FACTORS ASSOCIATED WITH SECONDARY SCHOOL STUDENTS DROPOUT IN TANZANIA: A CASE OF TUNDURU DISTRICT IN RUVUMA REGION

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **"Factors Associated with Secondary School Students Dropout in Tanzania: A Case of Ruvuma Region",** in partial fulfillment of the requirements for the Degree of Master of Arts in Gender Studies (MAGS) of the Open University of Tanzania

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Date

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DECLARATION

I, **Valentina Mamertus Mapunda,** do hereby declare that this dissertation is my own original work and that it has not been presented to any other University for similar or other degree award. It is hereby presented in partial fulfillment of the requirements for the Degree of Master of Arts in Gender Studies (MAGS) of the Open University of Tanzania.

DEDICATION

I dedicate this work to my brother, Mr. Bosco Mapunda, and my sister, Ms. Emeritha Mapunda, who sacrificed their belongings in favour of my studies and growth in general. I also dedicate this work to my children, Joanel Joseph Komba and Flowin Joseph Komba, for their tolerance and support during my studies.

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ABSTRACT

The study looked at factors that contribute to secondary school dropouts in Tanzania. The study was guided by functionalist theory. The study's objectives were to examine school factors that led to secondary school dropout in selected secondary schools in Tunduru District. Using quantitative approach, data were collected through questionnaire with students, teachers and head teacher and sampling procedure was probability sampling and noon probability sampling. To investigate how student-based factors lead to secondary school students dropping out in selected secondary schools in Tunduru District and to determine whether parents influence secondary students to drop out in selected secondary schools in Tunduru District. Results indicate a positive and significant relationship between school-based, student-based, and parent-based factors on students' dropout at Tunduru District. The study also comes to the conclusion that the main causes of student dropouts are a shortage of teachers, a poor learning environment, libraries, peer pressure, unethical behaviour, culture, lack of learning resources, alcoholism, poverty, perception and divorce or separation had an impact on students' dropout rates. The study, therefore, recommended that. The study's objectives were to examine school factors that led to secondary school dropout and evaluate the long-term effects of intervention strategies on students' retention

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LIST OF ABREVIATIONS AND ACRONYMS

EMIS   Education Management Information system

MoEST   Ministry of Education, Science and Technology

PNAD   National Household Sample Survey

SPSS   Statistical Package for Social Science

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations Children's Fund

URT   United Republic of Tanzania

US   United State

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

With an emphasis on the Tunduru District in Ruvuma, the research aims to get deeper insight into the variables that affect the secondary school dropout rate in Tanzanian secondary schools. Along with examining the role that parents and teachers play in secondary school dropout rates, the study also examined the measures taken by the government and the ministry of education as a whole to address the problem. In particular, background data, a problem description, study objectives, research questions, study importance, study scope, and study organization are provided in this chapter.

1.2 Background of the Problem

Globally, a school dropout refers to the phenomenon where students leave formal secondary education before completing the required academic credentials, such as a diploma or certificate, and do not return within the official reporting period. This definition highlights not only the act of leaving school but also the permanency of the departure, which excludes students who may temporarily withdraw but later re-enroll Butler-Kruger and Sonn (2022),

In Asia, during 20th century, economic hardship may be unable to afford school fees, uniforms, textbooks, or transportation, even in systems where education is nominally free. Children from impoverished backgrounds are often pressured to enter the workforce prematurely to contribute to family income, leading to their withdrawal

from school. Gender disparities within socioeconomic contexts are also frequently highlighted, with girls in some regions being more susceptible to dropout due to cultural norms that prioritize boys' education or early marriage practices. Also emphasize that understanding school dropout requires an exploration of both push and pull factors. Push factors are internal to the school system, such as negative school experiences, poor academic performance, and inadequate teacher support. Pull factors originate outside of school and include poverty, family responsibilities, peer pressure, and employment opportunities, (Brady and Burton 2016).

In America parental involvement and education level in shaping students' engagement and academic outcome, students from families with low parental education levels often receive less academic support at home, which negatively affects their confidence and school performance. Mental health concerns including anxiety, depression, and trauma have also been identified as critical issues that impair learning and increase dropout risk. behavioral issues often linked with stressful family environments and limited parental support are among the primary internal school-related factors leading to dropout and familial conditions that undermine student success. Collectively, these scholars and institutions contribute to a growing body of literature recognizing that dropout is a complex outcome driven by intersecting personal, familial, and socioeconomic challenges (Darling-Hammond, L. 2021).

In Chinese, discoursed on the statement regarding family circumstances and dropout rates often emphasizes the role of societal and governmental support in mitigating

the impact of low socioeconomic status (SES). While acknowledging the correlation between limited financial resources and higher dropout rates, as well as the influence of parental education levels and family instability, the focus in China often shifts to collective responsibility and the provision of educational equity (Postiglione and Jason 2022). Peterson and Edward (2020). Emphasized that, the Chinese government has implemented various policies aimed at reducing educational disparities, such as free compulsory education, financial aid for students from low-income families, and targeted support for rural and disadvantaged areas. These initiatives reflect a belief that while family circumstances exert influence, the state has a crucial role in ensuring that all children have access to quality education, regardless of their background.

Behavioral issues including truancy, repeated disciplinary actions and suspensions are also consistently linked to elevated dropout risks. Research has shown that school environments with a high reliance on punitive discipline rather than restorative approaches often exacerbate the problem, particularly for students with emotional or behavioral disorders Behavioral issues, including truancy, disciplinary problems and suspensions, are strong predictors of dropout. Mental health challenges, such as depression, anxiety or substance abuse, can severely impact a student's ability to attend school regularly, focus on studies and maintain positive relationships. Personal responsibilities, such as caring for family members or working to support the household, can also pull students away from their studies (Mason and Williams, 2022). Students who discontinue attending school are known as dropouts. It underlines that various element of the student's surroundings may have an impact on

these behaviors. In particular, the socioeconomic standing of the student may shed light on probable trends in their behaviour as school dropouts. This includes the division of work, human and cultural capital, and anomalies within that class (Karacabey and Boyacı, 2018).

Trinidad (2022) states that social factors like peer attitudes and the school environment, in addition to student-level traits like poverty, gender, colour, and conduct, have an impact on high school dropout rates. However, students who drop out of school have an impact on their families, communities, and society in addition to themselves. This is supported by Kumar et al. (2023), who demonstrate that the effects of dropping out of school extend well beyond the individual. Although the particular causes of dropouts may differ from place to place, there are a few universal issues that contribute to this problem. They include a lack of support systems, social and cultural elements, health problems, budgetary restrictions, and limited educational options. It takes a multimodal approach that considers these underlying elements to address dropout rates.

This entails addressing income inequality, advancing gender parity, expanding access to high-quality education for more children, funding teacher preparation programs and materials, helping students with special needs, and fostering inclusive and encouraging learning environments. Governments, non-governmental organisations, and other stakeholders must collaborate to implement projects that lower dropout rates globally. Community involvement is also essential. In order to address this issue, the government and other education partners are constructing a bridge

foundation in addition to creating a baseline that demonstrates how quickly dropout rates are increasing throughout Africa. It is true, however, that as a result of the study; no specific steps have been taken to address the problem of dropout rates in African countries. Like other African countries, Tanzania has terrible situations. In particular, the dropout rate is sharply increasing in Tunduru District, where factors such as cultural differences, a lack of supporting learning environments, divorce or separation, and financial restrictions are all taken into account.

Many students who did attend school had to face emotional and physical assault in addition to insults and bullying, physical punishment, and inadequate resources in crammed classrooms from inexperienced or underprepared teachers. The secondary school dropout rates were influenced by each of these factors. The target population is made up of 44 teachers who can offer trustworthy information, 82 parents, and 315 respondents who are continuing students. The ministry of education and the administration are also building a solid foundation for Tunduru, where the rate of secondary school dropouts is rising quickly. To halt the trending scenario, they are constructing a concrete bridge and developing initiatives to stabilise the situation. The Tunduru District has been tackling the issue of the dropout rate over the last few years.

The overall dropout rate in 2020 was 5.1%. 32.2 million Students worldwide drop out of school between the ages of 16 and 18. (UNESCO, 2020, pp. 13–15; United Nations Educational, Scientific, and Cultural Organisation). An estimated 1.2 million students in the United States of America (USA) drop out of high school, accounting

for approximately 25% of first-year students who do not graduate on time. The result was a contrast of the United States, which had some of the greatest graduation rates, with the Caribbean, where 17% of pupils drop out of school before finishing their primary education. Globally, there are several causes linked to dropout rates, such as learning impairments, low motivation, losing interest in school, selecting the incorrect career path, moving, and missing school.

In African countries has been rather good, but the motivation of children to finish their education has not been as strong. The dropout rate is a problem that many African countries face; data shows that in 2020, 42% of African children enrolled in school did not graduate. The situation is even worse in Senegal, where 40% of entrants finish the cycle after 65% of them enter grade one, and in Mozambique, where nearly half of enrolled children drop out (UNICEF, 2021, p. 21). In Chad, the figures are 19% and 83%, respectively. In 2018, the dropout rate in African nations increased to 42 percent. According to this, it is possible that over half of the students will not graduate by the 68% mark, which denotes the point at which over two-thirds of the students were predicted to leave before earning their final grade. Mauritius (2%) and Botswana (7%) had the lowest dropout rates, according to the UNESCO Report, 2020, p. 16.

The Demographic and Health Survey and the Malaria Indicator Survey report from 2022 state that half of Tanzanians are less educated than the median. In Tanzania, women's and men's educational attainment levels are relatively similar. 31% of women and 36% of men had completed some secondary education, according to the

survey. For both genders, the literacy rate is 87% and 80%, respectively. This implies that they dropped out, which explains why they didn't finish their degree. In form one, there were 26,123 males and 21,271 females; in form two, there were 27,492 males and 26,440 females; in form three, there were 10808 males and 12281 girls; and in form four, there were 5,103 males and 6,283 females. In Tamisemi's report on basic education (2023), the topic of dropouts by gender and class is clarified. This study encompasses the whole nation. Form one consisted of 1,080 men and 904 females; form two had 912 males and 87 females; form three had 289 males and 374 females; and form four had 142 males and 258 females. At Tunduru, the district-level dropout rates were 457 males and 394 females in form one and 193 males and 155 females in form two.

Tanzania's secondary school dropout rate was 3.8% in 2018 but grew to 4.2% in 2019, according to Mnyawami et al. (2022). Regretfully, there is still a problem with student dropout even after several programs have been put in place to address it. School feeding programs, parent-teacher conferences, parent seminars, community empowerment programs, and secondary education development programs are some of these initiatives. The issue of dropout rates is not going away, particularly in secondary education.

The absence of established protocols capable of precisely determining the problem's severity and the inability to identify the underlying source of the issue are the reasons behind this problem. According to Kiyangu (2021), there are a number of reasons why students drop out of school. These include pupils engaged in small-scale

business and commerce, parents with poor educational attainment, inappropriate behaviour such as smoking and binge drinking on school property, and a lack of parental supervision. Early marriage and pregnancy are two other factors that contribute to school dropout, according to the United Republic of Tanzania report (URT) from 2019. For every 1,040 primary school dropouts (1.6%) and every 5,443 secondary school dropout (8.3%), pregnancy is the cause.

