, on 7<sup>th</sup> of August, 2024).*

On the same regard, the head of secondary school labelled B said:

*Eliminating boys' dropout requires a lot of resources. Remember, we are trying to fulfil the requirement of a human being whose wants are very irrational; when you are trying to satisfy one need, another one arises... Besides, in this world of science and technology, there is scarcity of ICT facilities, sports and games, as well as the financial resources required to repair the distorted infrastructure (Interview with the HoS B, on 8<sup>th</sup> of August, 2024).*

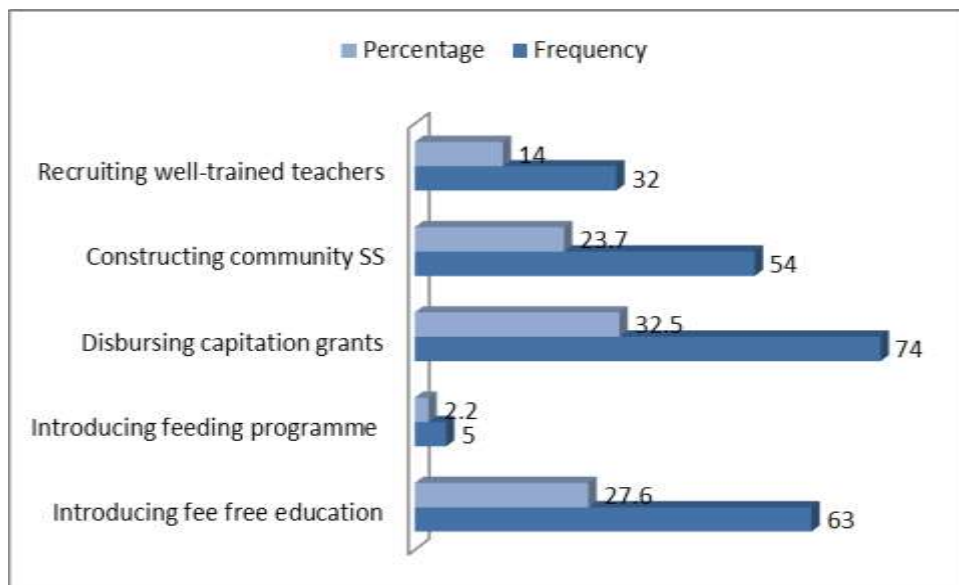
Besides, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

*Lack of financial resources in several schools really hampers their efforts to overcome boys' dropout risk. Although the government has the tendency of remitting capitation grants to secondary schools, they are also tied to specific needs and not for alleviating the problem of boys' dropout..." It is on this basis that schools should effectively involve other stakeholders to solve the problem (Interview with SEVTD 1, on 12<sup>th</sup> of August, 2024).*

The research participants approved the fact that insufficient financial resources were significant factors curtailing the schools' and government's efforts to manage boys' school dropout. This implies that some cases of boys' school dropout cases were being fostered by lack of financial resources when it came to providing the infrastructure and teaching and learning materials.

#### 4.5.2 Lack of Government Commitment

When the respondents were asked if there was lack of government commitment to completely get rid-of boys' dropout, the majority of the respondents (44.3%) disagreed while 35.5% of the total respondents agreed (Table 4.6). The mean score of 2.9 out of the possible 5 further showed that the respondents disagreed that there was there was lack of government commitment to completely get rid-of boys' dropout. The results therefore, suggest that boys' dropout was increasing not because the government was not committed to eliminating the problem.



**Figure 4.11 Indicators of Government's Commitments to Eliminating Boys' Dropout**

**Source:** Field Data, 2024

However, when the respondents were asked to indicate the most significant item that showed the government's commitment to eliminating boys' dropout, the majority of the respondents (32.5%) indicated 'disbursement of capitation grants', while

minority of the respondents (2.2%) indicated ‘introducing feeding programme’ (Figure 4.11).

Figure 4.11 also shows that boys’ dropout was under the control of government through the introduction of capitation grants, introduction of fee free education and construction of community secondary schools in every ward all over the country. Other significant efforts made by the government to get rid-off boys’ dropout include recruiting well-trained teachers and introducing the feeding programme. The results therefore, reveal that the government was highly committed towards elimination boys’ dropout by initiating various programmes.

The interview question which sought to determine if there was lack of government commitment to completely get rid- of boys’ dropout, the ward education officer labelled ‘W’ said:

*The government has really been concerned with boys’ school dropout although not to the extent to which girls have drawn its attention as far as dropping out of school is concerned* (Interview with the WEO W, on the 8<sup>th</sup> of August, 2024).

Regarding the same, the head of secondary school labelled C said:

*The government’s commitment in education and boys’ school dropout can be seen in its provision of fee free education and the disbursement of capitation grants* (Interview with the HoS C, on the 7<sup>th</sup> August, 2024).

