

**CAUSES OF DROP- OUT IN SECONDARY SCHOOLS IN TANZANIA: THE
CASE STUDY OF MBEYA, DAR ES SALAAM AND KILIMANJARO
REGIONS**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance, a dissertation titled “**Causes of the Dropout in Secondary School in Tanzania: The Case Study of Mbeya, Dar es Salaam and Kilimanjaro Regions**” in partial fulfillment of requirements for the Master’s Degree of Education in Administration Planning and Policy Studies (APPS) of the Open University of Tanzania.

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ABSTRACT

This study uncovered what factors lead to students to drop out from school in Tanzania. The study was carried out in Mbeya, Dar es Salaam and Kilimanjaro regions. Four research tasks were used in the study. The first task was to determine socio-economic factors which contribute secondary school students to drop out. The second one was to determine the political factors lead to student in secondary school dropout and the third task was to analyze the Government contribution to student dropout. The fourth task was parents' views and attitudes towards education of boys and girls. The study adopted a qualitative approach using a study sample which included twenty heads of schools, twenty academic masters, twenty class teachers, two hundred students and eighty parents. Semi-structured interviews, observations and observational schedules were used as the instruments of data collection. Quantitative data were manually analyzed while qualitative data were subjected to thematic analysis. Findings disclosed that the factors leading to students dropout from school were many and included lack of awareness on education matters and lack of education in the families. Parents' low income, cultural aspects such as early marriages, divorce, polygamy, lack of family planning and negative attitudes towards education especially for girls and Parents deaths were also found to be the problems leading to school dropout. Improper application of Education Acts and regulations was also found to be among the factors for student to drop out of school. The factors also included pressure from Peer groups. The study recommends, among other things, that the government should make sure that there is mass mobilization and sensitization on education to make member of a society be aware of the a importance of secondary education.

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LIST OF ABBREVIATIONS AND ACRONYMS

APPS	-	Administration, Planning and Policy Studies
BEST	-	Basic Education Statics
CIPP	-	Context, Input, Process, Product
DAS	-	District Administrative Secretary
ETP	-	Education and Training Policy
GER	-	Cross Enrolment Ratio
HIV	-	Human Immune Deficiency Virus
ICD	-	Institute of Curriculum Development
ILO	-	International Labor Organization
IMF	-	International Monetary Fund
MED	-	Master of Education
MOEC	-	Ministry of Education and Culture
NGO	-	Non-Government Organization
PEDP	-	Primary Education Development Plan
QT	-	Qualifying Test
RAS	-	Region Administrative Secretary
ESR	-	Education for self-reliance
UNICEF	-	United Nations Children Education Fund
UPE	-	Universal Primary Education
UNDP	-	United Nations Development Program
UNESCO-	-	United Nations Education Science and Cultural Organization

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Nyerere (1967) in explaining strategies to develop independent Tanzanians pointed out three major national enemies: poverty, ignorance and diseases. He went on further to stress that unless people get education, the fight against the three major enemies will be extremely difficult to wage. With education, people will be able to raise their economic stature by using the knowledge to raise the production of food and cash crops. Likewise, education will help people to fight against diseases by eating balanced diet which will keep their bodies healthily; and they will know the importance of going to the hospital for treatment when they become sick.

Mhehe (2002) pointed out that Mwalimu J.K. Nyerere urged Tanzanians to invest in education for it has the power to liberate people. Man can liberate and develop himself. He cannot be liberated or developed by another, for man makes himself. It is his ability to act deliberately for a self-determined purpose, which distinguishes him from the other animals. The expansion of his own consciousness, and therefore of his power over himself, his environment, and his society, must therefore ultimately be what we mean by development (Nyerere 1967, Perraton and Young, 1980).

Perraton and Young (ibid) agreeing with President Nyerere's views (1980) and noted that education increases people's physical and mental freedom and their control over themselves, their own lives and the environment in which they live. However, the education systems for primary, secondary, higher education and curriculum used in

Tanzania today do not satisfy the required skills, knowledge attitude of an individual student to increase his/her physical and mental freedom and his/her control over one's own life and the environment in where lives (Nyerere, 1980). It is the responsibility of the government and the society to make sure that the learning and teaching environments are conducive, especially in community secondary schools. The impact of dropout in our school will adversely cost the communities and the Nation because at the end of the day dropout will still demand education and employment which will be another problem.

Education and training are basic human rights. The state has the obligation to protect and advance these rights so that all citizens irrespective of race, class, gender, creed or age, have opportunity to develop their capacities and potential, and make their full contribution to the society. (South African Institute for Distance Education, (1995) page. 25) and Nyerere, (1968). The situation today in the schools indicates that only a lucky children complete their secondary education successfully (BEST 2007-2011). For example, Form one students the student in form one in Tanzania in 2007 were 235,539 boys and 212,909 girls leady to a total were 448,448. Those who completed form four in 2011 were 190,186 boys and 143,454 girls giving a total of 333,636 which is 74.4%. From the figure one can see that very few were able to continue with form five. For example, in the year 2010 the number of examiner were 352,840 and those who passed the examination were 177,021. Students enrolled in form five were 30,265 which was 8.6 %, (BEST 2007-2011 P.63 and72). It shows that very few students continue with University education. For example, the enrollment in Universities in 2010/2011 was 139,638, (BEST 2007-2011 P.143-144). Majority of

Tanzania children are limited in achieving their secondary education by many socio, political, economic, organizational and operational barriers contained in the school systems of education in the country.

The special interest and concern on the current topic on dropout in secondary school has grown the researcher's experience as a teacher and school Inspector. He was one of the Head Masters during the establishment of community secondary schools in 2006. Before independence in 1961, Tanzania was under the British colonial rule. The education system by that time was segregated as few people had access to school especially sons of chiefs who mostly received their secondary education Tabora boys. Most of the schools were under the Christian Missionaries and Muslims community.

Drop out has emerged as a big threat to achieving Education for All goals. It threatens the very fabric of education in terms of its structure, organization and provision. It specifically affects the equality of education received by vulnerable groups of children like the orphans. Researches have shown that most of out-of-school children are in uneducated families, mothers, live in rural areas, and from low income households.

Despite the efforts undertaken by the government to improve the quality of secondary education over the years, there has been a growing concern throughout the country that many pupils do not complete secondary school education especially in community secondary schools. There are many cases of drop outs such as truancy, death, parents' inability to meet basic needs, illness, includes parental illness, indiscipline and early pregnancies.

1.2 Statement of the Problem

Dropout in Tanzania Secondary Schools is a serious problem which adversely affects the development of education sector. For example the student dropout in Chunya District secondary schools for two years was as follows: The enrollments of Form One in 2006 were 487 boys, 591 girls total were 1078. Who completed Form Four in 2009 were 377 boys 294 girls' total were 671 which was 62% and dropout were 38%. Enrollments of Form One in 2007 were 925 boys 1098 girls total were 2023. But who completed Form Four in 2010 were 675 boys 449 girls total were 1124 which was 56% and the dropout was 44%. (Chunya Secondary Education Office statistics, 2011).