Furthermore, in Dodoma, Paschal (2020) found that a variety of factors, such as negative attitudes towards girls' education, early marriage, low parental income, low parental education, the use of corporal punishment by teachers, unfavorable school climates, parental occupations, and student problems, contributed to high student dropout rates. When everything is said and done, there are three different kinds of explanations for this phenomenon: parental, school, and student-related factors. Regarding a student's dropout rate, it is unclear how much of an influence parents, schools, and students have. This endeavour's goal is to close that gap. However, in November 2021, the Ministry of Education, Science, and Technology (MoEST) announced "Education Circular No. 2 of 2021," which permits students to re-enter the system for any reason, including pregnancy. Building dorms, classrooms, libraries, and laboratories is another method to solve the problem and get students back into an organized learning environment.

1.3 Statement of the Problem

The problem of secondary school student dropout in Tanzania is multifaceted, stemming from a complex interplay of socioeconomic, academic, and institutional

factors. A significant issue is the prevalence of unprioritized, which often forces students, particularly girls, to leave school to contribute to household income or engage in early marriages, the government used different strategies to motivate students to go to school, however, the learning strategies and students' attendance at the school remains a paucity. Academic struggles, including poor performance and a lack of engaging teaching methods, also contribute to disengagement and eventual dropout.

The quality and accessibility of educational resources, especially in rural areas, are often inadequate, leading to a lack of motivation and a feeling of being underserved by the education system. Social pressures, such as peer influence and the perceived irrelevance of education to immediate livelihood needs, can also lead students to abandon their studies, Therefore the study aimed to examine the factors associated with secondary school student's dropout in Tanzania: a case of Tunduru District, Ruvuma Region.

1.4 Objectives of the Study

1.4.1 General Objective

The primary objective of the research was to examine the factors associated with secondary school dropout in Tanzania, with a particular emphasis on the Tunduru, District, within the Ruvuma Region.

1.4.2 Specific Objectives

i. Examine school-based factors contributing to secondary school students' dropout in Tunduru District

ii. Investigate how student-based factors lead to secondary school dropouts in selected secondary schools in Tunduru District.

iii. Determine parents based factors contributing to secondary students' dropout in Tunduru District.

1.5　　Specific Research Questions

i. What are the school-based factors that lead to secondary school dropout in the selected secondary school in Tunduru District?

ii. What is the factor of student-based on secondary school dropout in Tunduru District?

iii. How do parents factor influence secondary students' dropout in secondary schools in Tunduru District?

1.6 Significance of the Study

Tanzania's secondary school dropout rates are of interest to the study's investigators. The study is restricted to the Ruvuma Region, namely the Tunduru region, and it solely examined the primary indicators of secondary school dropout that are associated with students, parents, and schools.

The study helped Tanzania's government and education stakeholders come up with innovative solutions to address the issue of secondary school dropout rates and offer a noteworthy improvement over the current state of affairs. The study's findings will motivate the Ministry of Education and other relevant authorities to put in even more effort to raise secondary school graduation rates and assist students in finding role

models in the classroom. This study provides information on some of the student-related issues that led to the student dropping out of school before graduating, which benefits the Tanzanian government, parents, teachers, education officers, and students.

Additionally, it can advance our understanding of educational waste in particular by expanding the body of research on the causes of secondary school dropout. The results will assist the Tanzanian Ministry of Education, the Education Office for the Ruvuma Region and other stakeholders in developing the necessary strategies to reduce secondary school dropout rates.

The results of the planned study should assist legislators in identifying both cutting-edge and antiquated educational regulations. These findings can help policymakers assess outmoded methods of instruction and develop new ones that put secondary school students' motivation to complete their education first. Schools may ensure that all students have access to food and educational materials by establishing policies that will provide a supportive environment for teachers, parents, and students.

1.7 Organization of the Study

The five chapters of this dissertation are separated. The first chapter of the study includes an introduction that includes the background data, research questions, objectives, and explanation of the issue. The second chapter's literature review is divided into four sections: theoretical, empirical, research gap, and conceptual framework. The study methodology part of the third chapter covers the following

topics: the subject field, research paradigm, approach, design, population, sample size, data collection procedures, data analysis, validity and reliability, and ethical considerations. Together with an analysis, suggestions, and synopsis from chapter five, the results and discussion are presented in chapter four.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

The theoretical literature review, the empirical literature review, and the conceptual framework are the three key subjects that are given and thoroughly discussed in this chapter. The investigation's primary hypotheses in this instance are derived from the theoretical literature review. It was discussed using utility theory and the service quality model. Though it explains the attempts to resolve or address the phenomenon's illogical or contradictory relationship, the empirical literature was organized in accordance with the specific aims of the current study. In conceptual frameworks, the expected or predicted outcome is illustrated through a graphical depiction of the link between the independent and dependent variables under inquiry. This chapter also presents the research gap and how the variables were operationalize

2.2 Definition of Key Terms

The definition given was meant to assist readers in understanding the exact meaning and context of the significant terms used in this research.

2.2.1   Students' Dropout

A student dropout is someone who leaves school or college before completing their program. Furthermore, Asif et al. (2021) describe a student dropout as someone who, for whatever reason, leaves school before graduating or finishing their studies. A student who has skipped class prior to the study's conclusion is known as a "student dropout" in this particular study.

2.2.2   Dropout Rate

In this study, the term means students leaving school before completing four academic years. Dropout rates are calculated by dividing the total number of students enrolled in these high schools during Form 1 by the total percentage of students who leave educational institutions before completing their secondary education (Ngamaba et al., 2021). The most recent study indicates that there are more students registered for Form One than those who complete Form Four.

2.3 Theoretical Literature Review

The study uses theories that exist so that to investigate and develop new hypotheses to be tested.

2.3.1   Functionalist Theory of Education

Durkheim, (1956) emphasized that education is more than the transfer of academic knowledge it is a means of socialization, the functionalist theory of education is most closely associated with Émile Durkheim (1858–1917), a pioneering French sociologist widely regarded as one of the founding figures of modern sociology. Durkheim laid the groundwork for understanding education as a fundamental institution that serves the needs of society by promoting social order and cohesion. He was the first to treat education as a distinct and important field of sociological inquiry, arguing that schools play a crucial role in shaping moral values and integrating individuals into the collective life of society.

The idea of education function, as articulated by Arando (2020), served as the foundation for this investigation. The functionalist concept of education holds that

schooling can better meet societal demands through fostering social cohesiveness, developing students' skills, and sorting students. Functionalists contend that students ought to be equipped to engage with the institutions of society. According to the theory, teaching is a routine process that entails converting sources of information into products.

Have been reported by Arando (2020) Students come to this business as raw materials and leave as finished goods. The fact that the functional education theory emphasizes the value of education and the frequently beneficial effects that schools have on their students is one of its advantages. It also demonstrates the link between economic development and education, suggesting that both society and the economy benefit from a robust educational system. The functionalist philosophy of education has been criticized for a number of problems, including hiding privilege, inequality, and the detrimental effects of education, despite its benefits. It also minimizes the worst aspects of school, such as bullying, and the small percentage of students for whom it is ineffective, like those who are expelled permanently.

The functionalist theory of education therefore shows how the various components are related to one another. Functionalist theory of education is relevant with the study because the theory suggested that schools act as a bridge between the family and the larger society, helping children transition into responsible citizens who understand and respect the rules and expectations of their community. The school's policies, processes, and resources, the principal's leadership style, the students' commitment, diligence, and moral behavior, as well as parental financial support, mentorship, and

teacher collaboration, can all be regarded as variables. A few of the reasons why students drop out of school are as follows: This hypothesis highlights the three main causes of student dropout: school-based, student, and parental variables. As such, it is relevant to the current study. There are various problems with functionalist theory. All attention is focused on the nuclear family, and other family structures are ignored.

2.4 Empirical Literature Review

An empirical literature review's main emphasis is frequently on observational or experimental data. Empirical studies are frequently carried out to address certain issues.

2.4.1 School-based Factors that lead to Secondary School Dropout

Have been reported by Tsolou et al. (2020) the student's individual characteristics and experiences and are referred to as school factors: Poor academic performance, truancy, absenteeism, discipline problems, involvement in fight with schoolmates or teachers, prior poor academic performance, frequent changing of schools, lack of interest, negative school climate.

Student Engagement: Low involvement in extracurricular and academic activities often precedes dropout rates. Challenges in the classroom and ultimate dropout are caused by a high absentee rate and a lack of passion for the work. Research suggests that a higher likelihood of cessation is associated with lower levels of involvement.

Academic help: Enough academic help can lower the risk of dropout through programs like tutoring and counselling. When faced with challenges in their academics, students may give up because they feel overwhelmed and powerless. Schools with robust support systems tend to have lower dropout rates than those without such resources.

School Climate: Children feel more a part of the community and at home when they attend schools that are in good health. Schools with high levels of bullying, violence, or disciplinary issues usually have higher dropout rates. Safe and supportive environments encourage students to participate fully in. Secondary school dropout rates are influenced by a multitude of factors related to the school environment. Educational institutions can address issues related to student involvement, provide enough academic support, and cultivate a pleasant school climate in order to reduce dropout rates and ensure that more students successfully complete their secondary education.

Kent et al. (2017) looked into factors that could influence a Hispanic male's decision to stop attending school. This study aimed to explore the causes behind the initial ideas of early school dropout among the participants, as well as the factors that drove Hispanic male students in a mid-sized South Texas neighborhood to give up on their education. This quantitative study examined classroom and school-related factors that ultimately impact students' decisions to drop out of school in order to evaluate academic systems under Tinto's theory of institutional departure. This study looked at a group of young Hispanic guys who lived in a mid-sized South Texas community

and the factors that significantly impacted their decision to drop out of school. Giving educators specific areas to focus on was the investigation's aim in order to retain program participants who might otherwise drop out.

Kent et al. (2017) found out that three criteria were investigated in the study, student involvement, real-world linkages to the curriculum, and positive relationships with teachers. Two factors were found to have a significant impact on the decision of Hispanic male students who were considering dropping out of school to continue their education: real-world links to the curriculum and student participation. This study differs from the current one in that the latter focused exclusively on male students, whereas the current study will address dropout rates for all genders. The factors in the study were far more numerous than those in even earlier studies.

It has been reported that Soares et al. (2015) carried out an analysis of the main factors driving secondary education dropout. The data originate from a thorough survey conducted in Minas Gerais, Brazil, that collected data from 3,418 interviews (including dropouts and students) and a historical series produced by the National Household Sample Survey (PNAD). Cox proportional hazards regression models were used to examine potential relationships between extracurricular and interschool factors and early dropout rates. Using the PNAD database, a separate model estimated a logic model to validate the non-dropout rates in Minas Gerais high schools. The study's findings, which shed light on dropout, identify a few critical factors, such as difficulties with particular subjects and school preferences. Even though it was done in a different environment in Brazil.

Kiambati (2020) assessed the educational components that influence secondary school dropout rates in the Kikuyu Sub-County. The investigation was directed by four objectives: assessed the impact of school policies and practices on secondary school dropout in Kikuyu Sub-County; determined the influence of principal leadership style on secondary school dropout in Kikuyu Sub-County; and disclosed the extent to which discrimination against students by teachers affects secondary school dropout in Kikuyu Sub-County. An investigation was carried out using the education production function theory as a basis.