Likewise, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

*If we say that the government has not been committed in eliminating boys' school dropout, we are wrong. Consider the efforts that it has made in abolishing the school fees in secondary school, yearly budget allocation and the capitation grants that it regularly sends to schools. This is a clear testimony that it committed to financing public secondary schools (Interview with the SEVTD 1, on 12<sup>th</sup> of August, 2024).*

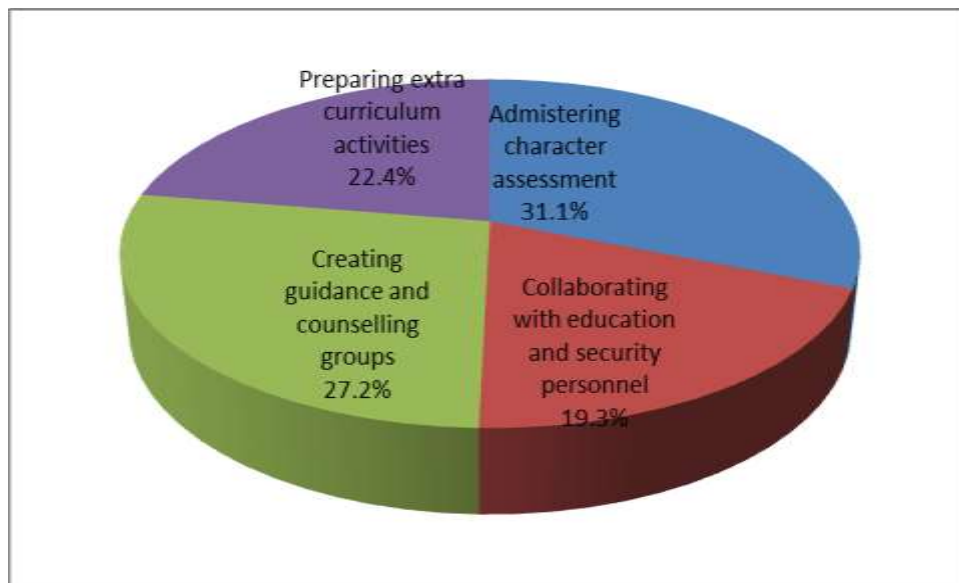
The research participants therefore reiterated the efforts that the government had made to ensure that public secondary schools meet their goal, particularly in addressing the challenge of boys' school dropout. This implies that the government was committed to addressing the financial need of public secondary which ultimately addressed boys' school dropout.

#### **4.5.3 Lack of Expertise to Implement Measures for Enhancing Boys' Dropout**

When respondents were asked if there was lack of expertise to implement measures for enhancing boys' dropout, the majority of the respondents (43.8%) disagreed while 35.5% of the total respondents agreed (Table 4.6). The mean score of 2.9 out of the possible 5 further showed that the respondents disagreed that there was lack of expertise to implement measures for enhancing boys' dropout. The results therefore, suggest that boys' dropout was increasing not because there was lack of expertise in implementing the measures to eliminate the menace.

However, when the respondents were asked to indicate the most significant item that the expertise in managing boys' dropout would do, the majority of respondents (31.1%) indicated 'administering the character assessment', while minority of the respondents (19.3%) indicated 'introducing the feeding programme' (Figure 4.12).





**Figure 4.12 Functions of the Expertise in Managing Boys' Dropout**

**Source:** Field Data, 2024

Figure 4.12 shows that the availability of expertise effectively managed boys' dropout by administering character assessment in schools and collaborating with the education officers and police officers. Other functions of the expert were creating guidance and counselling groups in schools and preparing extra curriculum activities such as sports and games. The results therefore, implied that the functions of the expertise in managing boys' dropout was necessary. However, the respondents did not feel their absence since their functions could be implemented by the ordinary teachers.

Another interview conducted with the participants sought to establish whether lack of expertise to implement measures for enhancing boys' dropout curtailed the elimination of boys' school dropout, the ward education officer labelled 'X' said:

*The issue is not lack of expertise. There are many experts who can effectively implement measures which can address the boys' school dropout but the reality is that the boys' future projected on education is not certain; the prevailing unemployment encourages boys to drop out of schools (Interview with the WEO X, on 9<sup>th</sup> of August, 2024).*

Likewise, the officer from Secondary Education and Vocational Training Department (SEVTD) labelled SEVTD 1 said:

*The addressing of boys' school dropout does not require highly trained personnel. Rather, teachers, with exposure to some few seminars can adequately execute the exercise of eliminating boys' school dropout. In fact, the most significant information that the teachers need to be armed with include boys past conduct, their adherence to academics, and school rules and regulations. Based on such information, teachers can foretell whether the boy is at risk of dropping out from school or not (Interview with SEVTD 1, on 12<sup>th</sup> of August, 2024).*

Based on the findings above, the research participants therefore emphasised on the fact that lack of expertise was not a barrier to managing boys' school dropout since most functions of the expertise were being undertaken by experienced teachers. This suggests that schools never required the services of experts instead they would make use of their own teachers.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.1 Introduction**

In this chapter the results of the findings are discussed in accordance with the specific objectives which included analysing the effect of school-related factors on secondary school boys' dropout; determining the measures for mitigating school-related factors influencing secondary school boys' dropout; and examining the challenges of mitigating the measures of school-related factors influencing secondary school dropout in Kibaha Town Council.