Enrollments of student in Form One in Tanzania secondary schools were 235,539 boys 212,909 girls total were 448,548. But who completed Form Four in 2010 were 190,186 boys 143,550 girls total were 333,636 which were 74.4% and dropout was 25.6%. (BEST 2007- 2011 pg79 Basic Education Statistics). Graphically indicate that the problem of dropout in Chunya District was increased from 38% in 2009 to 44% in 2010. The question in mind what are the factors leady to students' dropout in secondary schools, how long this problem will come to the end and how. Thinking of this researcher profoundly seeks to know the key factors which Contribute/ lead to existence of the drop out in secondary schools in Tanzania.

1.3 Main Objective of the Study

The main objective of the study was to find out factors that lead student in Secondary Schools to dropout.

1.3.1 Specific Objectives

Specific objectives of the study were

- (i) To identify the socio-economic factors those contribute to secondary school students' dropout,
- (ii) To identify the political factors that causes secondary school student to drop out of school.
- (iii) To identify the government contributions lead students' dropout in secondary school.
- (iv) To examine parents' views/attitudes towards boys and girls education.

1.3.2 Research Questions

The following research questions were undertaken to guide to the investigation infactors which cause secondary school students to drop out in Tanzania in Mbeya, Dar es Salaam and Kilimanjoro regions.

- (ii) What are the socio-economicfactors that contribute to secondary school students to dropout?
- (iii) What are the political factors that cause secondary school student to drop out?
- (iv) What is the Government contribution lead students' dropout in secondary school?
- (v) What are the parents' views/ attitudes towards boys and girls education?

1.4 Significance of the Study

- (i) This study is significant in helping several stakeholders such as parents, teachers, Head.

- (ii) Masters/misstress, Ward Education Coordinators, District Education Officers, School Inspectors and other researchers in knowing the reasons for students dropout.
- (iii) The study will provide knowledge to the Head masters / mistress and other stakeholders who will help to handle students in secondary schools and make sure that all students joining Form One and Form Five in secondary schools complete form four and six.
- (iv) The study will help Education planners to get feedback on challenges facing students and teachers in Secondary schools and look for better way planning to solve the problem.
- (v) Findings of this study is also expected to be used in solving problems related to factors causing drop out in Secondary schools.

1.4.1 Conceptual Framework

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of situation under scrutiny and communicate it (Kombo and Tromp, 2006). This study is guided by a conceptual framework modified from the Context-Input-Process-Product model (CIPP) developed by Stufflebeam in (1971) as an evaluation model. This model was used to find out the relationship among Context, Input Process and in student's academic life. The study adapted Stufflebeam's (CIPP) due to the fact that the CIPP model analyses components as separate entities to determine their effect in their functioning of programs. So the conceptual framework for this study was a modification of Stufflebeam's CIPP to suit this work as emphasized below.

Context: The term normally refers to the circumstance or events that form the environment within which something exists or takes place. It encompasses the needs, problems and opportunities as the basis for finding the significance of the outcome. In this study, context referred to the overall socio-economic factors, level of teacher's attachment to school and student, parent's view/attitude towards education of boys and girls and community environment as experienced by student.

Input: In this study inputs consisted of resources that have been available in order to improve secondary school students' academic life and consequently his/her achievement in examination so as to reduce student drop out. The inputs include teachers' employment, school fees, petty cash for books and stationeries, provision of adequate parental love, care, emotional support and nurturing children to love schooling, discipline of children and school regulation.

Process: Refers to the daily activities performed in both at home and school in terms of utilization of the available resources identified in as inputs to students' academic achievement. In this study process focused on what happened at home, the school and in the community that improved engagement of student in attending the school. Parents at home were required to help students use adequate time on academic tasks and use learning materials like books effectively. Teachers on the other hand have to be committed and to make regular students' assessment to check students' progress and the students had to be committed in learning.

Product: Refers to the output of education program. The product may be positive or negative depending on the suitability of the context used in nurturing the students and

effectiveness of the inputs and process in providing ideal support to students coming in from different environment. If the inputs and process in providing are utilized effectively, there will be a rise of students achievement measured by performance in examinations and students' attendance. Figure 1.1 indicates the model used for the study.

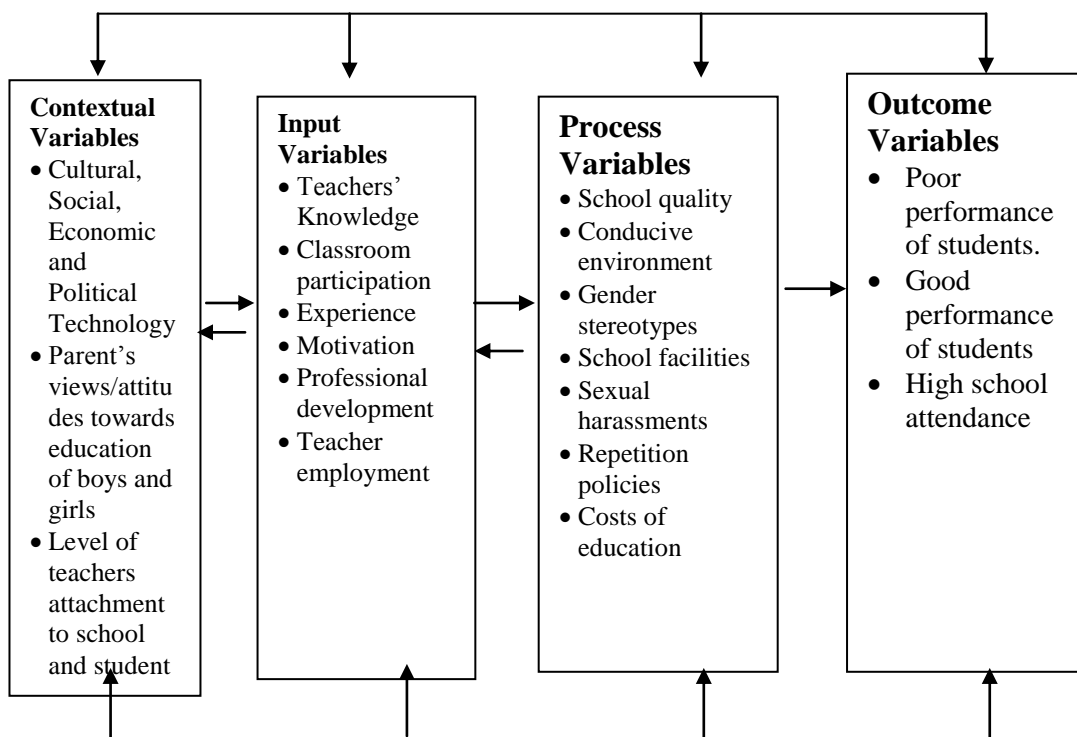


Figure 1.1: Conceptual Framework

Source: Modified from Stufflebeam (1971)

This study seeks to examine the reasons for drop out in secondary schools in Tanzania in Mbeya, Dar-s salaam and Kilimanjaro regions. This will help to take action in order to solve this problem. The key words are outputs, high attendance, inputs (students, teachers, parents and the government): Outputs are influenced by educational inputs. The researcher attempted to point out how the interaction of the educational inputs may affect the educational output (high attendance of the student).