The inquiry was conducted with a descriptive survey design. The target group for the study consisted of 427 instructors and 28 administrators, in addition to 10400 pupils enrolled in public secondary schools in Kikuyu Sub-County, Kiambu County. The sample size was determined by using 10-15% of the universe, which is thought to be representative. Thus, 1040 students, or 10% of the 10400 kids in total, 43 teachers, or 10% of the 427 teachers in the study, and the three participating school principals, or 10% of the 28 schools, comprised the sample. Pre-planned questionnaires and interviews assisted in obtaining the raw data needed for this study.

In a pilot study, one hundred (100) Gichuru High School students took part. Descriptive statistics were used, and SPSS was used to calculate response rates and percentages. The study found that the schools' lack of resources hindered students' ability to learn and pass, which negatively impacted dropout rates. Students who experience discrimination quit school as a result of discriminatory policies. The principal's leadership style has an impact on the dropout rate of students. The study

came to the conclusion that adequate resources needed to be made available in order to reduce the burden placed on the parents. Ensured adherence to established criteria is a responsibility of the government. The administration of the school should put strategies in place to prevent discrimination against pupils. This study was look at factors other than school-based ones, like those based on parents and students. It is connected to previous research on the factors (school resources, policies, and principal leadership) that influence kids' dropout rates.

2.4.2 Student-Based Factors that lead to Secondary School Dropout

Tsolou et al. (2020) found that for students to drop out, a few crucial components emerge. These factors include students' experiences, behaviours, and circumstances that influence students' decisions to drop out of school early. Some of the components of student-based factors that affect dropout are as follows:

Academic Outcomes: Poor Grades: Students who consistently obtain low grades are in danger of quitting school and losing interest in their studies. Learning Disabilities: If a student's learning disability is not recognized or addressed, they may face significant academic challenges that finally lead to dropout.

School Setting: bullying: persistent bullying can lead to both student disengagement and mental health issues. Teacher Quality: Ineffective education or a lack of support from teachers can demotivate students educational Culture: Unwelcomed or unpleasant educational environments might turn off students.

Individual Variables: Issues with Mental Health Mental health issues like anxiety and depression that go untreated can affect academic performance and raise dropout rates. Substance Abuse: Students who abuse drugs or alcohol may place a higher value on these activities than on their education. Peer Pressure: Students might be influenced by their peers to do actions that jeopardize their education.

Cultural Components: Expectations based on culture: Cultural norms may place more value on certain vocations or professional paths than on education, especially for underprivileged populations. Language Barriers: Non-English-speaking students may find it difficult to fit in at English-speaking schools, which might result in dropout rates.

Ngamaba et al. (2021) assessed the causes and consequences of school dropout in the Democratic Republic of the Congo. Primary data was collected in Kinshasa, the Democratic Republic of the Congo, from people who dropped out of school before finishing their secondary education. The impact of school dropout in Kinshasa and the causes behind it were taken into consideration while selecting 150 volunteers from the nearby communities. Peer pressure (11.3%), parent death (10%), academic failure (10%), unethical behaviour by teachers or other students (10%), economical reasons (9.3%), and health reasons (8.6%) were among the reasons for dropping out that were identified for both genders.

Unwanted pregnancies, sexual assault, or young marriages. Affect women 8%, whereas males are more likely to participate in sports and music (17.6%). The study's

findings suggest that the DRC government should encourage vocational education and training in order to reduce school dropout rates. Vocational education and training may offer a chance to students who are unable or lack the money to pursue academic education, allowing them to gain practical skills for a prompt entry into the profession. In the Democratic Republic of the Congo, research on aiding the vulnerable ought to come before initiatives aimed at reducing school dropout rates. This study was not causally similar to the current one, despite concentrating on the consequences of student dropout in the Democratic Republic of the Congo.

Crouch (2018) conducted an evaluation of the factors influencing high school students' decisions to drop out or graduate. Finding and analysing patterns in the responses given by 21 graduates and six dropouts who supplied information using interview guidelines was the goal of this study. According to the analysis's findings, graduates and dropouts encountered similar challenges during their academic careers. Barriers related to disposition, circumstances, and institutions were identified. Six motifs were identified from the three barriers.

This included work, disciplinary and/or legal issues, attendance, educational/remedial assistance, educational principles, and student-teacher interactions. The results demonstrated that these themes did not clash with any specific barrier. Some of the responses' subjects cut across numerous barrier categories. This study and the current study are linked in terms of the factors impacting student dropout; however, the current. Study will focus on secondary school students in general rather than simply high school students and will be

conducted in Tanzania. The prior study solely looked at institutional, situational, and dispositional factors while focusing on high school dropouts in the Netherlands.

Risk factors for school absenteeism and dropout are discussed in the Gubbels et al. (2019) study. This study aimed to gather as much data as possible regarding the risk factors for school absence and dropout. 635 possible risk variables for dropout and 781 potential risk factors for school absenteeism were included in a total of 75 studies. The risk factors were broken down into 42 risk domains for dropouts and 44 risk categories for school absences.

Data from multiple three-level meta-analyses revealed a significant mean effect for twenty-eight risk domains related to school absences and twenty-three risk domains related to dropouts. It was discovered that twelve risk variables, such as negative attitudes towards education, substance abuse, and internalizing and externalizing personal concerns, had a substantial impact on student absences from school. A history of grade retention, a low IQ, learning problems, and subpar academic performance were risk factors for dropout. Each of these elements had an important impact.

The findings of this study improve our fundamental knowledge of the factors that contribute to absenteeism and dropout rates in schools, which in turn aids in our comprehension of the problematic development of teenagers. Further comprehension of the extent to which risk factors impact school absences and dropout rates is also essential for the development of diagnostic instruments, prophylactic strategies,

and intervention techniques. Unlike the current research, which concentrates on variables that affect dropout rates, this study looks at absenteeism risk variables without grouping them into three categories?

2.4.3 Parents-Based Factors that lead to Secondary School Dropout

Have been reported by Tsolou et al. (2020) socio-economic status, lack of parental support and educational expectations, negative parental attitude or even ignorance on their part, absence of stability in family environment, single-parenting, job pursuit, personal or social problems. Below are some factors:

Socioeconomic Status: Families from lower socioeconomic origins may face financial challenges that limit their ability to support their children's education. Insufficient funds can lead to issues like youngsters needing to work to support their family or not having enough money for supplies, uniforms, and school fees.

Parental Education Level: Parents with higher levels of education typically value education more and may provide their children with greater support and encouragement in the classroom. Conversely, parents with lower levels of education could find it challenging to give their children the academic guidance they require and might not recognize the importance of education, which could have an impact on the kids' motivation and commitment to their studies.

Parental Involvement and Support: Parents can positively influence their children's academic performance and overall school experience by actively

participating in school-related events, attending parent-teacher conferences, and overseeing homework. Lack of parental involvement and encouragement might cause students to become alienated from their studies and lose interest in going to school.

Family Structure and Stability: Family dynamics, which include the presence of supportive family members, a secure home environment, and positive parent-child relationships, can impact a student's sense of security and well-being. Students from dysfunctional or broken households may be more stressed out and have emotional problems, which can make it harder for them to focus in class and endure adversity.

Providing a Parental Model: Parents are crucial role models for their children, and their attitudes towards education have a significant influence on the emotions and behaviours of their children. Parents that emphasise lifelong learning, respect education, and have a strong work ethic are better role models for their children to follow in acquiring similar qualities. This encourages a positive outlook on education and academic achievement.

A complete approach is required to address these parental concerns, one that involves providing resources and interventions to empower parents and families to actively participate in their children's education and overall well-being in addition to direct student assistance. Collaboration between schools, community organizations, and government agencies are essential to addressing the myriad problems that families face and achieving great educational outcomes for all students.

In Pakistan's Malakand District, Asif et al. (2021) assessed the variables associated with high school dropout rates. The study specifically examined the association between the likelihood of dropping out of high school and socioeconomic, demographic, and institutional characteristics. Thus, the study design consists of the questionnaire surveys that are filled out by interviewing every student and the literature evaluation. The application of logistic regression was carried out alongside statistical modelling and analysis. The results show that poor academic performance, work, low learning ability, and lack of motivation were the primary personal variables impacting high school dropout rates. Moreover, there's a substantial link between parental characteristics including ignorance, education, and socioeconomic level and high school dropout rates.

A combined family structure, the influence of peer groups, sibling dropout rates, increased responsibilities at home, and adaptation are some significant factors that significantly affect the dropout rate in schools in the Malakand District of the province of KP. The results of this study contribute to the body of knowledge in education by identifying the different factors that affect a student's decision to drop out of high school in Pakistan's Malakand district, including personal, parental, institutional, and household traits. Because the variables in this study are different from those in the current study, the socioeconomic, demographic, and institutional aspects of the study conducted in Pakistan are not the same.

In a rural region in south-western Romania, Nita et al.'s study from 2021 looked at the connection between family characteristics and school dropout. For the

quantitative investigation, the survey approach provided the basis. The questionnaire was the preferred method of study. The study included 363 participants who were all over the age of 18. The findings demonstrated that children from low-income families those with at least one unemployed parent are more prone to assume that education is unimportant and to emulate their parents' lack of formal education. Although some of the students who took part in this poll were younger than 18, everyone who responded to the study was older than 18.

Zeb et al. (2021) assessed the socioeconomic determinants of school dropout in rural Peshawar District, Pakistan, using a basic sample technique. Information was gathered through surveys and conversations with the heads of 400 houses whose children had stopped attending school. After data analysis, poverty was found to be the main factor contributing to learners' school dropouts. It was also believed that other factors, such as the parents' educational achievement, the distance to school, and the low literacy rate in the community, contributed to children dropping out of school. While Zeb's study used convenient sampling, this one used purposive and random sample procedures to identify participants. The factors influencing the dropout rate in day secondary schools in the Njoro Sub- County were examined by Arando (2020).

The purpose of the study was to ascertain how day secondary school dropout rates in the Njoro sub-county were impacted by early marriage, early pregnancy, and financial difficulties. A descriptive survey was the research design employed in this investigation. Within each of the three institutions, the target population consisted of

the twelve instructors teaching Form 3 and Form 4 courses and the three principals of the day secondary schools 1120 basic. The principals and classroom teachers of the selected secondary schools were selected as members of the student body, and only 135 students were selected by simple random sampling to be included in the sample. Data was acquired via questionnaires.

Using both descriptive statistics and the Statistical Package for Social Sciences, the data was analyzed (SPSS). According to study findings, family size has a positive effect on boy-child dropout rates from public secondary schools. On the basis of the study's conclusions, the researcher recommended that the government set aside funds to assist students from low-income families, that parents are made aware of the importance of educating their sons, and that all schools mandate parent conferences once a year to discuss matters pertaining to their children's education. Although the current study will examine more variables, this study solely examined the effects of early pregnancy, marriage, and financial challenges on dropout rates.

When women are expected to pick low-paying vocations that are seen as suitable for women, Brigeon (2017) looked at ways to make schools in the Rift Valley region safe and found that it might be useless for girls and their families to send their daughters to school. According to the report, gender discrimination is a prevalent practice in educational institutions in developing countries, which serves as a deterrent for female students pursuing science and other academic subjects. Teachers often give boys more opportunities to ask more questions, take charge of groups, and use the learning tools throughout class, which discourages girls from fully engaging in their education.