#### **5.2 School-Related Factors Influencing Secondary School Boys' Dropout**

The results of school-related factors influencing secondary school boys' dropout were manifested through poor teacher-student relationship, long distance walking to school, poor academic performance, too much work in school and unaffordable school extra levies. Respondents' opinion in Table 4.4 showed that in public secondary schools, poor relationship between students and teachers could not lead to boys' dropout. Likewise, the interviewees were of the view that although there might have been poor teacher-student relationship, this could not lead to boys' dropout. Furthermore, the respondents were of the view that weak student-teacher bond highly led to school boys' dropout; undefined tasks given to students by teachers moderately caused school boys' dropout; and poorly set goals between the students and teachers lowly influenced school boys' dropout (Figure 4.1).

It therefore, follows that both the respondents and interviewees shared the same opinion, which was however, inconsistent with the results of the study by Noble et al. (2020). Noble et al. (2020) demonstrated that student-rated school working alliance predicted risk of drop-out, and that the relationship was partially mediated by student engagement. The divergence between the present study and the study by Noble et al. (2020) is based on the fact that whereas the present study established that teacher-student relationship may not necessarily lead to boys' dropout, the study by Noble et al. (2020) showed that school working alliance was a good predictor of students' dropout. Furthermore, while Noble et al. (2020) pointed out that school working alliance was influenced by students' engagement, the present study established that student-teacher relationship was influenced by their bond, assigned tasks and set goals. Nonetheless, the relationship between the studies is based on the influence of student-teacher relationship on students' dropout.

However, on the issue of factors influencing students-teachers' relationship, the respondents' views were generally consistent with the Tinto's explanatory model of the dropout process which points out that the background characteristics and goal commitments indicate how well students will interact and become integrated into the institution's social and academic systems (Pascarella & Terenzini, 1980). Similarly, the present study established that setting of goals enhances student-teacher relationship. Conversely, whereas the present study includes the concept of bonding and assigning specific tasks, the Tinto's explanatory model includes the background characteristics as a factor that enhances teacher-student relationship. Nevertheless, the model and the present study converge on the point that there are some factors

that can perpetuate student-teacher relationship. This therefore, implies that although students-teachers relationship had little to do with school boys' dropout, weak student-teacher bond highly influenced school boys' dropout.

Respondents' opinion in Table 4.4 also showed that in public secondary schools, walking long distance to school by students enhanced boys' dropout. Likewise, the interviewees were of the view that walking long distance to school enhanced boys' dropout. The respondents, however, were further of the view that students' regular absenteeism, students' inadequate study time and inadequate students' safety resulting from daily long journey to school, were significant cause for boys' dropout (Figure 4.2). It therefore, follows that both the respondents and interviewees shared the same views, which were however, consistent with the results of the study by Oneye and Onyango (2021) and Zira and Zumo (2020). The results of the study Oneye and Onyango (2021) showed that long distance travelled by students reduced school completion rates. The consistence between the present study and the study by Oneye and Onyango (2021) is based on the appreciation of the fact that students' walking long-distance leads to school dropout. However, the dissimilarity between the two studies is that the present study appreciates the fact that although students' long-distance walking is an immediate cause of students' dropout, it enhances students' regular absenteeism, students' inadequate study time and inadequate students' safety of which, the study by Oneye and Onyango (2021) is generally silent.

Furthermore, the study by Zira and Zumo (2020) indicated that students' school dropout was primarily grounded in school problems such as school distance. The similarity between the present study and the study by Zira and Zumo (2020) is on the fact that both studies agree that students' long-distance walking to schools is a prerequisite for students' dropout. However, whereas the present study directly associates students' long-distance walking as a cause for students' dropout, the study by Zira and Zumo (2020) linked students' school dropout to school distance. This may not necessarily mean walking but generally travelling. This therefore, suggests that long walking distance to school led to a combination of factors which as result, over weighed upon the boys' capacity to continue with studies in secondary schools.

Respondents' views in Table 4.4 also showed that in public secondary schools, poor academic performance heightened boys' dropout. Likewise, the interviewees supported the fact that some students decided to drop out of school because of being weak in academics. The respondents, however, were further of the view that boys' school dropout emanating from poor academic performance, resulted from fear of being ridiculed by peers and parents, fear of being punished, feeling of being disgraceful and feeling of being incapacitated (Figure 4.3). It therefore, follows that both the respondents and interviewees shared the same views, which were also consistent with the findings of the study by Smith et al. (2017) who established that one of the factors influencing school dropout included learning problems. The consistence between the present study and the study by Smith et al. (2017) is due to the fact that both studies linked the students' dropout to poor academic performance.

However, the present study went further to show the psychological torture that a poor academic student goes through that ultimately justifies his/her school dropout.