1.5 Limitations and Assumptions of the Study

This study focused on reasons for school drop out in Secondary School in Tanzania in Mbeya, Dar es Salaam and Kilimanjaro region. Lewin, Stephen and Vuillamy (1990) argued that the placing of limits to study is usually dictated by both the questions asked and availability of suitable data for analysis. These findings may not lead to appropriate reasons due to the sample of scattered region used. Also some respondents were unwilling to provide some information because some aspects of this study touched their capability directly, for example unqualified teachers, the use of copra punishment, Gender harassment. The researcher resolved this problem by using different research tools that contained questions that avoided personal information and the researcher provided further clarification on the importance of being honest while responding to the question. The researcher ensured the presence of confidentiality for all information which they were providing.

1.6 Organization of the Study

This study comprises of five chapters. Chapter one introduces the study through the background of the problems and statement of the study. It also contains the main objective and specific objectives, research questions, and needs of the study, as significance of the study, conceptual framework, limitations and organization of the study. The second chapter presents Literature Review and Research gap. Chapter three covers research methodology, study area, population, research design, and sample size, sampling techniques, Data collection Primary data, Secondary data and data analysis while data presentation and discussions are presented in Chapter four. Chapter Five contains summary, conclusion and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents reviews on factors that lead the students to dropout of Secondary Schools. The nation's children are its future workers, citizens, and leaders. Education remains the major tool by which empower people and the economic, social, and personal well-being of all citizens in a nation. A high dropout rate diminishes the pool of qualified people from diverse backgrounds who enter the professional and political ranks that make important public policy decisions (APA, 1996). The mission for every school should be to educate students and to equip them to become knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens (Greenberg *et al.*, 2003).

The factors, along with lower teacher expectations and poor academic-readiness skills, appear to contribute to low level of school achievement among poor children. This supports Dabrowska's (2007) argument that the students in low decile schools have significantly lower reading ages and writing abilities than other children in vibrant teaching environment. Loeber (1998 p.143) states that "truancy is generally considered a risk factor for dropping out of school and delinquent behavior, including substance abuse, gang involvement and criminal activity which often lead to more serious problems in adult life.

This literature review will provide an overview of the problem of dropout in Tanzania and abroad. It will include a description of various types of dropout. The review will

also highlight the possible causes of dropout as well as related aspects such, as recognizing potential dropout and delinquency the consequences of dropout.

Collins (1998) noted that people did not accept compulsory education in 1880 when it was introduced in England and in many cases children were not attending school simply because the schools were not located in reasonable proximity to their homes. Some parents kept their children at home not only because the school was too far but for reasons such as the children were needed at home to perform farming duties or to provide child care. Additional factors leading to dropout were curriculum and teaching methods used by teachers, and old buildings and economic difficulty faced by some parents.

2.1.1 Definition of Concepts

Dropout: Dropping out from school occurs after children have previously achieved access to school (Create pathways access Research monograph no 16 of May, 2008).

Drop out is assigned to a person who has not completed high school and who are no longer enrolled in school or program that can lead to high school completion at a particular point in time (Kaufman, *et al.*, 1999). Our definition of a dropout is a person who leaves school or college before he/she has finished his/her studies.

Community: All the people who live in a particular area, country, a group of people who share the same religion, race, job (Oxford Advanced Learner's, 2000 pg 225). It refers to usually small social unity of any size that shares common values. In human communities' intent, belief, resources, preferences, needs, risks and a number of other conditions may be presented and common is affecting the identity of the participants

and their degree of cohesiveness. Community Secondary school: This is a school open to adults from the local community as well as its own students (Oxford Advanced Dictionary, 2000). They are schools which were built by the community in order to fill the gap which occurred due to high completion of primary students. Enrolments in community secondary schools appear to be influenced by two kinds of factors that is demand by parents for secondary schooling of their children and existence or supply of SEDP secondary school program that children can attend even if they have to travel long distance.

2.2 Theoretical Framework

A number of theories have been advanced to understand the specific phenomena of dropping out (Finn 1989, Wehlage et al., 1989). Other theories have been used to explain dropping out as part of larger phenomenon of student achievement (Coleman 1988, Newmann *et al.* 1992, Ogbu, 1992). These theories come from a number of social science disciplines including Psychology, Sociology and Economics and identify a range of specific factors related to dropout.

2.2.1 Academic Mediation Theory

The Academic Mediation Theory emphasizes that every factor involved in a student's life influences how well he does in school; his grades, or what he gets out of his work ethics, influence his desire to drop out of school. Many studies have shown that a student's academic performance greatly influences whether or not he will finish school. If the student does well in school, he will most likely continue with school and if he does so consistently poorly in school, he will feel the urge to drop out more likely.

Research has shown that poor academic achievement is one of the strongest predictors of high school dropout. This theory examines the mediation effect of poor academic achievement on other factors, such as deviant affiliation, personal deviance, family socialization and structural strains, associated with school dropout. Essentially, it looks at how poor academic achievement interacts with and affects the relationship between high school dropout and other factors. The model for this theory was shown to statistically fit at an acceptable degree.

2.2.2 General Deviance Theory

The General Deviance Theory stresses the impact that certain deviant behaviors have on a student finishing school. Certain factors, such as delinquency, drug use, pregnancy, and early sex are good predictors for high school drop outs. This theory looks at the relationship between deviant behavior and dropout. Deviant behavior includes delinquency, drug use, and early pregnancy. There is a very strong relationship as general deviance is a strong direct predictor of dropout beyond the effect mediated by poor academic achievement.

2.2.3 Deviant Affiliation Theory

The Deviant Affiliation Theory looks into how peers can influence each other in terms of drop out of school. This can be caused by negative influence of some other students or by rejection and trouble with peers. The relationship described in this theory is one between an individual bonding with antisocial peers and its effect on dropout rates. Students receive the classification of antisocial if they are likely to drop out themselves and/or have low school attachment. If an individual has antisocial

friends, he/she is much more likely to drop out of school regardless of how well he/she is doing in school.

2.2.4 Poor Family Socialization Theory

The Poor Family Socialization Theory goes back to a child's development within his family. A student's performance in high school is directly affected by his family history, including divorce, stress, and parental behavior. The most important aspects of this theory is the education level of the student's parents and their aspirations for their child. If neither of the two parents has finished high school, it is easy to see why the student would drop out himself. Similarly, if neither parent really expects anything to come from their child, it is easy to see why he would leave school.