2.5   Research Gap

In education, school dropout is a common issue, even in the most cutting-edge schools in affluent countries. The etiology is multifaceted, encompassing societal, cultural, socioeconomic, and even personal factors. In an attempt to find answers to the problem, research on school dropout is conducted all over the world. Student factors that contribute to early school exit include peer pressure, academic failure, and absenteeism. A survey of multiple studies found that low academic performance is a universal issue that manifests at every educational level and that no community can prevent. Numerous factors can impact children's academic performance, and this might lead to school dropout, according to research findings.

Past research has also demonstrated the beneficial and negative effects of peer group impact on peers' academic motivation, goals, and accomplishments. According to the findings, early school departure among secondary school students is closely linked to the negative influence of their peer group. Previous studies have shown that low student attendance has a direct impact on their academic performance. Additionally, prior studies have demonstrated that extended absences from school are comparable to repetition and that excessive repetition leads to school dropout. Previous reviews of the literature examined factors that lead to secondary school dropouts, such as peer pressure and the effects of low attendance on students' rates of dropout globally.

Rather than categorizing the elements into three groups, prior research on the factors leading to student dropouts examined all of the factors combined (factors linked to students, factors related to parents, and factors related to schools). By identifying

some factors that have a stronger influence on dropout rates than others, this study will contribute to our comprehension of the literature. Furthermore, it appears that there is still more information lacking regarding regular secondary schools, especially in Tanzania. The majority of studies on the topic were conducted in primary schools (Ngamaba et al., 2021; Gubbels et al., 2019); others concentrated on high schools (Crouch, 2018; Assif et al., 2021; Kent et al., 2017).

In addition, there has been relatively little study conducted in the Ruvuma region; in particular, the Tunduru District Council has focused on factors associated with secondary school dropout rates. Perhaps to look into the causes associated with secondary school dropout in Tunduru District, the current study was carried out in order to provide useful and desirable advice on how to handle such difficulties among secondary students in the area. This study stood out from others due to the theory used, the location, the target audience, the sample size, and the quantitative research approach.

2.6 Conceptual Framework

A conceptual framework illustrates the relationship between the independent and dependent variables. This conceptual framework is based on the functionalist philosophy of education, which highlights how student sorting, social cohesion, and skill development all contribute to a school's ability to accomplish societal goals. According to functionalists, education should prepare students to interact with the institutions of society. In this study, the variable of greatest relevance is the dependent variable: student dropout. Three types of independent variables parents,

schools, and students are used to try to explain the differences. A review of the

literature served as the basis for the conceptual framework of the current study, as

shown in figure 2.1.
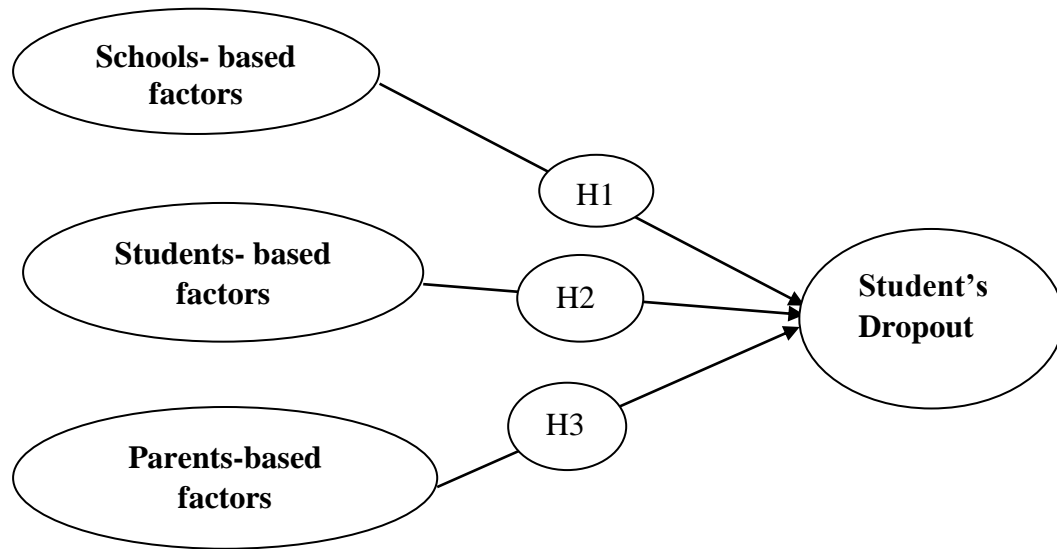
Figure 2.1: Determinants and factors for Secondary Students Drop out

Source: Theoretical and Empirical Review

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

Research methodology is a way to systematically solve the research problem. It may

be understood as a science of studies how research is done scientifically." understood

as a science of studying how research is done scientifically." It encompasses the

systematic plan for conducting research, included the methods, techniques and

procedures used to collect and analyzed data. (Kothni 2023). This chapter shows the

different methods or techniques that were used in the research. This chapter

contained information about the study's design, demographics, sampling procedures,

sample size, and methods for gathering data. It also covers ethical issues, study

validity and reliability, and data analysis methods. The current study, which was

conducted in the Tunduru district of the Ruvuma region, only included 11 public

secondary schools, or half of the total number of public secondary schools in the

study area, in order to assure representation and consequently, generalization of

findings. The issue of student dropout is one that both schools deal with on a

comparable basis. Actually, all secondary public schools experience student dropout

rates.

These schools were picked because their student dropout rates were higher than those

of other public secondary schools in the Tunduru District. These are Mtutura

Secondary School, Mataka Secondary School, Mchoteka, Mgomba Secondary

School, Muhuwesi Secondary School, Nandembo Secondary School, Matemanga

Secondary School, Lukumbule Secondary School, Nalasi Secondary, Ligoma

Secondary, Nakapanya Secondary School, and Mtutura Secondary School. Public secondary school dropout rates are higher than those of private secondary schools for another reason: in private schools, most dropouts are related to not meeting graduation requirements and are simply transferred to another institution; in public schools; however, dropping out means the student is never permitted to return. Source: The Secondary Education Office's April 2023 report.

3.2 Philosophy of Research

Study philosophy encompasses the activities of gathering, analyzing, and using data related to the study issue in total, Mason (2022). Reality, knowledge, and existence are the main topics of philosophy as an academic discipline. According to Mason (2014), it addresses hypotheses regarding the operations of the world and the actions that take place in this study. The positivist method was selected for this study because it tests hypotheses and uncovers generalized truths. Also, it draws conclusions based on observation and measured evidence.

3.3 Research Approach and Design

This area covers methodologies, frameworks, and strategies used to investigate questions and generate insights. This field invites exploration into the various approaches that shape research, including quantitative, mixed-methods, and theoretical frameworks. This section explains the overall approach used to carry out the study. Research design is essentially the plan that guides how the research questions are answered. It included the choice of methods, the theoretical lens and the strategies for collecting and analyzing data. Depends on what the study aims to

uncover, researchers may choose from quantitative, qualitative, or mixed-methods approaches (Creswell and Creswell, 2018).

3.3.1 Research Approach

The research approach refers to the overall strategy used to investigate a research problem, guiding both data collection and analysis. It is typically categorized into quantitative approach where is rooted in the positivist paradigm and involves the collection of numerical data to test hypotheses or measure variables objectively, often using statistical tools. Creswell and Creswell (2018) explain that quantitative research is all about collecting and analyzing numbers to understand patterns and relationships between different factors. They describe it as a method that helps researchers test theories by measuring variables and using statistics to analyze the results. This type of research often starts with a clear question or hypothesis and then data is gathered using things like surveys, experiments or structured observations. What makes it powerful, according to the authors is its ability to produce results that can be generalized to larger populations especially when the study is well-designed and the tools used are reliable and valid. They also point out that this approach works best when the researcher wants to stay objective and focus on facts rather than opinions or personal experiences.

3.3.2 Research Design

Research design is a detailed plan or blueprint for conducting a research study. It outlines how collected, measured, and analyzed data to answer specific research questions or test hypotheses, detailed plan" or "blueprint" in research design serves

several crucial functions. It provides a clear roadmap, ensured that the researcher remains focused on the research objectives and avoids deviations that could compromise the study's integrity. This roadmap encompasses decisions about what the study is about, why it is being conducted, where it will be carried out, what type of data is required, where the necessary data can be found, what methods of data collection will be used, and how the data will be analyzed (Kothari, 2023).

3.4 Study Area

This study was conducted in the Ruvuma region at Tunduru District Council. The study consists of three independent variables, which are school-based factors, student-based factors and parent-based factors, and one dependent variable, which is student dropout. In the Tunduru district area, which is characterized by a range of socioeconomic challenges and educational gaps, secondary school dropout rates have become a major concern due to the Ruvuma region's persistently high rates in recent years. This study aims to investigate the factors that lead to student dropout.

3.5 Targeted Population

The targeted population of the study is 441; this population is 315 continuing students, 44 class teachers, academic teachers, and headmasters from selected schools, and 82 selected parents from Tunduru District Council. In the population. Considering that there are eleven schools and that every school has a stream, a substantial number of teachers were suggested by the study. As a result, data for the study was gathered from each classroom teacher. Nonetheless, the heads of units and the department of education were also responsible for supplying information because

most of them were supporting oversight. The study schools that were pertinent to the population were selected. The sample included members of both sexes, regardless of age or literacy level. The 10 wards that host these institutions as well as eleven secondary schools were subject to the aforementioned target population. The selection process took into account the target population's diversity, budget, design, and techniques.

3.6 Sample Size

This research used a sample size of 176 students, 82 parents, and 44 academic and class teachers. From the population of twenty-two schools, a sample survey was administered to eleven secondary schools. 82 parents, 176 students from the public secondary 11 schools, and 44 academic and class teachers from the double-stream schools were sampled using purposeful sampling. There were a total of 22 class teachers, 22 academic teachers, and heads of schools included in the study because the class teacher who flipped the coin with the head on her side had the class participate. According to Saunder et al. (2016), this number was chosen with a precision error of 0.05 and a 95% confidence level using the Kothari (2014) algorithm. It is believed that the selected sample size will allow the study to draw statistical conclusions and average sampling error more broadly (Polit & Beck, 2010; Taherdoost, 2017). The sample consisted of students, teachers, and parents. The respondents who filled out the questionnaires or the quantitative data were the two possible uses for this sample size. The Yamane (1967) formula was utilised to determine the total number of students involved in the research project.

The Yamane formula is given below.

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

Whereby,

n = Sample size

N = Population

e = Precision error

 Therefore,

$$n = \frac{315}{1+315(0.05\ x\ 0.05)} \qquad n = \frac{315}{1+315\ (0.0025)}$$

$$n = \frac{315}{1+0.7875}$$

n = 176

176 population, or 16 0r (9.1%) respondents from students, parents, and teachers that were sampled proportionately, were obtained via the formula. Gender of participant should be considered, and for students, half of the participants had to be from each gender because the school was coeducational. This was stated by Mugenda (2003) in reference to a sample that is representative of the entire population.

Table 3.1: Sampling Frame

Respondents	Target Population	Sample size	Percentage
Parents	82	82	100%
Teachers	44	44	100%
Students	315	176	55.87%
Total	441	302	68.48%

Source: Field data (2023)

Picks without replacement were made for each village and school using probability random sampling.