One key observation is the significant role of learning difficulties in this context. A portion of students grappling with academic challenges may require additional support to meet their educational goals. Often, they depend on their parents to provide this support, but this can be a daunting task for many parents. Some parents, engaged in the demanding pursuit of earning a living, may have limited time and resources to devote to their child's academic needs. In cases where the parents themselves lack formal education, assisting their children with learning difficulties can become even more challenging thus creating a cycle of academic struggle that can eventually lead to dropout.

Similarly, a study by Xie et al. (2023) revealed that academic satisfaction and academic performance were the most influential for students' dropout. This shows that whereas there were other factors that could enhance students' dropout such as students' long walking distance, poor academic performance had adverse effect as far as students' dropout was concerned. However, a study by Desai et al. (2024) found that the overarching reasons for dropping out of school that were school-related included poor school performance. Moreover, parental support and expectations can influence students' motivation. Supportive parents who encourage autonomy and competence in their children's education can foster motivation to stay in school. Parents who are disengaged or have unrealistic expectations can create stress and pressure, thus affecting students' motivation and potentially leading to

dropout. This therefore, suggests that poor academic performance made the boys develop different feelings which resulted to their dropout.

Respondents' views in Table 4.4 also revealed that in public secondary schools, too much manual work in school did not enhance boys' school dropout. Likewise, the research participants were of the view that too much manual work in school was not the cause of boys' school dropout indicating that both the respondents and participants had the same opinions. Furthermore, the respondents pointed out that while watering the flowers and gardens was one of the manual works accounting for a significant proportion for these works in the schools, uprooting stumps accounted for the least proportion of manual works in schools. Other manual works that had moderate proportion of these works in schools included sweeping and slashing grasses (Figure 4.4).

However, the respondents' and interviewees' opinions do not concur with the findings of the study by Inganga (2012) which established that school related factors that caused dropout of boys included too much work in school. The inconsistency of the present study and the study by Inganga (2012) possibly was caused by the differences in the location of the study area. It should be noted that other schools are located in the areas where manual work is rampant which includes chopping of firewood, cultivating school garden, sweeping of large compound and watering of flowers. A study by Seni (2022) also found that most students felt badly, less motivated and did not cherish to do the manual works. Students' distaste for manual work was a significant cause for their dropout although the situation varied from one



school to another. Since both the respondents and participants shared the view that too much manual work in school was not the cause of boys' school dropout, it then follows that boys' school dropout was actually enhanced by other factors other than too much manual work.

Respondents' opinions in Table 4.4 also showed that in public secondary schools, unaffordable school extra contributions did not foster boys' school dropout. Likewise, the research participants were of the view that unaffordable school extra contributions were not the cause of boys' school dropout thus demonstrating that both the respondents and participants were of the same opinions. Furthermore, the respondents pointed out that while infrastructure development payments were one of the extra contributions accounting for significant proportion for school contributions in secondary schools, teachers' motivation fees accounted for the least proportion of extra levies in secondary schools. Other secondary school extra levies, in order of their impacts on boys' dropout included school materials' payments, examination fees, and meals contribution (Figure 4.5).

Thus, the respondents' and interviewees' opinions were inconsistent with the findings of the study by Babimpa (2018) and Herman and Ligembe (2022) which showed that poverty which transcended to failure of parents to meet extra costs in schools was a paramount cause of students' dropout. School extra contributions might not have had significant effect on students' dropout in Kibaha town council because of its locality. Kibaha is very close to Dar es Salaam, a commercial city in Tanzania and therefore draws its economic strengths from its closeness to Dar es

Salaam hence the issue of extra students' contributions might not have had a significant impact. This suggests that extra school contributions were tolerable, the decision to impose them was participatory in nature therefore, did not enhance boys' school dropout.

### **5.3 Measures for Mitigating School-Related Factors**

The measures for mitigating school-related factors were manifested through identifying students at risk of dropping out, implementing a more practical and skill-based curriculum, improved quality of education, and government collaboration with the private sector. Respondents' opinions in Table 4.5 show that identification of students at risk of dropping out was one of the measures for mitigating boys' school dropout. Likewise, the research participants were of the view that identification of students at risk of dropping out of schools indeed decreased the chances of boys dropping out of schools. This demonstrates that both the respondents and participants were of the same opinions. Furthermore, the respondents pointed out that poor grades attained by a student, being over age for the grade, frequent school transfers and frequent absences; were a profound characteristic depicted by a student who was at risk of dropping out of school (Figure 4.6).

However, the respondents' and interviewees opinions were consistent with the findings of the study by Kinyagu (2020) which found that formal and informal preventive strategies undertaken to reduce student dropout problem included administering character assessment. Thus, examining the demographic characteristics of these students further enriches the understanding of students'

circumstances. It becomes evident that a significant portion of the students hail from larger or broken families. The strains of supporting multiple family members or coping with a disrupted family structure can intensify the economic challenges they face thus compelling them to make the painful decision to seek employment or other means of immediate financial relief, thereby interrupting their education. Similarly, in its report, UNICEF (2020) posits that strategies for preventing students' dropout should be accompanied with a clear and timely system of support for students identified as being at risk of leaving school early. This suggests that in public secondary schools, identifying students at risk of dropping out of school has curtailed the boys' school dropout.