The institution of family appears to very formative for a developing child. As such, this theory examines the relationship between family background and dropout rates. The relationship is not particularly strong, as academic achievement has much more of an influence than poor family socialization. Factors of poor family socialization include low parental expectations and a parent's lack of education.

2.2.5 Structural Strains Theory

This theory states that a student is more likely to drop out if he is a male and/or if he comes from a family with a low socioeconomic status. This theory focuses on the relationship between demographic factors, such as socioeconomic status, gender and ethnicity, and dropout. Boys are much more likely to drop out than girls and dropouts are most likely from a family with a low socioeconomic status. There has been contention over the influence of ethnicity on dropout rates. However, it is clear that it

does have some influence. Low socioeconomic status is a significant predictor of dropout beyond poor academic achievement. Ethnicity and gender had no significance beyond their influence on academic achievement.

2.2.6 Constructivism Theory

This theory refers to the fact that learning is an active process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are objective. The constructivist perspective recognizes multiple realities, and knowledge and realities are created by social relationships and interactions (Creswell, 2007; Denzin & Lincoln, 2003).

According to Rodwell (1998), constructivists focus on the cognitive maps individuals construct for themselves that give meaning to their individual experiences. Constructivist theory is commonly used in professions such as Social Work because it aligns with the important values of the social work profession. For example, social workers believe in starting counseling or interventions by understanding the client's experiences and focusing on the individual client's perception (Rodwell, 1998).

The researcher used grounded theory as the methodology for this study. It provided the researcher with the steps to gather and analyze the data appropriately to allow the multiple social realities of the drop out students to emerge. In doing so, the researcher first had to consider the different systems or structures that influence a student's reality and perceptions on life.

2.2.7 Systems Theory

System theory is the transdisciplinary study of the abstract organization of phenomena independent of their substance type or spatial or temporal scale of existence. It investigates both the principles common to all complex entities and the (usually mathematical) models which can be used to describe them. Systems theory was created by Von Bertalanffy in 1937 (Payne, 2002). Systems theory describes several interactive components dependent on one another. The general systems theory developed into the Bronfenbrenner's ecological systems theory and, from there, had a large impact on the social work profession.

Urie Bronfenbrenner developed the ecological systems theory in 1979 that looks at human development as a complex system of relationships that influence an individual's developmental process (Paquette & Ryan, 2001). Bronfenbrenner's ecological systems theory, or more recently referred to bio-ecological system theory, explains there are five environmental systems influencing the development of an individual: Microsystem, Mesosystem, Exosystem, Macrosystem, and Chronosystem. The five systems represent different layers that are inter-related; a conflict in one layer can affect the other layers.

Microsystem is the most internal layer that includes the individual's own biology, the environment in which the individual lives, and structure with which the individual has direct contact. This includes the relationships and interactions with parents, teachers, school, church, or anything in their immediate surroundings (Paquette & Ryan, 2001).

Mesosystem is the next layer, and it includes the experiences that one has at the microsystem level and how they influence each other. For example, how one's experience at home or church affect how they experience school (Paquette & Ryan, 2001).

Exosystem layer is the larger social system with which an individual does not have direct contact but negatively or positively impacts his or her life, for example, a parent's place of work, training, volunteerism, or counseling services. A child does not have direct contact with the parents' work but if they are away from home for a long period of time and the child is left unsupervised or with a sitter, their development will be influenced (Paquette & Ryan, 2001).

Chronosystem is the timing of events or physiological stages one develops or incidents that occur during the course of an individual's life. For example when someone goes through puberty and his or her body changes or a parent dying influences his or her development (Paquette & Ryan, 2001).

The systems theory provided the researcher with additional information to consider as well as data to gather about the students' backgrounds. Each student had a different story to tell with different influential structures, people, and events that may have caused them to dropout. Each student has their own frame of reference that was developed based on his or her childhood experiences, the school, and community in which they lived, and cultural/religious influences. The researcher took into account what systems impacted the students' lives to understand how they dropout.

2.2.8 Influential Theories

Theoretical conceptualizations have helped elucidate the important role of student engagement in school and learning and have drawn attention to key elements of engagement such as student participation, identification, social bonding, and personal investment in learning (Finn, 1993; Maehr & Midgley, 1996; Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989).

Many theories have contributed significantly to the development of interventions aimed at preventing dropout and promoting school completion. Finn's (1993) theory has been extremely influential in supporting the notion that school engagement is integral to school completion. His model of dropout prevention suggests students must both actively participate in school and have a feeling of identification with school in order for them to remain in school and graduate (see Figure 2.1).

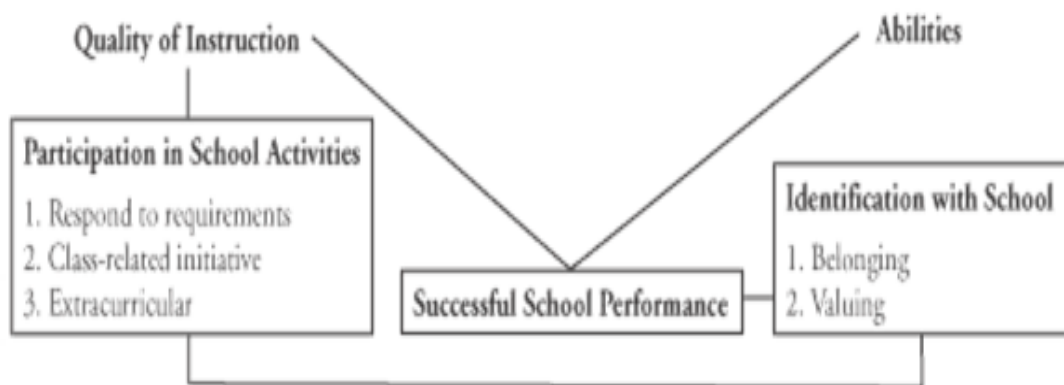


Figure 2.1: Participation-Identification Model of School Engagement

Source: Christenson *et al.*, (2000)

Student participation includes behavioral indicators such as attending school, being prepared for work, and being involved in extracurricular activities. The psychological

indicators of identification with school include the feelings and sense of belonging associated with school engagement. Finn's theory suggests that student participation in activities is directly related to successful school performance, which promotes identification with school.

2.3 Empirical Literature Review

2.3.1 The Case of United States of America

Empirical studies on drop out carried out in the United States of America show that today; nearly all students are expected to graduate from high school. Yet, hundreds of thousands of students in the United States leave school early each year without a diploma (National Center for Education Statistics, 2002). The expectation of the U.S. government goals was to reach a 90% school completion rate by the year 2000. However, the most recent report indicates only 17 states have reached this goal (NCES, 2002). Other recent statistics indicating the percentage of eighth-grade students who graduate five years later range from a low of 55% in Florida to a high of 87% in New Jersey (Greene, 2002). Other data point to the severity of the problem across the nation and for various student populations (Children's Defense Fund, 2001).