3.7 Sampling Techniques

In this study, the researcher used probability sampling and non-probability sampling. Where probability sampling is a random sampling where every item of the universe has an equal chance of inclusion in the sample. (Kothari, 2023). Under probability sampling, the researcher used simple random sampling where each universe has an equal chance to be included in the study. Students and parents are selected randomly; various steps were used: Obtain a complete list of all prospective participants in the population, and then assign each participant a unique number from the unique number.

Researcher randomly selected the required number. Non-probability sampling is the sampling that does not afford random sampling, that is, not all universes have equal chance to be selected. Under this technique, researcher used purposive sampling. This technique was being chosen as important criteria of respondents' selection partly due to its simplicity and ease of conduct, low degree of sampling error, and its ability to provide some important information. For this case, a researcher selects class teachers and academic teachers only to be included in study.

3.8 Data Collection Procedures

In carrying out this study, the researcher collected two types of data, namely primary data and secondary data.

3.8.1 Primary Data

This is the data that the researcher collected directly from the field under primary data. The research used the questionnaire method to obtain the data, which was 11

public secondary schools, or half of the total number of public secondary schools in the study area, in order to assure representation and, consequently, generalization of findings. The issue of student dropout is one that both schools deal with on a comparable basis. Actually, all secondary public schools experience student dropout rates. These schools were picked because their student dropout rates were higher than those of other public secondary schools in the Tunduru District. These are Mtutura Secondary School, Mataka Secondary School, Mchoteka, Mgomba Secondary School, Muhuwesi Secondary School, Nandembo Secondary School, Matemanga Secondary School, Lukumbule Secondary School, Nalasi Secondary, Ligoma Secondary, Nakapanya Secondary School, and Frenkweston Secondary School. Public secondary school dropout rates are higher than those of private secondary schools for another reason: in private schools, most dropouts are related to not meeting graduation requirements and are simply transferred to another institution; in public schools; however, dropping out means the student is never permitted to return. Source: The Secondary Education Office's April 2023 report.

3.8.2 Secondary Data

In this study, the researcher uses existing data sources that have been collected for other purposes, such as reports, academic studies, government surveys, or school records, for the study, including both published and unpublished data.

3.9 Data Processing, Analysis and Presentation Techniques

It involved an operation that was performed with the purpose of summarizing, interpreting, and organizing the collected data in a manner that answered the research

questions. The research used frequency tables, percentage pie charts, and histograms to interpret the collected data. The research team used the SPSS and Microsoft Excel programs to analyze the data.

3.9.1 Data Processing

The data was processed manually and processed through Microsoft Excel, and the IBM Statistical Package for Social Sciences program was used. The processing consists of data entering, editing, coding, and verifying.

3.9.2 Data Analysis

The research comprised both descriptive and inferential analysis.

i. Descriptive analysis

Descriptive statistics were used to summarize information about variables in a data set, such as frequency percentage tables. These statistics were used to assess respondents' characteristics of students' dropout and investigate the factors that led to students' dropout. The study's quantitative data was gathered, classified, and ready for analysis (Smith, 2012). Descriptive and inferential statistics were used to examine the data using SPSS version 26, the Statistical Package for Social Sciences. Quantitative data were presented using tables that included percentages and frequency distributions. Pearson The relationship between the independent and dependent variables was investigated using the product moment coefficient. A correlation coefficient of 0.3 or less indicates a weak association; one between 0.4 and 0.6 indicates a moderate relationship; and one above 0.7 indicates a strong tie.

ii. Inference analysis

To determine if the patterns in the sample are likely to be representative of the population from which the sample was collected, inferential statistical analysis was employed. We will create a linear multiple regression models to ascertain the relationship between the independent and dependent factors that influence students' dropout rates. Because each variable was measured on a Likert scale and the dependent variable was numerical, several regression models were used. The Likert scales are assessed using a five-point style, ranging from "strongly disagree" (1) to "strongly agree" (5). The independent variables for this study were recorded as either numerical or categorical variables after the next linear multiple regression models were developed.

Y_1 = Students drop out

β_0 = a constant showing intercepts for regression equation

$B_1 - \beta_n$ = independent variables coefficients

$X_1 - X_n$ = independent variables

e = error term

3.9.3 Data Presentation

The data analyzed is presented by using statistical, graphical, or a combination of both statistical and graphical techniques. The data (information) was presented using diagrams such as histograms, bar charts, pie charts, and frequency tables to represent the data.

Validity of the Study

Validity refers to the extent to which the research instruments measured what they

were intended to measure. For the first objective, which aimed to examine school-based factors contributing to secondary school students' dropout in Tunduru District, content validity was ensured through the development of items aligned with relevant literature and expert review by educational specialists. The questionnaire included items on teaching quality, availability of facilities, school management, and discipline measures, which are commonly associated with school-level influence on dropout rates. (Creswell & Creswell, 2018).

For the second objective, to investigate how student-based factors lead to secondary school dropouts in selected secondary schools in Tunduru District, construct validity was achieved by designing instruments that captured internal student issues such as motivation, academic performance, attendance, and behavior, all grounded in prior empirical studies. Similarly, the third objective to determine parents-based factors contributing to secondary students' dropout ensured face and content validity by including key constructs such as parental income level, education, marital status, and perceptions about schooling, which have been frequently cited in dropout research (Komba & Nkumbi, 2021).

Reliability of the Study

Reliability, on the other hand, pertains to the consistency and stability of the research instruments across different contexts and time To ensure reliability, a pilot study was conducted in a nearby district with similar demographics, and the Cronbach's Alpha coefficients for all sections of the questionnaire exceeded the acceptable threshold of 0.70, indicating high internal consistency. Moreover, the use of a standardized Likert

scale across all sections of the questionnaire contributed to score consistency in measuring respondents' perceptions across the three thematic areas. Together, these measures of validity and reliability ensured that the findings accurately reflect the actual factors influencing school dropout among secondary school students in the Tunduru District, thus strengthening the credibility of the research outcomes, (Irvine and Walker, 2019).

3.10 Ethical Consideration

According to Pritha (2021), a set of principles governs research designs and methodologies. When collecting data from subjects, scientists and researchers are required to adhere to a set of ethical standards. Human research often aims to understand real-life events, investigate effective remedies, analyze behaviors, and improve lives in other ways. Both the subject matter you choose to study and the methodology you choose for that study carry significant ethical implications. These include preserving academic integrity, strengthening the research's validity, and defending the rights of study participants.

The researcher applied to Open University for authorization to collect data in Ruvuma and obtained a permit from the Regional Administrator Secretary in order to uphold academic honesty. Prior to collecting data from teachers, parents, and students, the researcher obtained consent from the district executive director, district administrative secretary, and school principals. The respondents had the option to consent to participate and to withhold their identities and the identities of their institutions by omitting them from the questionnaires. In order to avoid plagiarism,

all books that were studied and consulted were cited in order to give acknowledgement.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Chapter Overview

This chapter presents the findings from the examination of the variables that have been considered as probable reasons for secondary school dropouts in Tanzania, particularly in the Tunduru District of the Ruvuma Region. In the Ruvuma Region's Tunduru District, the study explicitly determined the influence of school-based factors on secondary school dropout rates. The effects of student- and parent-based factors on secondary school dropout in Tunduru District, Ruvuma Region, were also investigated. Tables were used to display the main study findings. The respondents' demographic data is displayed at the beginning of the chapter.

4.2 Research Instrument Return Rate

The focus of this study was on 176 respondents, who included parents (36), classroom and academic teachers (40), continuing students (100). The participants were handed questionnaires, which they were to fill out and return to the researcher. The percentage of completed questionnaires is shown in Table 4.1.

Table 4.1: Questionnaire Response Rate

Respondents	Questionnaires Returned F (%)	Questionnaires not Returned F (%)	Total Percentage F (%)
Parents	36 (100%)	0 (0%)	36 (100%)
Teachers	40 (100%)	0 (0%)	40 (100%)
Students	90 (90%)	10 (10%)	100 (100%)
TOTAL	**166 (94.32%)**	**10 (5.68%)**	**176 (100%)**

Source: Field data (2023)

Table 4.1 shows that 176 questionnaires were given out to the respondents. 100 students, 40 classroom and academy teachers, and 36 parents made up the 94.32% of respondents who finished and returned the surveys. Ten out of the respondents, or 5.68%, did not finish and submit their surveys. As a result, 166 (or 94.32%) of the 176 respondents that were sent out were finished and sent back. According to Mugenda (2012), any research that has a response rate of 70% or more is adequate. Since 96.69% of all respondents completed and returned the surveys as directed, this return rate was sufficient.

4.3 Demographic Information of the Respondents

The study wanted to examine the basic information of the participants in secondary schools in Tunduru district council.

4.3.1 Respondents' Gender

The researcher wanted to find out the respondents' gender, and Table 4.2 presents the responses.

Table 4.2: Responses by parents, Teachers and Students on their Gender

Gender	Parents	Teachers	Students
Male	16 (44.44%)	29 (72.5%)	62 (62%)
Female	20 (55.56%)	11 (27.5%)	38 (38%)
Total	**36 (100%)**	**40 (100%)**	**100 (100%)**

Source: Field data (2023)

From Table 4.2, 16 or 44.44% of the parents were male, while 20, or 55.56%, were female. 29 academic and class teachers, the same as 72.5% of the class teachers and

academics, were males, while the rest, 11 equivalents to 27%, were females. Students' responses on their gender showed that 62 students, equivalent to 62%, were males, while 38, equivalent to 38%, were females. This revealed that in the teachers and students category of respondents, males were more than females.

The reason why there are more female parents than male parents is that more male parents were employed outside the home in industries like agriculture and business at the time of data collection. The student difference indicated that there were more boys than girls enrolled in the secondary schools run by the Tunduru District Council. This raised the possibility that male pupils had a larger percentage of school dropouts. The study considers the gender of the respondent. It was also crucial to determine the respondent's gender in order to guarantee that the study was unbiased and gender sensitive.

4.3.2 Age of Respondents

The researcher wanted to know the principals', class teachers', and students' ages. Table 4.3 presents their responses.

Table 4.3: Responses by Parents, Class Teachers, and Students on their Age

Age in Years	Parent	Teachers	Students
14-25	2(5%)	2 (5%)	100 (100%)
26-35	4(11%)	19(47.5%)	0
36-45	10(27.8%)	10 (25%)	0
46-55	5(13.9%)	9 (22.5%)	0
Above 55	15(41.7%)	0	0
TOTAL	**36 (100%)**	**40(100%)**	**100(100%)**

Source: Field data (2023)

Table 4.3 shows that a greater number of the parents, fifteen, or 41.7%, were above 55 years old. They were followed by those aged 36-45 years who were ten, or 27.8%. Those of the age 46-55 years were five, representing 13.9%, while those of 26-35 were four, representing 11%, and last were those of 14-25 years, with two, representing 5%. The results of this study show that 20 of the 36 parents were older than 45, indicating that they were mature enough to comprehend and address any concerns raised by adolescents regarding school dropout and academic performance as required by the study.

Based on their comments, academic and classroom teachers, 47.5% of them, or many of them, are between the ages of 26 and 35. Then came the group of 35-year-olds (25%) who were between the ages of 36 and 45. The third group is represented by 22.5% of the class teachers who were 46–55 years old, and two, or 5%, were 14–25 years old. Considering that 19 of the 40 class teachers were between the ages of 26 and 35, they were young enough to have a better understanding of the problems and difficulties that they were facing. The respondent's age was significant since a person's age frequently determines how much knowledge and experience they have on a given subject.