Respondents' views in Table 4.5 also showed that implementing a more practical and skill-based curriculum would decrease boys' school dropout. Respondents further indicated that the success of skill-based curriculum depended on whether the curriculum was developed collaboratively, reflected the community's values, was more engaging and attractive, aligned with the national learning standards and was continuously evaluated and improved (Figure 4.7). Likewise, the interviewees were of the opinion that indeed, implementation of practical and skill-based curriculum could help to eliminate boys' dropout but its implementation was still underway.

The results of the study on this regard, are therefore, consistent with those of the study by Vergel et al. (2018) which revealed that dropout variations may be explained by the curriculum design as well. Another crucial factor is the students' foundational skills. If students lack the necessary basic skills and knowledge to cope

with the academic demands of their grade level, they are at a significant disadvantage. The widening gap between students' skill level and academic requirements can lead to a sense of academic inadequacy and an overwhelming feeling of falling behind, thus prompting them to consider discontinuing their education. Besides, the classroom climate and the interactions between teacher and student have an effect both on the academic achievement and the student's engagement in school and social activities. The teacher can foster academic achievement by improving the psychosocial conditions in the classroom. For example, classroom organisation and task orientation stimulate better academic performance. On the other hand, excessive focus on rules is associated with lower academic performance. A classroom environment in which the rules are unclear and inconsistently applied, also increases the dropout risk. In addition, a teacher who focuses on punitive interventions and frequent suspensions, contributes to increasing the student's dropout risk.

In contrast, Tan (2022) found that cognitive skills were more protective against lower secondary school dropout than non-cognitive skills but less protective against dropout at the transition than non-cognitive skills. In light of these multifaceted factors, it becomes increasingly evident that addressing the issue of student dropout due to curriculum design reasons requires a holistic approach. Thus, effective interventions should encompass not only educational support but also socio-economic aid, mental health services, and family support to create a more conducive environment for these students to pursue their education while fulfilling their immediate needs. Recognising the complex interplay of factors in this context is the

first step towards implementing comprehensive and impactful solutions that can help these vulnerable students stay on their educational path. This therefore, suggests that the existing number of boys' school dropout was not actually subjected to practical and skill-based curriculum. Otherwise, the results regarding the boys' dropout that is available today could have been different.

Respondents' views in Table 4.5 also showed that improved quality of education would decrease boys' school dropout. Respondents further indicated that improved quality of education could be achieved through better school infrastructure, well-trained teachers and interactive teaching methods (Figure 4.8). The research participants were also of the view that improving the quality of education would go alongside decreasing the boys' school dropout. The research participants' opinions therefore concur with the respondents' views on the impact of quality education on boys' school dropout. The results of the study are therefore, consistent with the results of the study by Hoque and Mahanta (2021) which revealed that reduction in class size through recruitment of an extra teacher is more effective in reducing dropouts in developing countries.

Likewise, the study by Kiobya (2023) showed that the effect of insufficient number of teachers and poor school environment was a factor for the increase in boys' dropout. Furthermore, the style of teaching plays a pivotal role in student success. When the teaching methods employed in the classroom do not align with the diverse learning styles of students, they can hinder their ability from engaging with the material effectively. This disconnect can result in disinterest, frustration, and

ultimately, a higher likelihood of dropping out. Thus, recognising the importance of tailored teaching methods and inclusive pedagogical approaches becomes paramount in addressing this aspect of academic attrition. This suggests that the community which strives to improve the quality of education would definitely have the decreased number of boys' school dropout.

Respondents' views in Table 4.5 also showed that government collaboration with private sector would facilitate the decrease of boys' school dropout. Respondents further indicated that the paramount aim of the government in collaborating with the private sector is for the private sector to bring in additional resources, the expertise, new innovation and introducing feeding programme and improving accountability which as result, would decrease boys' school dropout (Figure 4.9). Similarly, the research participants were also of the view that government collaboration with the private sector would go alongside decreasing boys' school dropout. The research participants' opinions therefore concur with their views on the role of government collaboration with the private sector on boys' school dropout.

The results of the study are therefore, consistent with the findings of the study by Kinyagu (2020) which revealed that collaboration with non-government Organisations like FEMINA would reduce dropouts in schools. Likewise, the study by Patrinos (2009) showed that the Bank-Netherlands Partnership Programme (BNPP, a Trust Fund, aimed at reducing service provider absenteeism. This means that boys' school dropout would be reduced through government collaboration with the private sector.

#### **5.4 Challenges of Mitigating Measures of School-Related Factors**

The challenges of mitigating measures of school-related factors were analysed through using dimensions such as lack of the financial resources, lack of government commitment and lack of expertise. The respondents' opinions in Table 4.6 showed that there was lack of financial resources for implementing measures aimed at reducing boys' dropout. The respondents also pointed out that if the financial resources were readily available, public secondary schools would enhance boarding infrastructure, engage well-trained teachers, reduce extra school levies, introduce feeding programme and organise workshops for teachers; all geared towards reducing boys' school dropout (Figure 4.10). Likewise, the research participants approved the fact that insufficient financial resources were significant factors curtailing the schools' and government's efforts to manage boys' school dropout.