Approximately 1 in 8 children in the United States never graduate from high school. Based on calculations per school day (180 days of seven hours each), one high school student drops out every nine seconds. Some groups of students are at greater risk of dropping out of school due to circumstance or ability. Statistics also indicate that young adults of Hispanic descent are more likely to have dropped out of school than

Black or White young adults (64% Hispanic, 84% Black, and 92% White; ages 18-24 who completed school) (NCES, 2002).

On average, students from low-income families are at increased risk of not completing school (dropout rate is 10% for low income, 5.2% for middle income, and 1.6% high income) (NCES, 2002). Students with disabilities are at greatest risk of dropping out of school. According to the 23rd Report to Congress, only 57% of youth with disabilities graduated with regular diplomas during the 1999-2000 school years (U.S. Department of Education, 2001). The dropout rate for students with emotional/behavioral disabilities is approximately twice that of general education students (Wagner, 1995). Of youth with disabilities who drop out of school, the highest proportions are students with learning disabilities (32%) and students with emotional/behavioral disabilities (50%) (Wagner *et al.*, 1991). The results are provided below.

2.3.1.1 Risk Factors

Social risk factors are demographic variables that are associated with a higher likelihood of school difficulties and, consequently, higher dropout rates. These demographic factors include race/ethnicity, age, language-minority status, gender, family income (socioeconomic status), parents' level of education and family structure. Research shows that members of racial and ethnicity minority groups drop out at higher rates than white students, as do individuals who have a low socioeconomic status, come from a single-parent household or whose parents did not complete high school. In 2010 the dropout rates of 16- through 24-year-olds who are

not enrolled in school and have not earned a high school credential were: 5.1% for white students, 8% for black students, 15.1% for Hispanic students, and 4.2% for Asian students.

2.3.1.2 Academic Risk Factors

Academic risk factors refer to the students' performance in school and are highly related to school level problems. These factors include absenteeism, grade retention, special education placement, low performance and grades, and low educational expectations. Poor academic achievement has a very strong relationship with increased likelihood of dropping out. Grade retention can increase the odds of dropping out by as much as 250 percent above those of similar students who were not retained. Students who drop out typically have a history of absenteeism, grade retention and academic trouble and are more disengaged from school life.

School structure, curriculum and size are factors influential to increased likelihood of a student experiencing academic risk factors. The school curriculum has been found to have an impact on the likelihood of a student to drop out regardless of which courses the individual was taking. Students who attended schools that offered Calculus or fewer courses below the level of Algebra 1 had a reduced risk of dropping out of school by 56%.

School size has a very strong non-linear correlation with dropout rate. A study done by We blow found that increases in school size can be "associated with a 12% increase in average student dropout rate". However, once a school becomes very large, its size seems to have little impact on dropout rates except for its effect on

other factors. Large schools, enrolling between 1,500 and 2,500 students, were found to have the largest proportion of students who dropped out, 12%. Small schools have the lowest dropout rate.

The type or structure of a school was found to be irrelevant in a study done by Lee once other factors, such as demographics and size, were accounted for. The only way school structure affected dropout rates was through teacher-student relationships. Students who attended schools with more positive student-teacher interaction were less likely to drop out. The impact of this relationship was largely determined by the type of school. In small or medium sized public or Catholic schools, 'positive student-teacher relations led to an 86% decrease in the odds of dropping out". However, student-teacher relations had no significant impact in small or medium private schools.

2.3.2 The Role of Relationship

It has been indicated that teacher-student interactions can have a large influence on the likelihood of a student dropping out of high school. The better the relationships between students and teachers, the less likely the student is to drop out of school. However, if a teacher identifies a student as on track and having a positive attitude towards school, but does not necessarily have personal interaction with the student, that student has a higher chance of dropping out.

The relationships that students have with their peers also play a role in influencing a student's likelihood of dropping out. Building relationships with anti-social peers was found by Battin-Pearson (2000) to be a strong and direct predictor of dropout beyond

the influence of poor academic achievement. Students who had deviant friends were more likely to drop out of school early regardless of their achievement in school.

Parent-child relationships have also been found to be very influential in whether or not a student decides to stay in school. The better the relationship, as demonstrated through positive interaction and parental involvement, the more likely the student will stay in school. If a student does not have a good relationship with his/her parents, the student is more likely to drop out even if he has good grades and good behavior. This demonstrates that parental support is crucial, as students with good grades and behavior are typically more likely to stay in school. However, parental expectations or degree of education are not as influential. A study by Battin-Pearson (2000) found that these two factors did not contribute significantly to dropout beyond what was explained by poor academic achievement.

2.3.3 The Role of Student – Teacher Relationship

Students want to have open- minded, modern and enthusiastic teachers because keen teachers help students to be passionate with their work; teachers who are the closest to their students, and who know what they like, and what they do not like (Hornig, 2005). When students arrive in a classroom they tend to establish relationships with people around them, especially the teachers (Lieberman, 1978). If the teacher makes the effort to understand the student and his/ her background a good relationship is likely to develop. This is important because if students have problems they can speak freely with their teachers to find a solution that is good for them (Pajares, 1992). If the student teacher relationship is maintained in good faith and the communication

between them is effective, students will have more respect for the teacher and pay more attention in his/her classes. Social connections enrich students' academic worlds by providing practical and emotional support; offering a means for relaxation, fun and enjoyment; and providing opportunities to voice frustrations, to self-disclose and encounter new experiences (Paine, 2002). At the same time, it makes learning more interesting. If the relationship is bad, and trust, respect and understanding is not maintained, then going to school will not be so encouraging for students and they will lose interest in school and their teachers.

2.3.4 Parents Attitudes Towards Education of Boys and Girls

Colclough *et al.* (2000) talk about gendered cultural practices which influence girls and boys educational chances and experiences. They describe, for example, gendered roles in society which shape, 'the balance of incentives for girls and boys to attend school' (2000). For example, in some societies the main leadership roles in public life are taken by men, which could potentially restrict the aspirations of girls; marriage of girls happens at a younger age than boys, limiting the likelihood of continued schooling; and labour market practices can influence both male and female withdrawals differently. Whilst not always the case, in many societies there remain fewer accepted incentives for girls to continue schooling, which can provide a push towards early withdrawal. Thus while the gendered nature of access is context specific, it often reflects societal perceptions of gendered roles and the role education can play in affirming this. Gendered practices at the household level affect the opportunities of girls and boys to access and complete education. In household decision-making processes around educational access, trade-offs between children are made.