4.3.3 Level of Education of the Parents and Class Teachers

The researcher wanted to know the highest level of education of the heads of institutions and the class teachers. Table 4.4 presents the information gathered from them.

Table 4.4: Responses by Parents and Class Teachers on their Level of Education

Level of Education	Parents	Teachers
Degree	0 (0%)	21 (52.5%)
Diploma	0 (0%)	19 (47.5%)
Secondary level	10 (25%)	0 (0%)
Primary Level	26 (65%)	0 (0%)
TOTAL	**36(100%)**	**40 (100%)**

Source: Field data (2023)

Table 4.4 demonstrates that few parents 10, representing 25% have a secondary education. Additionally, 26 parents, or 65%, only had primary education. The distribution of academic qualifications among the class teachers: 21 or (52.5%) had a degree level, while 19 or (47.5%) had a diploma level. possess high levels of education and, as a result, is able to make well-informed judgments about issues pertaining to education and dropout rates that impact students in their specific schools.

4.3.4 Marital Status of the Parents and Teachers

The researcher wanted to know the marital status of the parents and the academic and class teachers. Table 4.5 presents the information gathered from them.

Table 4.5: Responses by Marital Status of Parents and Teachers

Marital Status	Parents	Teachers
Single	7 (19.4%)	8(20%)
Separated/Divorced	19 (52.8%)	5(12.5%)
Married	10(27.8%)	27(67.5%)
TOTAL	**36(100%)**	**40(100%)**

Source: Field data (2023)

The study found that 52.8% of parents who responded to the study were divorced or separated. Furthermore, 27.8% of the population was married. 19.4% of respondents

were unmarried. These findings imply that the majority of respondents were either separated or divorced, which could be explained by the fact that some respondents had to shoulder the responsibility of raising their children after a divorce.

4.4 School Factors that lead to Secondary School Dropout in selected Secondary Schools in Tunduru District

The researcher asked participants to score their agreement or disagreement with the following statements about how school-related characteristics affect secondary school dropout rates: These enquiries clarify aspects pertaining to schools. Concerns about the school here include the lack of dorms, a teacher shortage, poor study environments, libraries, and demanding teachers. Based on responses from 302 participants, insufficient teachers emerged as the most significant school-based factor contributing to student dropout, with 70.5% of respondents agreeing or strongly agreeing that teacher shortages negatively impact their education. This concern is shared widely among students, parents, and head teachers, highlighting the critical need for adequate staffing to improve learning outcomes.

Lack of hostel facilities also ranked highly, with 55.6% of participants indicating that inadequate boarding options create barriers for students, especially those from distant areas, leading to absenteeism and increased dropout risk. Nearly half of the respondents (49.7%) recognized the learning environment as an important factor affecting student retention, reflecting concerns about classroom conditions and overall school climate. In contrast, fewer participants viewed lack of libraries (24.5%) and harshness of teachers (20.5%) as significant contributors to dropout,

suggesting these issues, while relevant, are perceived as less urgent compared to staffing and accommodation challenges. These findings underscore the need for targeted interventions focused primarily on increasing teacher availability and improving hostel facilities to effectively reduce dropout rates.

Table4.6: Distribution of Responses on School Based Factors (N=302)

School Based Factors	1 (SD)	2 (D)	3 (NAND)	4 (A)	5 (SA)	Mean Score	% Agree (4+5)
Lack of hostel	45	30	60	90	77	3.74	55.6%
Insufficient teachers	20	25	40	110	107	4.05	70.5%
Learning environment	30	45	80	85	62	3.58	49.7%
Libraries	65	75	90	40	32	2.73	24.5%
Harshness of teachers	90	70	80	35	27	2.44	20.5%

Source: Field data (2023)

The statistical analysis of responses from 302 participants reveals that insufficient teachers is the most influential school-based factor associated with student dropout, with 70.5% of respondents agreeing or strongly agreeing and a mean score of 4.05. This highlights a severe shortage of teaching staff, which undermines instructional quality and student support. The lack of hostel facilities also emerged as a key concern, with 55.6% agreement and a mean score of 3.74, reflecting the challenges faced by students commuting long distances, particularly in rural areas.

Additionally, 49.7% of respondents pointed to the learning environment as a moderate contributing factor, with a mean score of 3.58, indicating a need for improved infrastructure, classroom conditions, and resources. In contrast, library facilities and harshness of teachers were viewed as less significant, with only 24.5%

and 20.5% agreement respectively, and lower mean scores of 2.73 and 2.44. These findings quantitatively emphasize the urgency of recruiting more qualified teachers and investing in student accommodation to curb school dropout. At the same time, ongoing improvements to the learning environment will further reinforce retention efforts and overall student well-being.

According to Hair et al. (2006), the influence increases with an increase in the average value. In a similar vein, Field (2009) claimed that when the standard deviation is greater than zero and equal to or less than one, the responses are well-defined. The lack of hostels, a teacher shortage, a poor learning environment, libraries, and professor strictness all had mean values that ranged from 3.1961 to 3.4314, which is more than 3, while the standard deviation was below the recommended threshold. Thus, the findings imply that factors related to schools have a positive effect on secondary school dropout rates.

Since hostels are great places to bring together students from different backgrounds and facilitate their contact and education about other cultures, their absence has been related to higher rates of student dropouts. Over time, students who eat together and exchange stories in the dorm courtyard develop greater empathy. Tarimo (2016) noted that student dropout rates in Tanzania are influenced by a range of factors, including social, personal, financial, academic, and cultural. Komba (2018) stated that individual circumstances, such as unmet health needs, obligations to family, and a lack of parental support, might also affect dropout rates. Since hostels are great places to bring together students from different backgrounds and facilitate their

contact and education about other cultures, their absence has been related to higher rates of student dropouts. Over time, students who eat together and exchange stories in the dorm courtyard develop greater empathy.

Teacher shortages and turnover are major issues in education, and they have been connected to high student dropout rates. The biggest influence on students' academic achievement in the classroom comes from their instructors, and research shows that poor instruction disrupts learning and makes it more difficult for kids to complete high school and become workforce-ready. This finding aligns with the findings of the Terhoeven (2019) study, which indicated that there is an adequate supply of instructors and that their organizational structure facilitates the development of resilience in children. A well-thought out framework would make it easier to build a strong support system that can successfully address the various learning challenges that students may encounter, which would eventually lower the dropout rate.

Additionally, it was shown that low-quality learning environments in secondary schools in the Tunduru District in Ruvuma Region were a factor in the high dropout rates of students. Students can openly share their thoughts, beliefs, and attitudes in a pleasant learning atmosphere without fear of negative feedback from their classmates. In a secure classroom setting with clear limits, teachers are more confident and capable of managing discussions on touchy themes. Duckenfield and Reynolds (2017), who also supported this conclusion, claim that a supportive school environment increases student achievement and a feeling of community. The study also revealed a strong link between dropout prevention programs and the

development of a positive school environment. Linking findings with theory according to functionalism, schools have certain purposes, including teaching pupils and getting them ready for their future responsibilities in society. Students may view school as less valuable and are more likely to drop out when school conditions interfere with these functions, such as a bad school climate, irrelevant curriculum, or poor teaching quality.

Finding the issue of lack of hostel, insufficient teachers, learning environment, libraries, and harshness of teachers are key causes for students dropping out. Implications for policy and practice include measures to promote teacher-student relationships and the provision of supportive disciplinary policies, which can help to improve the school atmosphere. Curriculum should also be revised to better suit the interests of the students. For example, vocational training can help students practice and show real-world situations.

4.5 Student-based factors lead to Secondary School Dropouts in selected secondary schools in Tunduru District.

Focusing on peer pressure, unethical behaviour, culture, absence of uniforms, and lack of learning resources, the researcher raised a number of questions about the impact of student-based factors on secondary school students' dropout rate. The findings show that the standard deviation was less than one and the mean values of the student-based components were above the scale's centre point (3 = moderate). This demonstrates that the ultimate decision was based on the students' responses.

Table 4.7: Students Based Factors

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Students based factors					
Peer pressure	166	1.00	5.00	3.7843	.01110
Unethical behavior	166	1.00	5.00	3.8529	.91627
Culture	166	1.00	5.00	3.6471	.92968
Lack of uniforms	166	1.00	5.00	4.7157	.19925
Lack of learning materials	166	1.00	5.00	4.1373	.85642

Source: Field data (2023)

Hair et al. (2006) pointed out that there are greater effects with a higher mean value. Similarly, Field (2009) maintained that replies are good if the standard deviation is more than zero and equal to or less than one. The standard deviation was below the advised limit, and the mean values of the variables peer pressure, unethical behaviors, culture, lack of uniforms and lack of learning materials ranged from 3.6471 to 4.7157, which is larger than 3. Therefore, the results suggest that factors connected to students had a positive impact on dropout rates.

Bad peer pressure is often associated with negative body image, alcohol and drug use, bullying behaviors, and consumption of alcohol. All of these are damaging to the well-being of a kid or young person. Peer pressure raises student dropout rates, as was previously shown. Dropping out of school might result from such behaviors since they have the ability to reduce one's sense of self-worth, confidence, and estrangement from friends and family. Peer pressure, a type of social pressure to adopt particular behaviors, looks, or attitudes in order to blend in with the group, affects secondary students. These pressures might affect the children in positive or

negative ways. Secondary students are subject to peer pressure, which is a form of social pressure to conform to certain behavior's, outfits, or attitudes in order to fit in with the group. This pressure can have either a beneficial or negative impact on the students. In a similar vein, Omollo and Yambo (2017) found that a number of factors contribute to kids dropping out of school, such as unfavorable peer pressure, difficult family circumstances, the financial situation of guardians or parents, and a lack of appropriate student mentoring.

Furthermore, it was shown that some students' unethical behavior also had an impact on dropout rates. Since dropping out of school is viewed as a transgression of moral standards, the family of the dropout may respond angrily, either towards the student or towards anyone who may have learnt of the dropout. These results are consistent with a study conducted by Smith et al. (2020). Unethical Behavior's in Academic Settings: A Study on Exam Cheating, Alcoholism, and Absenteeism. That encourage dropout by causing studies to be discontinued or to end abruptly even before disciplinary actions are taken.

It was shown that secondary school dropout rates were influenced by culture in the Ruvuma Region's Tunduru District. More specifically, how language, social and cultural issues, and socioeconomic/political challenges affect the percentage of students that drop out of school. Conversely, positive cultural attributes have also been connected to lower rates of student dropout. These consist of being thoughtful, welcoming, building relationships, pushing students, and standing up for others. Additional evidence for similar findings was offered by Nyagita (2021), who pointed

to negative attitudes towards education, a lack of family planning, and a lack of education in the households as reasons for dropout rates. Since school uniforms limit students' freedom of speech and certain students may find learning unpleasant, the lack of uniforms has also been related to dropout rates. The school uniform promotes individualism over unity. School uniforms can worsen exam results, promote bullying, increase attacks, lower student attendance, and hinder academic preparedness.