Therefore, the respondents' and interviewees opinions are consistent with the findings of the study by Kurian et al. (2023) which showed that poverty makes families unable to pay for tuition, books, transportation, and other school-related expenses, thus forcing children to stay at home to support their families financially. Another reason behind parental influence on dropout rates is the expectation that older children should assist in taking care of their younger siblings. In many households, especially in economically disadvantaged environments, this expectation can place a substantial burden on older students, often at the cost of their own education. To address this, it is crucial to create support systems that can assist families in balancing their caregiving responsibilities with educational pursuits. Some parents hold the belief that if their child is over aged for their grade level, they

should discontinue their studies. This belief can lead to students being prematurely pulled out of school, despite their potential and desire to continue their education. Thus, understanding and addressing this misconception is essential, as age should not be the sole determinant of a student's educational journey. This implies that some cases of boys' school dropout have been fostered by lack of financial resources to provide infrastructure and teaching and learning materials.

Respondents' opinions in Table 4.6 showed that there was no lack of government commitment to completely get rid of the boys' dropout. In addition, the respondents also pointed out that the government was committed to eliminating boys' dropout through the introduction of capitation grants, introduction of fee free education, construction of community secondary schools, recruiting well-trained teachers and introducing the feeding programme (Figure 4.11). Similarly, the research participants reiterated the efforts that the government was making to address the challenge of boys' school dropout.

Again, the respondents' and interviewees views are consistent with the findings of the study by Omondi and Kinyanjui (2022) which revealed that the Ministry of Education had embarked on a public campaign programme, known as National Out of School Children (OOSC), that sought to increase the number of children out of school, enrolled and retained in schools. Similarly, a study by Lismaida et al. (2019) showed how the government enacted the law which stipulated that every citizen must follow basic education and the government was obliged to finance it. In that regard, educational institutions, policymakers, and communities must work in concert to



develop strategies that not only tackle the immediate issues but also promote a supportive, inclusive, and engaging educational environment. Thus, understanding the multifaceted nature of student dropout is imperative for crafting effective solutions that empower students to stay in school and achieve their educational goals, thus fostering a brighter future for all. This reveals that the government was committed to addressing the financial need of public secondary schools which ultimately alleviated boys' school dropout.

Respondents' opinions in Table 4.6 show that there was no lack of expertise when it came to implementing measures for enhancing boys' dropout. In addition, the respondents also pointed out that the availability of expertise effectively managed boys' dropout by administering character assessment, collaborating with education officers and police officers, creating guidance and counselling groups and preparing extra curriculum activities such as sports and games in schools (Figure 4.12). Similarly, the research participants emphasised on the fact that lack of expertise was not a barrier to managing boys' school dropout since most of the functions of the would be experts were being undertaken by the experienced teachers. Thus, the findings of this study are inconsistent with those of the study by Kurian et al. (2023) which established that lack of expertise in handling boys' school dropout challenges exacerbated the students' dropout. Likewise, the study by Hoque and Mahanta (2021) emphasised the need for the experts to initiate activities which could control the increase of students' dropout. This means that schools never required the services of the experts instead they would make use of their teachers to manage boys' school dropout.

## **CHAPTER SIX**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1. Introduction**

This chapter gives the summary, conclusions and recommendations of the study. These are aligned to chapter four and they reflect the three objectives that were established in chapter one and literature review in chapter two as well as the methodology in chapter three.

#### **6.2 Summary of the Findings**

This study assessed the school-related factors that influenced secondary school boys' dropout in Tanzania. This was done by analysing the effect school-related factors, determining the measures for mitigating school-related factors and examining the challenges of mitigating the measures of school-related factors influencing secondary school dropouts in Kibaha Town Council.

The first objective aimed at analysing the effect of the school-related factors that were found to influence secondary school dropout. The findings showed that although students-teachers relationship had little to do with boys' school dropout, weak student-teacher bond highly influenced school boys' dropout. The study also revealed that long walking distance school was a significant factor that caused boys' school dropout as it led to students' regular absenteeism and students' inadequate study time.

The study also found that poor academic performance led to boys' school dropout for fear of being punished and ridiculed by peers and parents. The findings also showed that too much manual work characterised by sweeping, slashing grasses and watering flowers and gardens were not the actual cause of boys' school dropout. The study further revealed that extra school contributions did not encourage boys' school dropout. However, infrastructure development payments accounted for a significant proportion for school contributions.

The second objective determined the measures for mitigating the school-related factors influencing secondary school boys' dropout. The study revealed that identifying students at risk of dropping out of school by using grades attained, age for the grade, school transfers and absences, decreased the boys' school dropout. The study also showed that practical and skill-based curriculum would reduce boys' school dropout but depending on whether it was developed collaboratively, it was engaging and attractive. It was also revealed that improving the quality of education decreased the number of boys' school dropout through provision of better school infrastructure and well-trained teachers. Finally, boys' school dropout would be reduced through government collaboration with the private sector by bringing additional resources and the expertise.