Studies indicate the preference many households have for the education of boys over girls, with girls' education often deemed less important and drop out consequently more likely (e.g. Admassie, 2003; Boyle *et al.*, 2002; Kobiané, 2002; Odaga and Heneveld, 1995 in Nekatibeb, 2002; Rose & Al Samarrai, 2001). For example, the gendered division of labour within households often sees girls taking on household duties and child care duties which take them out of school.

The nature of marriage, where girls move into the husband's household, thus bringing fewer perceived benefits to their households, also restricts the perceived need for continued schooling. Perceptions of the value of girls' education differed from those of boys'. Boyle *et al.* (2002) suggest that households in their study tended to see boys' education bringing greater future economic rewards, which was not to be the case with girls (whose futures were expected to be lie in family care and marriage). Research studies give examples of gendered household practices and convictions which appear to influence schooling retention.

Colclough *et al.* (2000) describe how some parents in Ethiopia claimed that twelve years of schooling would mean their daughters could not perform housework and as a result may not be able to find husbands. Similarly, in Guinea parents mentioned that primary schooling was irrelevant to girls' future roles. Both indicated lack of motivation towards the continued schooling of girls. In addition, an ILO/IPEC (2004) study highlights the propensity for girls to be excluded or withdrawn from school earlier than boys, 'in the belief that, as a girl, she does not need to be educated or indeed should not be too educated in case it blights her marriage potential'. Indeed,

educating a girl is often seen as a poor investment because the girl will marry and leave home, bringing the benefits of education to the husband's family rather than to her own.

2.3.5 Motivation for Dropping Out

While the aforementioned factors certainly place a student at risk for dropout, they are not always the reason the student identifies as their motivation for dropping out. However, there is not a large body of research describing the students' personal motivation. One study found that the main reasons students reported for dropping out included uninteresting classes (a lack of engagement with school life and classes), unmotivated (students typically said teachers did not demand enough or were not inspirational), personal reasons (had to get a job, became a parent, had to support or care for a family member), and academic challenges (Colclough *et al.*, 2000), (felt like they could not keep up, felt unprepared for high school, had to repeat a grade, or graduation requirements seemed out of reach). In some cases, social reasons such as bullying, harassment, or an inability to fit into the school community for reasons outside of their control are reasons.

2.3.6 Sociological Attitudes and Socio-Cultural Factors

The link between sociological and social economic factors and dropout has been established in the literature. The majority of young people who are dropping out are from families with particular sociological and social-cultural factors. Raid (2000) provides a summary of research finding dealing with home background factors related to dropout.

According to Reid (2000) many young people are often engaged in meaningless activity while away from school. Some are often bored, finding it difficult to cope with school work thus opting to stay at home or away.

Reid (2000) also found that dropout are most likely to come from broken homes in which divorce, separation, cohabiting and 'mixed' siblings are often the norm, in families where the father or the mother figure is away from home for long periods, families living with an above average number of children, families with in over crowded conditions, families where the parent(s) are unable to cope with social circumstances that threaten their lifestyles and lead to abnormal, conditions with the home such as alcoholism, physical illness, violence, abuse, familial conflict and associated stress factors and families whose parents are not interested in their children's progress at school.

Ascher (1980) Argues that when attempting to work with community groups an efforts to intervene positively with education, the focus typically turns to the problem of dropout. Van Breda (2006) suggests that barriers strain associated with notions of culture, language needs and deficiencies strain economic resources in families, communities, schools and government. In addition parents' uncertainties and schools' reconceptions are also considered to influence dropout.

2.3.7 The Link Between Dropout and other Delinquent Behaviour

Typical sociological images of the long term impact of teenage delinquency differs sharply. On the one hand, sub-cultural theorists beginning with Albert Cohen (1955) anticipate that unacceptable behavior will eventually deliver rebellious youth to the

rough-end of the labour market. Willis (1977) and Macleod (1995) present an image of clear and predictable path ways from resistance in school to working-class jobs. Working-class young people get working-class jobs because their celebratory rejection of middle class schooling, their repertoire of minor delinquency and their masculist bravado disqualify them for anything other than low-skill manual occupations.

2.3.8 Household Income and Financial Circumstance

Household income is found to be an important factor in determining access to education as schooling potentially occurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Croft, 2002).

There are some research studies which look at how household income interacts with dropping out of school in particular. A number of studies highlight the link between poverty and dropping out from school (Birdsall *et al.*, 2005; Boyle *et al.*, 2002; Brown & Park, 2002; Bruneforth, 2006; Cardoso & Verner, 2007; Gakuru cited in Ackers *et al.* 2001; Dachi & Garrett, 2003; Hunter & May, 2003; Porteus *et al.*, 2000; Ranasinghe & Hartog, 2002; UIS & UNICEF, 2005; Vavrus, 2002). Porteus *et al.* (2000), whilst describing exclusions rather than drop out per se, point poverty as ‘the most common primary and contributory reason for students to be out of school’ and Hunter and May (2003).

Call poverty, ‘a plausible explanation of school disruption’. Dachi and Garrett (2003) asked a series of questions to parents/guardians about the financial circumstances surrounding children’s school enrolment in Tanzania.

2.3.9 Household Contexts and Motivations

The household contexts and living conditions of children often seem to play an influencing role in access to education. This might correspond with other factors such as income, education of family members, size and scope of household, as well as age of household members. Al Samarrai and Peasgood (1998), drawing on Peasgood *et al.* (1997), suggest the effect of household context is greater on initial access rather than on drop out, stating: although dropping out is closely related to poverty, many social factors also play a strong role with the pupils themselves sometimes taking actions which result in them leaving school independently of their families wishes.

2.3.10 Who Drop Out of School?

Many studies have identified predictors and variables associated with dropout. In recent years, these variables have been categorized according to the extent to which they can be influenced to change the trajectory leading to dropout. Status variables (e.g., socioeconomic standing [SES], disability or ability level, family structure) are difficult and unlikely to change. On the other hand, alterable variables (e.g. attendance, identification with school) are easier to change and can usually be influenced by students, parents, educators, and community members. Alterable variables are the focus of efforts to increase school completion.

2.3.11 An Overview of Variables Associated with Drop Out

These statements apply to groups of students on average:

Age: Students who drop out tend to be older compared to their grade-level peers.

Gender: Students who drop out are more likely to be male. Females who drop out often do so due to reasons associated with pregnancy.

Socioeconomic background: Dropouts are more likely to come from low-income families.

Region: Students are more likely to drop out if they live in urban settings as compared to suburban areas

Mobility: High levels of household mobility contribute to increased likelihood of dropping out.

Ability: Lower scores on measures of cognitive ability are associated with higher rates of dropout.

Disability: Students with disabilities (especially those with emotional/behavioral disabilities) are at greater risk of dropout.

Parental employment: Dropouts are more likely to come from families in which the parents are unemployed.

School size and type: School factors that have been linked to dropout include school type and large school size.