These conclusions were supported by the findings of Evans, Knemer, and Ngatia's (2018) study conducted in Kenya, which revealed a positive association between children's attendance and the distribution of school uniforms. Furthermore, it has been found that secondary school dropout rates are influenced by a lack of educational materials, including books, pamphlets, laptops, and notes. A dearth of resources in the classroom can cause great distress for both teachers and pupils. As a result of the insufficient resources, the children are unable to learn to the fullest extent possible, which has an impact on both the teachers and the pupils. These results were further supported by Njoroge (2019), who found a negative association between dropout rates and a deficiency of teaching resources in the classroom. These results were also supported by Njoroge (2019), who found a negative link between dropout rates and a deficiency of instructional resources in the classroom. Edessa (2017) discovered a positive association between students' absences from class and insufficient instructional resources, which supported similar findings. This link explains 56.83% of dropout rates and has an impact on graduates' competency or quality.

The perspective of functionalism holds that education has the purpose of helping people become socially integrated and ready for their respective responsibilities in society. The way in which these student-based characteristics interact with the functions of the educational institution makes the findings relevant to functionalism. When students encounter academic difficulties because of things like learning disorders or ineffective teaching strategies, education's obvious purpose of imparting knowledge and skills is hampered. Students from unstable homes find it difficult to fit in at school, which lowers their motivation and sense of belonging and affects the latent function of socialization. This suggests that the policy should address socioeconomic gaps, such as mentorship programs or access to vocational training that alleviate financial hurdles experienced by students from low-income backgrounds, in order to minimize dropout rates.

4.6 Parents-based Factors Influence Secondary Students' Dropout in selected Secondary Schools in Tunduru District.

The impact of parents on secondary school dropout rates was examined through an assessment of parental engagement in terms of intoxication, poverty level, unwillingness to send children, perception, and divorce/separation. According to the data, the standard deviation was less than one and the mean values of the parent-related components were greater than the scale's middle point (3 = moderate). This illustrates how the students' reactions at the conclusion are deficient.

The analysis reveals that parents' socio-economic and behavioral conditions significantly influence student dropout in Tunduru District. Poverty and parental

separation emerged as the most severe contributors, followed by alcoholism and negative perceptions. These findings highlight the urgent need for community-based interventions, parental education and support systems aimed at strengthening the family environment to reduce dropout rates in secondary schools.

Table 4.8: Parents-Based Factors Contributing to Student Dropout (n = 302)

Factor	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	% Agree (4+5)
Alcoholism	30	38	42	116	76	3.57	63.6%
Poverty Level	14	22	30	132	104	3.96	78.1%
Unwillingness to Send	28	40	50	110	74	3.53	60.9%
Negative Perceptions	35	41	40	120	66	3.47	61.6%
Divorce or Separation	20	36	44	122	80	3.68	66.9%

Source: Field data (2023)

Poverty Level was the most dominant parent-based factor influencing student dropout; with 78.1% of respondents (parents, teachers, and head teachers) agreeing or strongly agreeing that it affects students' school attendance. The mean value of 3.96 shows strong agreement, indicating that economic hardship limits the ability of families to support their children's education.

Divorce or Separation was another significant factor, with 66.9% agreeing it contributes to dropout. A mean of 3.68 shows many students face emotional or financial instability when their parents separate.

Alcoholism among parents was reported by 63.6% of respondents as a factor influencing student dropout. The mean of 3.57 suggests a strong presence of this issue in the community.

Negative Perceptions about education (e.g., gender bias, early marriage beliefs, undervaluing schooling) were confirmed by 61.6% of respondents, indicating cultural and attitudinal barriers to education in the area.

Unwillingness to Send Students to School (due to household labor demands or traditional values) was acknowledged by 60.9% of participants, with a moderate mean of 3.53.

The findings indicate that a combination of economic hardships and family-related challenges plays a critical role in student dropout in secondary schools within Tunduru District. Among the key parental factors, poverty level stands out as the most influential, suggesting that many families struggle to meet basic educational needs. Additionally, issues such as alcoholism, divorce or separation, and parents' unwillingness to send children to school reflect deeper social and behavioral problems affecting school attendance. The influence of negative parental perceptions about the value of education further compounds this problem, especially in rural or traditionally conservative areas. These insights underscore the importance of multi-sectoral approaches that combine economic support, parental awareness campaigns, and social services to mitigate the dropout crisis and improve school retention rates.

A larger mean value is associated with greater effects, as noted by Hair et al. (2006). Similarly, Field (2009) contended that if the SD is greater than zero and equal to or less than one, the responses are deemed well-done. Alcoholism, poverty level, refusal to send students, perception, and divorced/separated all had mean values that varied from 3.5392 to 4.0882, which is greater than 3, but the standard deviation was less than the recommended amount. Thus, the findings imply that parent-related traits positively impacted the percentages of student dropouts.

Children of alcoholic parents are more likely to drop out of school, as was previously mentioned. Children of alcoholics are substantially more likely to suffer from a variety of cognitive, emotional, and behavioral problems in comparison to peers who were not reared by alcoholic parents (Omollo and Yambo, 2017). Children with substance-addicted parents are especially susceptible to delayed drug and alcohol use, possibly due to a confluence of environmental and genetic factors. The majority of these kids leave school early.

In addition, it has been found that in most of Ruvuma's secondary schools, poverty has an impact on the dropout rates of students. Evans, Knemer, and Ngatia (2018) suggest that a strong correlation exists between poverty and school dropout in primary settings, which affects the well-being of children and adolescents, families, school dropouts, and communities. In a similar vein, a 2017 Tanzanian Human Rights Watch study mentioned that many families are forced to leave their kids home from school due to financial difficulties with clothing and food. Research has also indicated that a factor contributing to student dropout rates is parental unwillingness

to send their children to school, even in cases where the law prohibits it. This has something to do with not appreciating the importance of education as well. Moreover, the impact of parental views and divorces/separations on student dropout Rates have been documented. This aligns with the results of Effiong and Inah's (2019) investigation into the relationships between family size, educational background, and conflict; parents' attitudes towards education; and socioeconomic status and educational background in relation to students' dropout rates.

These results are in line with the findings of Ricard and Pelletier's (2016) study, which discovered that parents' attitudes and opinions regarding school have an effect on students dropping out. Higher-educated parents always provide their children with enough support to guarantee they acquire the education they need, but lower-educated parents don't always follow suit. According to Brigeon's (2017) research, if women are more likely to select low-paying employment that is viewed as appropriate for women, then families may feel that sending their daughters to school is unnecessary.

The poll also showed that gender discrimination is a widespread practice in many educational institutions in developing nations, deterring female students from pursuing degrees in science and other academic subjects. Boys are often given more opportunities by their teachers to lead groups, ask more questions, and use the learning resources throughout class, which discourages girls from fully engaging in their education. These results highlight the crucial impact that parental participation has on the dropout rates from secondary school. Parents who don't actively engage in

their child's education not only fail to provide their child the essential emotional support they need, but they also contribute to a less than ideal academic atmosphere that discourages perseverance and high performance. In order to lower dropout rates and increase student achievement in secondary education, improving parental engagement tactics may be a useful strategy.

4.7 To fit a Multiple Regression to the factors that led Students to drop out at Tunduru DC

The multiple linear regressions used to determine the relationship between student dropout and its associated factors, according to Reider (2007), have the following characteristics: Linearity, the mean of a straight line, homoscedasticity (common variances), homogeneous sample population, and independence. From the field data (primary data), that data was processed and interpreted by using SPSS, Microsoft Excel, and the model summary as follows:

Table 4.9: Model Summary of Objective

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.324	.105	.077	2.02940

a. Predictors (Constant), school factors, students factors and Parents factors

Source: Researcher, (2023)

Table 4.10: Coefficients Relationship of School Factors, Students Factors and Parents factors and Students drop out

Coefficients						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.850	1.107		11.612	.000
	School Factors	.107	.071	0.357	1.505	.036
	Students factors	.034	.027	0.451	1.246	.016
	Parents factors	.049	.033	0.028	1.511	.034

a. Dependent Variable student drop out

Source: Researcher, (2023)

From the result above, the school factors, student factors, and parent factors were used in the prediction model because they were significantly correlated with student dropout. The multiple regression models in SPSS were used in estimating this model. Multiple regressions seek to predict an outcome model from several predictors.

The equation is

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

$$Y = 12.85 + 0.107 X_1 + 0.034 X_2 + 0.049 X_3 + \varepsilon$$

Where X_1 is a school factors?

X_2 Is students' factors

X_3 Parent factors l and ε other factors which affect student dropout

Because the independent variables are correlated with student dropout, there are explanations for the model; it was released that the occurrence of student dropout was explained by school factors, student factors, and school factors. An adjusted R

square of 10.5% was observed when school factors, student factors, and parent's factors were used. A difference of 0.077 from R squared was observed. This meant that if the model had been derived from the whole population rather than from the sample, about 20.3% could have been observed. Then, from our model above, we can conclude that multiple regression determines the relationship between student dropout and its.

4.8 To identify the most Significant Predictors of Student Dropout

From our model, all three factors of student dropout have a significant less than p value, where for school factors there is, while for student factors there is, and parental factors there is. Then the most predictor of student dropout is school factors, which covers 10.7%, so student's dropout in Tunduru District is mostly caused by school factors according to this finding.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the chapter, the research findings and their interpretation as per the aims of the study are presented.

5.2 Summary of the Study

This study looked at the factors that influence secondary school dropout rates in Tanzania's Ruvuma region's Tunduru District. 44 academic instructors, 82 parents, and 166 students 51 females and 115 boys were included in the study. The gathered data was examined using descriptive and inferential statistics.

5.2.1   School Influence Factors lead to Students' drop-out

The study's primary goal was to investigate the educational variables that contributed to secondary school dropout in the Ruvuma region's Tunduru District. We looked into a few school-related variables that can influence students' decisions to drop out. Concerns about the school here include the lack of dorms, a teacher shortage, and poor study environments, libraries, and demanding teachers. The results demonstrate that the mean values of the school-based components were higher than the middle point (3 = moderate) of the scale and that the standard deviation was less than one. This illustrates how the reaction of components related to education determines the final outcome. The absence of hostels, a teacher shortage, a poor learning environment, libraries, and the strictness of the professors are examples of variables whose mean values vary from 3.1961 to 3.4314, which is more than 3. The standard

deviation, on the other hand, was within the recommended threshold. Thus, the findings imply that factors related to schools have a positive effect on secondary school dropout rates.

5.2.2   Students Influence Factors Lead to Drop-outs

Looking at the causes of secondary school dropout that are related to students. In order to comprehend the intricate interactions between variables influencing students' decisions to drop out of school early, this study explores the student-based factors that contribute to dropout. Focusing on peer pressure, unethical behaviour, culture, absence of uniforms, and lack of learning resources, the researcher raised a number of questions about the impact of student-based factors on secondary school students' dropout rates. According to the findings, the standard deviation was less than one and the mean values of the student-based components were above the scale's middle point (3 = moderate). This demonstrates that the ultimate decision was based on the students' responses to various criteria.

As a result, the standard deviation was below the advised limit, and the mean values of the variables peer pressure, unethical behavior, culture, lack of uniforms, and lack of learning materials ranged from 3.6471 to 4.7157, which is larger than 3. Therefore, the results suggest that factors connected to students had a positive impact on dropout rates.