The third objective examined the challenges of mitigating measures of school-related factors influencing secondary school dropout in Kibaha Town Council. Some of significant challenges included lack of financial resources which would otherwise be used to improve boarding infrastructure and engaging well trained teachers. The

study also revealed that there was no lack of government commitment since the government was able to introduce capitation grants and fee free education. Finally, the study revealed that public secondary school did not suffer from lack of expertise since the teachers were able to render such functions as administering character assessment, collaborating with education officers and police officers, creating guidance and counselling groups and preparing extra curriculum activities such as sports and games in schools,

### **6.3 Conclusions**

The findings of the first objective conclude that the effect of school-related factors influencing secondary school boys' dropout constituted long distance walking to school since it led to regular absenteeism and boys' inadequate study time. Another significant effect of the school-related factor was poor students' academic performance. This led to boys' school dropout because the boys who performed poorly were afraid of being ridiculed by peers and parents and to some extent, being punished by parents.

The findings of the second objective conclude that the measures for mitigating school-related factors influencing secondary school boys' dropout comprised of identifying students at risk of dropping out of school by using grades attained, age for the grade, frequency of school transfers and absenteeism. Another mitigation measure for boys' school dropout that was in place in public secondary schools was the government collaboration with the private sector for the purpose of bringing additional resources and the expertise.

Finally, the findings of the third objective conclude that the most significant challenge of mitigating the measures of school-related factors influencing the secondary school dropout was lack of financial resources. Financial resources were necessary since they would be used to improve boarding infrastructure for boys and engaging well trained teachers who would employ most effective teaching methodology.

#### **6.4 Recommendations for Action**

- i. The study recommends that public secondary schools should enhance teacher-student relationship by improving student-teacher bond, have well defined tasks and appropriately set goals.
- ii. The government should invest in students' hostels in order to address the challenges encountered by boys who walk long distances to school
- iii. The government should strive to improve the quality education by creating a suitable environment for teaching and learning and ultimately enhancing the grades attained by learners
- iv. The government should conduct seminars and workshops to improve teachers' capacity to administer students' character assessment and conduct guidance and counselling
- v. The government should collaboratively develop a practical and skill-based curriculum by reflecting the community's values and aligning it to national learning standards.

### **6.5. Recommendations for Further Studies**

Given that the study involved few Day-public secondary schools to assess the school-related factors influencing boys' dropout in day public secondary schools in Kibaha Town Council by employing sequential exploratory design, it recommends that further study should engage descriptive cross-sectional survey design in a different town council to establish how school related factors influence boys' school dropout.

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## **APPENDICES**

### **APPENDIX I: QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS**

My name is Mwajuma Jumah, a post graduate student at the Open University of Tanzania. Kindly respond to the questions that follow for the research project "Assessment of school-related factors influencing boys' dropout in day public secondary schools in Tanzania: a case of Kibaha town council". The research is purely for academic purpose and your responses will be kept confidential.

#### **A) Preliminary Information** (Please select [☐] in the appropriate box)

1. Sex of the respondent (a) Male [☐] (b) Female [☐]
2. Age of the respondent (a) 25-30 [☐] (b) 30-35 [☐] (c) 35-40 [☐] (d) Above 40
3. Level of Education (a) Certificate [☐] (b) Diploma [☐] (c) Graduate [☐] (d) Post-graduate [☐]

Please indicate your degree of agreement or disagreement with the following statements by ticking (☒) your response using this scale:

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

S/N	STATEMENT	1	2	3	4	5
<b>B.</b>	<b>School-related factors influencing secondary school boys' dropout</b>					
4.	Poor teacher-student relationship enhances boys' dropouts					
5.	Long walking distance to school influences boys' dropout					
6.	Poor academic performance is a cause for boys' dropout					
7.	Too much work in school enhances boys' dropout					
8.	Unaffordable school extra contributions influence boys' dropout					
<b>C.</b>	<b>The measures for mitigating school-related factors</b>					
9.	Schools have identified students at risk of dropping out and provides them with personalised support, including counselling and tutoring					
10.	The government strives to implement a more practical and skill-based curriculum that is more engaging and attractive					
11.	The government has improved the quality of education through better infrastructure, well-trained teachers, and interactive teaching methods that help retain students					
12.	The government collaborates with non-governmental organisations and private companies to bring additional resources and expertise to support education initiatives					
<b>D.</b>	<b>The challenges of mitigating measures of school-related factors</b>					
13.	There is lack of financial resources to implement vigorous measures for mitigating boys' dropout					
14.	There is lack of government commitment to get rid of boys' dropout					
15.	There is lack of expertise to implement measures for reducing boys' dropout					
16.	There is lack of accessibility to prior information regarding the potential of boys who intend to dropout from school					