Family structure: Students who come from single-parent families are at greater risk of dropout.

2.3.12 Overview of Alterable Variable Associated with Dropout

(Macmillan, 1991; Rosenthal, 1998; Rumberger, 1995; Wolman et al., 1989). These statements apply to groups of students on average.

Grades: Students with poor grades are at greater risk of dropout.

Disruptive behavior: Students who drop out are more likely to have exhibited behavioral and disciplinary problems in school.

Absenteeism: Rate of attendance is a strong predictor of dropout.

School policies: Alterable school policies associated with dropout include raising academic standards without providing supports, tracking, and frequent use of suspension.

School climate: Positive school climate is associated with lower rates of dropout.

Parenting: Homes characterized by permissive parenting styles have been linked with higher rates of dropout.

Sense of belonging: Alienation and decreased levels of participation in school have been associated with increased likelihood of dropout.

Attitudes toward school: The beliefs and attitudes (e.g., locus of control, motivation to achieve) that students hold toward school are important predictors of dropout.

Educational support in the home: Students whose families provide higher levels of educational support for learning are less likely to drop out.

Retention: Students who drop out are more likely to have been retained than students who graduate. Using National Education Longitudinal Study data, being held back was identified as the single biggest predictor of dropping out.

Stressful life events: Increased levels of stress and the presence of stressors (e.g., financial difficulty, health problems and early parenthood) are associated with increased rates of dropout.

2.3.13 Effect of Dropout

Studies carried out by Cochrane 'O' Hara and Leshie (1980 South Africa) demonstrate a positive relationship between education and health. More especially and important link has been found between parental educations, particularly the level of mother's education and Childs health viewed from the angle of nutrition and life expectancy. The preventive measure adopted by an educated population as well as their understanding the value of nutrition will not only improve the quantity of the future workforce but also cateris pusibus, reduce the health budget of a government. Among several benefits it may reduce expenditure on the provision of social services. There is a relationship between the level of education attained and crime reduction. Crime reduction on the other hand, means less expenditure by government on the maintenance. It is widely acknowledged that most educational system are used to promote patriotism, social cohesion, understanding and harmonious living among the various advantage to the government is a more governable and patriotic population committed to promoting national development. But if there is high dropout it becomes vice versa.

2.3.14 Consequences

Individual high school dropouts are less likely to be active labor force participants and are more likely to be unemployed than their more educated counterparts. The

current unemployment rate for high school dropouts is about 56 percent greater than that for high school completers. Lifetime earnings for this group are estimated to be lower than those for high school graduates. Female dropouts are much more likely to become single mothers and consequently be more likely to have an income under the poverty threshold or live on welfare. High school dropouts make up 68 percent of the nation's prison population. Nearly 37% of dropouts live in poor/near poor families. Additionally, high school dropouts have a life expectancy that is 3-5 years shorter. (Office of Juvenile Justice and Delinquency Prevention, 1995).

The number of students who are not completing school is particularly alarming in today's society because there are few employment opportunities that pay living wages and benefits for those who have neither completed a high school education nor acquired necessary basic skills. On average, youth who drop out are more likely than others to experience negative outcomes such as unemployment, underemployment, and incarceration. High school dropouts are less likely to be employed than high school graduates (U.S. Department of Labor, 2003). Nearly 80% of individuals in prison do not have a high school diploma (Office of Juvenile Justice and Delinquency Prevention, 1995).

According to the National Longitudinal Transition Study of special education students, the arrest rates of youth with disabilities who dropped out were significantly higher than for those who had graduated (Wagner *et al.*, 1991). Three to five years after dropping out, the cumulative arrest rate for youth with serious emotional disturbance was 73% (Wagner, 1995).

Students who do not complete school cost taxpayers billions of dollars in lost revenues, welfare, unemployment, crime prevention, and prosecution (Joint Economic Committee, 1991). Approximately 47% of high school dropouts are employed compared to 64% of high school graduates not in college (National Center for Education Statistics, 1995). Students who graduate from high school earn an average of \$9,245 more per year than students who do not complete school (Employment Policy Foundation, 2001). In light of the negative consequences of dropout for society and individuals, facilitating school completion for all students must be a priority for educators, administrators, and policymakers across the country.

2.3.15 Societal

The problems created at an individual level due to the lack of a high school diploma or degree. Affect society as a whole. Those who cannot find jobs cannot pay taxes, resulting in a loss of revenue for the government. For each cohort of 18-year-olds who never complete high school, the U.S. loses \$192 billion in income and tax revenue. Moretti estimates that by increasing the high school completion rate of males by one percent, the U.S. could save up to \$1.4 billion annually in reduced costs from crime. A substantial amount of taxpayer money goes toward maintaining the prisons. And, in 2004, each high school dropout was responsible for nearly \$100,000 in health-related losses. Because of these factors, an average high school dropout will cost the government over \$292,000.

2.3.16 Measurement of the Dropout Rate

The U.S. Department of Education identifies four different rates to measure high school dropout and completion in the United States. Each rate contributes unique

information. The event dropout rate estimates the percentage of high school students who left high school between the beginning of one school year and the beginning of the next without earning a high school diploma or its equivalent (e.g., a GED). Event rates can be used to track annual changes in the dropout behavior of students in the U.S. school system. The status dropout rate reports the percentage of individuals in a given age range who are not in school and have not earned a high school diploma or equivalency credential. This rate focuses on an overall age group as opposed to individuals in the U.S. school system, so it can be used to study general population issues.

The status completion rate indicates the percentage of individuals in a given age range who are not in high school and who have earned a high school diploma or equivalency credential, irrespective of when the credential was earned. The rate focuses on an overall age group as opposed to individuals in the U.S. school system, so it can be used to study general population issues. The averaged freshman graduation rate estimates the proportion of public high school freshmen who graduate with a regular diploma four years after starting ninth grade. The rate focuses on public high school students as opposed to all high school students or the general population and is designed to provide an estimate of on-time graduation from high school. Thus, it provides a measure of the extent to which public high schools are graduating students within the expected period of four years.

2.3.17 Key Components of Dropout Prevention Programs

Programs that have been designed to prevent dropout vary widely. Based on an integrative review of effective interventions designed to address dropout (and

associated variables) described in the professional literature, Lehr *et al.* (2003) found that most of these interventions could be categorized according to the following types.

- (i) Personal/affective (e.g., retreats designed to enhance self-esteem, regularly scheduled classroom-based discussion, individual counseling, participation in an interpersonal relations class);
- (ii) Academic (e.g., provision of special academic courses, individualized methods of instruction, tutoring);
- (iii) Family outreach (e.g., strategies that include increased feedback to parents or home visits);
- (iv) School structure (e.g., implementation of school within a school, re-definition of the role of the homeroom teacher, reducing class size, creation of an alternative school); and
- (v) Work related (e.g., vocational training, participation in volunteer or service programs).