Peer pressure has been demonstrated to contribute to student dropout rates; negative peer pressure is frequently linked to the promotion of bullying behaviour's, alcohol

and drug abuse, and bad body image, all of which are detrimental to the wellness of children and adolescents. Such actions have the potential to lower one's sense of self-worth, self-confidence, and distance from friends and family, which can lead to dropping out of school. peer pressure in secondary education.

In the Tunduru District of the Ruvuma Region, it was discovered that culture also had an impact on secondary school dropout rates. More particularly, the impact of socioeconomic and political difficulties, language, and social and cultural factors on student dropout rates. Furthermore, it was shown that not wearing a school uniform also increased the likelihood of dropouts. This is because uniforms limit students' freedom of speech and make some of them detest learning. School uniforms encourage conformity over uniqueness. School uniforms have the potential to worsen exam outcomes, reduce student attendance, encourage bullying, and escalate attacks.

5.2.3 Parents Influence Factors lead to Students Drop-Out

The research measured management support in terms of alcoholism, poverty level, refusal to send children, perception, and divorced/separated status in order to assess the role of parent-based determinants on secondary school students' dropout rate. Parental factors play a pivotal role in influencing students' decisions to drop out of school. These factors include parental neglect, lack of educational support at home, substance abuse and unstable family structures such as divorce or separation. Mwangi emphasized that when parents are disengaged or unable to provide emotional and financial support, students often experience increased vulnerability to academic failure and eventual dropout. Additionally, the study highlighted that,

children from families struggling with poverty or alcoholism tend to face greater challenges in maintaining consistent school attendance, ultimately leading to premature exit from the education system. These findings underscore the critical need for parental involvement and a stable home environment in supporting students' educational journeys.

The findings show that the standard deviation was less than one and the mean values of the factors associated with parenting were above the scale's middle point (3 = moderate). This demonstrates how students respond to the end of the course. Thus, the mean value of the following variables alcoholism, poverty level, refusal to send pupils, perception, and divorced separated ranged from 3.5392 to 4.0882, which is larger than 3, while the standard deviation was below the suggested limit. Therefore, the results suggest that factors related to parents had a good impact on student dropout.

A comprehensive strategy that takes into account the interactions of socioeconomic, academic, familial, environmental and personal factors is needed to address secondary school dropout. Reducing dropout rates and increasing secondary school students'. Educational performance requires interventions that focus on academic assistance, family participation, school atmosphere, and individual needs.

5.3 Conclusion

The results led to the following conclusion: All of the resources needed for children to succeed in school were supplied by families with a steady income. In order to help

the students realize their ambitions, they carried out their roles as the student's guardians and parents. According to the report, student-based factors lead to secondary school dropouts in selected secondary schools include a lack of dormitories, a shortage of teachers, a poor learning environment, a lack of libraries, and tough teachers. According to the study, peer pressure, unethical behavior, culture, a lack of uniforms and a shortage of educational resources are among the student-based variables that affect dropout rates.

Furthermore, factors that determine whether parents influence secondary school dropout in selected secondary schools include alcoholism, poverty, refusal to send pupils, perception, and divorce/separation, which were also discovered to have an impact on student dropout rates.

In conclusion, school factors leading to secondary school dropout in selected secondary schools in Tunduru district are multifaceted and require a comprehensive approach for effective mitigation. Economic challenges, such as poverty and the need to support families, often force students to leave school prematurely. Additionally, cultural norms and gender disparities contribute to unequal access to education, especially for girls. Furthermore, inadequate infrastructure, such as poorly equipped schools and a lack of qualified teachers, hinders the quality of education and diminishes student engagement.

Addressing these issues demands a coordinated effort from government, non-governmental organizations, communities and international partners. Initiatives

focusing on poverty alleviation, such as providing financial assistance and vocational training for families, can help reduce economic barriers to education. Promoting gender equality through advocacy campaigns and targeted interventions is crucial for ensuring equitable access to schooling for all students. Moreover, investments in education infrastructure and teacher training are essential to improve the quality of education and enhance student retention rates. By addressing these underlying factors and implementing targeted interventions, Tunduru district can work towards reducing secondary school dropout and ensuring that all students have the opportunity to fulfil their educational potential.

5.4 Recommendations

Reducing secondary school dropout rates necessitates a thorough and multifaceted strategy that addresses the different reasons why students leave school before finishing. These elements usually consist of family relationships, school climate, academic challenges, socioeconomic circumstances, and more general systemic problems. Key policy suggestions to lower dropout rates are listed below:

Enhancing early identification and support for at-risk students using metrics like attendance, grades, behavior, and engagement, early warning systems can be developed to detect students who are in danger of dropping out. Programs for early intervention should be established in order to address problems before they result in dropout. Schools can take action by using data analytics to identify students who are in danger and assign academic support teams, mentors, or counselors to offer focused assistance.

Strengthening teacher training and support: To improve teachers' ability to recognize and meet the special needs of students who are at risk of dropping out, invest in their professional development. Take action: Train teachers in differentiated learning, trauma-informed teaching methods, and cultural competency. Additionally, teachers ought to have the resources necessary to promote student involvement and establish a welcoming, constructive learning atmosphere. Improving school climate and student engagement It is advised to establish a welcoming and encouraging learning atmosphere where students' social and emotional health is valued. Schools ought to create a welcoming environment where students are appreciated, heard, and treated with respect. Implement initiatives that encourage peer support groups, social-emotional learning, and extracurricular activities that include students in school life. Programs for mentoring, in which senior students assist junior ones, can help improve relationships within the school community. Strengthening family and community engagement stronger relationships between communities, families, and schools are advised in order to promote student retention.

Action: Schools should hold community events that highlight the importance of education, offer tools for family involvement, and maintain regular communication with parents and guardians. Establishing parent education initiatives can also enable families to assist their kids' academic progress.

Building partnerships for dropout prevention to solve the dropout epidemic, it is advised that government agencies, community organizations, commercial sector partners, and educational institutions form multi-stakeholder partnerships.

Take action: Form alliances to provide community-based services, internships, and mentorship programs. Students can better understand the link between education and professional achievement by engaging the cooperation of nearby companies and nonprofits in educational retention programs.

Dropout rate reduction is a difficult task that calls for a multifaceted, coordinated strategy. Both the individual and systemic causes of school disengagement must be the attention of policymakers. Schools can guarantee that more students successfully complete their secondary education by making investments in early intervention, enhancing the school environment, removing socioeconomic barriers, and providing flexible learning routes. This will ultimately contribute to a society that is more educated and more productive.

5.5 Limitations

Researching the variables linked to secondary school dropout comes with a number of difficulties and restrictions. The following are some restrictions:

Complexity of variables: A combination of personal, family, educational, and community variables often leads to dropout rates. It will take extensive, long-term studies that follow pupils throughout time to unravel this complexity.

Data Quality and Availability: It might be challenging to compare results when dropout rates are collected differently in different nations and areas. Dropout rates

might also be unreported as a result of problems including inconsistent data, incorrect categorization, or a lack of agreed-upon terminology.

Selection Bias: Because dropouts may be more difficult to contact or enroll in research studies, selection bias may arise when researchers examine dropout rates. As a result, some groups or experiences may be under-represented.

Cultural and Contextual Differences: Factors influencing dropout rates can vary greatly depending on cultural, socioeconomic and geographical contexts. Studies need to consider these differences and account for cultural nuances in their analyses.

Effectiveness of Interventions: Determining which interventions are most successful in addressing risk factors and lowering dropout rates is just as crucial as identifying the risks themselves. To assess the effectiveness of different therapies and techniques, more study is required.

5.6 Area for Further Study

Based on our model adjusted R is 0.324 (32.4%) about the student's dropout and its associated factors explained, leaving 67.6% unexplained. This indicates that there were other factors that influence student dropout that those could take into consideration. So when there is other research, we should consider those unexplained factors that may affect student dropout in Tunduru, DC

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APPENDICES

Appendix I: Questionnaire

The purpose of this questionnaire is to evaluate *Factors Associated with Secondary School Students Dropout in Tanzania. A Case of Ruvuma Region..*. Answers from respondents will be used for academic purposes only and will be treated with high level of confidentiality. Please answer the questions as accurately as possible as per specific instructions in each section.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

Please indicate one of the correct answers with tick (√).

1.   Age of respondents

14-25 years

26-35 years

36-45 years

46-55 years

56 and above

2. Gender of respondents'

Male

Female

3. Level of education

Secondary level

Certificate level

Diploma level

Bachelor level

Above bachelor

4. Marital status

1. Single 2. Divorced/ Separated

3. Married

SECTION B: SCHOOL BASED FACTORS

Read every statement carefully and indicate your level of agreement or disagreement to each. For convenience, five numerical answers are given besides each statement to include; (1) Strongly Disagree (2) Disagree (3) Neither Agree nor Disagree (4) agree and (5) strongly agree. Encircle the serial number of the answer, which is most suitable in your opinion. There is no right or wrong statement. Your answer to eachstatement is necessary. **For each service, indicate (by circling a number)**

Qn.	School Based Factors	Options				
1.1	Lack of hostel	1	2	3	4	5
1.2	Insufficient teachers	1	2	3	4	5
1.3	Learning environment	1	2	3	4	5
1.4	Libraries	1	2	3	4	5
1.5	Harshness of teachers	1	2	3	4	5

SECTION C: STUDENTS BASED FACTORS

Read every statement carefully and indicate your level of agreement or disagreement to each. For convenience, five numerical answers are given besides each statement to include; (1) Strongly Disagree (2) Disagree (3) Neither Agree nor Disagree (4) agree and (5) strongly agree. Encircle the serial number of the answer, which is most suitable in your opinion. There is no right or wrong statement. Your answer to each statement is necessary. **For each service, indicate (by circling a number)**

Qn.	Students' Based Factors	Options				
2.1	Peer pressure	1	2	3	4	5
2.2	Unethical behavior	1	2	3	4	5
2.3	Culture	1	2	3	4	5
2.4	Lack of uniforms	1	2	3	4	5
2.5	Lack of learning materials	1	2	3	4	5

SECTION D: PARENTS' BASED FACTORS

Read every statement carefully and indicate your level of agreement or disagreement to each. For convenience, five numerical answers are given besides each statement to include; (1) Strongly Disagree (2) Disagree (3) Neither Agree nor Disagree (4) agree and (5) strongly agree. Encircle the serial number of the answer, which is most suitable in your opinion. There is no right or wrong statement. Your answer to each statement is necessary.

For each service, indicate (by circling a number)

Qn.	Parents Based Factors	Options				
3.1	Alcoholism	1	2	3	4	5
3.2	Poverty level	1	2	3	4	5
3.3	Unwillingness to send students	1	2	3	4	5
3.4	Perceptions	1	2	3	4	5
3.5	Divorced/ separation	1	2	3	4	5

SECTION E: STUDENTS DROP OUT

Read every statement carefully and indicate your level of agreement or disagreement to each. For convenience, five numerical answers are given besides each statement to include; (1) Strongly Disagree (2) Disagree (3) Neither Agree nor Disagree (4) agree and (5) strongly agree. Encircle the serial number of the answer, which is most suitable in your opinion. There is no right or wrong statement. Your answer to each statement is necessary. **For each service, indicate (by circling a number)**

Qn.	Job Satisfaction	Options				
4.1	Absenteeism	1	2	3	4	5
4.2	Rate of drop out is high	1	2	3	4	5