**APPENDIX II: INTERVIEW SCHEDULE TO HEAD OF SECONDARY  
EDUCATION AND VOCATIONAL TRAINING DEPARTMENT, WARD  
EDUCATION OFFICERS AND HEADMASTERS/MISTRESSES FROM  
TEMEKE MUNICIPALITY**

**A) Preliminary Information**

1. Sex of the respondent (a) Male [ ] (b) Female [ ]
2. Age of the respondent (a) 25-30 [ ] (b) 30-35 [ ] (c) 35-40 [ ] (d) Above 40
3. Level of Education (a) Certificate [ ] (b) Diploma [ ] (c) Graduate [ ] (d) Post-graduate [ ]

**B. School-related factors influencing secondary school boys' dropout**

4. Does poor teacher-student relationship enhance boys' dropouts? Kindly explain.
5. Does long walking distance to school influence boys' dropout? Kindly explain.
6. Does poor academic performance cause boys' dropout? Kindly explain.
7. Does too much work in school enhance boys' dropout? Kindly explain.
8. Do unaffordable school extra contributions influence boys' dropout? Kindly explain

**C. Measures for mitigating school-related factors**

9. Do schools identify students at risk of dropping out and provide them with personalised support, including counselling and tutoring? Kindly explain
10. Does the government strive to implement a more practical and skill-based curriculum that is more engaging and attractive? Kindly explain



11. Does the government improve the quality of education through providing better infrastructure, well-trained teachers, and interactive teaching methods that help retain students ? Kindly explain
12. Does the government collaborate with non-governmental organisations and private companies to bring additional resources and expertise to support education initiatives? Kindly explain.

**D. The challenges of mitigating measures of school-related factors**

13. Is there a lack of financial resources for implementing vigorous measures for mitigating boys' dropout? Kindly explain
14. Is there a lack of government commitment to get rid of the boys' dropout? Kindly explain.
15. Is there a lack of expertise to implement measures that enhance boys' dropout? Kindly explain
16. Is there a lack of accessibility to prior information regarding the potential boys who intend to dropout? Kindly explain.

# THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/ PG202085718

5<sup>th</sup> August, 2024

Town Director,  
Kibaha Town Council,  
P.O Box 30112,  
**COAST.**

Dear Director

**RE: RESEARCH CLEARANCE FOR MS. MWAJUMA JUMAH MGOGO REG NO: PG202085718**

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

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Mwajuma Jumah Mgogo, Reg.No: PG202085718**), pursuing **Master of Education in Administration, Planning and Policy Studies (MEDAPPS)**. We hereby grant this clearance to conduct a

research titled “**Assessment of School-Related Factors influencing Boys’ dropout in Day Public Secondary Schools in Tanzania: A Case of Kibaha Town Council**”. She will collect her data at your area from 6<sup>th</sup> August 2024 to 30<sup>th</sup> October 2024.

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

Yours sincerely,

**THE OPEN UNIVERSITY OF TANZANIA**



Prof. Gwahula Raphael Kimamala

**For: VICE CHANCELLOR**

# JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS

TAWALA ZA MIKOA NA SERIKALI ZA MITAA

## HALMASHAURI YA MJI KIBAHA



Unapojibutafadhalitaja:



Kumb. Na. KTC/E.60/9 VOL VIII

07/08/2024

Wakuu wa Shule za Sekondari;  
Shule ya Simbani, Visiga, Nyumbu, Miembesaba na Tumbi  
Watendaji Kata;  
Kata ya Mailimoja, Kibaha, Mkuza, Kongowe, Visiga na Tumbi  
Halmashauri ya Mji Kibaha

**YAH: KIBALI CHA KUFANYA UTAFITI KUHUSU 'ASSESSMENT OF SCHOOL-RELATED FACTORS INFLUENCING BOYS' DROPOUT IN DAY PUBLIC SECONDARY SCHOOLS IN TANZANIA.'**

Rejea somo tajwa hapo juu.

1 Ofisi ya Mkurugenzi wa Mji Kibaha imepokea barua yenye Kumb No QUT/PG202085718 ya tarehe 05 August, 2024 inayotoa kibali cha utafiti kwa Ms. Mwajuma Jumah Mgogo kufanya utafiti mada tajwa hapo juu kuanzia tarehe 06 August 2024 mpaka 30 Octoba 2024

2 Kwa barua hii namtambulisha kwako ili aweze kufanya takwimu wanazohitaji kwa ajili ya kukamilisha utafiti uliokusudiwa.

3.Tafadhali naomba apewe ushirikiano.

*Ku Mta:*  
Deborah L. Kusiluka  
K.n.y: MKURUGENZI WA MJI  
KIBAHA

**Nakaia:**

Mkurugenzi Mtendaji -aione kwenye jalada  
Halmashauri ya mji Kibaha  
Watendaji Kata; Mailimoja, Kibaha, Mkuza, Kongowe, Visiga na Tumbo  
Halmashauri ya Mji Kibaha

**Ms. Mwajuma Jumah Mgogo.**