The majority of the interventions (71%) included a personal/affective focus. Nearly half (49%) included an academic focus. Most of the intervention programs (73%) included more than one type of intervention. These findings and other research suggest that preventing dropout can be achieved in a variety of ways. Given the vast array of program types, it becomes clear that there is not one right way to intervene. Rather than searching for the perfect program, identification of components that facilitate the effectiveness of interventions may prove to be a more valuable endeavor. Identification of these key components may help to guide the development

of interventions, improve the likelihood of successful implementation, and serve as a useful framework for evaluating outcomes.

Researchers note that several components appear to be key to intervention success. Lists of critical components have been generated based on experience, literature syntheses, descriptive retrospective analyses of program implementation, and data-based approaches. However, these components require continued research and systematic implementation to determine the extent to which empirical data accumulates supporting them as essential intervention components (Dynarski, 2001; Lehr *et al.*, 2003).

The following are based on findings from an evaluation of 20 programs funded by the School Dropout Demonstration Assistance Program (Dynarski, 2001).

- (i) Creating small schools with smaller class sizes;
- (ii) Allowing teachers to know students better (building relationships, enhanced communication);
- (iii) Provision of individual assistance (academic and behavioral);
- (iv) Focus on helping students address personal and family issues through counseling and access to social services; and
- (v) Oriented toward assisting students in efforts to obtain GED certificates.

Fashola & Slavin (1998). Based on a review of six dropout prevention and college attendance programs for students placed at risk. Incorporating personalization by creating meaningful personal bonds between students and teachers and among students; Connecting students to an attainable future;

Providing some form of academic assistance to help students perform well in their coursework; and Recognizing the importance of families in the school success of their children's achievement and school completion. Hayward & Tallmadge (1995). Based on evaluation of dropout prevention and reentry projects in vocational education funded under the Cooperative Demonstration Program (CDP) of the Carl D. Perkins Vocational Education Act.

Smaller, more personal environment; Vocational education that has an occupational concentration; A formal counseling component that incorporates attention to personal issues along with career counseling and life-skills instruction; Formal, ongoing coordination of the academic and vocational components of participants' high school programs; A structured environment that includes clear and equitably enforced behavioral expectations; and Personal, supportive attention from adults, through mentoring or other strategies.

McPartland (1994). Based on review of dropout prevention programs and interview data from students who dropped out of school. Providing opportunities for success in schoolwork (e.g., intensive reading instruction in early grades, tutoring, curriculum modification to increase relevance); Creating a caring and supportive environment (e.g., use of adult mentors, expanding role of homeroom teachers, organizing extracurricular activities); Communicating the relevance of education to future endeavors (e.g., offering vocational and career counseling, flexible scheduling, and work-study programs); and Helping students with personal problems (e.g., on-site health care, availability of individual and group counseling).

Schargel & Smink (2001). Based on a body of work and program database generated by the National Dropout Prevention Center. Early intervention includes comprehensive family involvement, early childhood education, and strong reading and writing programs. Basic core strategies promote opportunities for the student to form bonding relationships and include mentoring/tutoring, service learning, alternative schooling, and out-of-school enhancement programs.

Making the most of instruction includes providing opportunities for professional development, exploring diverse learning styles, using technology to deliver instruction, and providing individualized learning. Making the most of wider communities includes linking with the wider community through systemic renewal, community collaboration, career education and school-to-work programs, and conflict resolution and violence prevention programs to enhance effective interpersonal skills.

Thurlow, Christenson, Sinclair, Evelo, & Thornton (1995). Based on identification of key components across three interventions designed to increase engagement and school completion for middle school youth with learning and emotional/behavioral disabilities funded by the Office of Special Education Programs. Persistence plus (persistence in maintaining a focus on student educational progress and engagement with school; continuity in recognizing and attending to student needs across years via a person connected with the student; consistency in delivery of a message across adults—do the work, attend classes, be on time, express frustration in a constructive manner, stay in school).

Monitoring (target the occurrence of risk behaviors, regularly collect data and measure effects of timely interventions); Relationships (building a variety of relationships to strengthen student success in school; adult-student, as well as home-school-community); Affiliation (fostering students' connections to school and sense of belonging to the community of students and staff); and Problem-solving skills (developing capacity of students to solve problems and enhancing skills to meet the demands of the school environment).

2.4 Summary

The review of literature indicates clearly the importance of carrying out this study to provide graphical scenarios, not only for practitioners working in the field, but also for local state and policy makers tasked with combating the negative societal effects of dropout. It is evident from the review of literature that there are many risk factors that contribute to the causes of dropout. In fact there are so many that a list could never identify all of them. The same is true for prevention and early intervention strategies. However what is clear from the research is that there is no magical formula for identifying and treating all the causes of dropout.

2.5 Review of Policies

The first secondary school was opened in 1930, and when World War II ended in 1945, only one school offered education through the twelfth grade in the entire country. It had six students. Colonial education expanded after 1950, but mainly in urban areas. Bright high school graduates were sent to Makerere College in Uganda or the Royal Technical College in Kenya (Nairobi University). In 1954, less than 10

percent of Tanzania's children were in school. By 1959 only 70 Tanzanian African had earned university degrees and 20 of these were teachers. (Morrison 1976, Mbilinyi 1979).

The colonial educational system was inadequate for the needs of an independent nation. Illiteracy was widespread and elementary education was offered to only a few. High school and Universities education was provided free of charge. The beneficiaries of this education system come from areas with good climatic conditions and good soil where European settlers lived and established economic activities such as Kilimanjaro, Kagera and Tanga compared to reserved areas like Mtwara, Kigoma and Rukwa.

At independence in 1961 for Tanganyika and 1963 for Zanzibar Tanzania inherited British education system which was segregated with schools based on race and religion. There were exclusive schools for European, Indian and Africans. African schools were provided the least in terms of teachers, facilities and capitation grants while European provided the most. There were Schools for Lutherans (Protestants), Catholic, Muslims and few Government secular schools (ICD 1988).

The system includes Kindergarten, primary, Secondary school and higher education. Primary school system was divided into two levels, Standard one to four, Standard Five to Eight (which was referred as Middle schools). Followed by Secondary School this had also two levels: Form one to four refers 'O' Level (Ordinary) and form five to six referred to as 'A' Level (Advanced) Post Secondary Education. The last education system was University/Tertiary and colleges. It was 2 years for certificate

in teaching and diploma, 3 years in Education, 4 years in Engineering, and 5 years in medicine.

In 1961 education system in Tanzania was changed so that it could cater for the need of the Tanzanian people and this was reflected in the educational policy Act. No.37 In this act the education system was to be free for all public secondary schools; this was intended to enable all students who had passed their examinations to proceed with their education without hindrance. Education was to be provided without racial and religion discrimination, so all people had opportunity to attend in all schools.

Not only that but also there was introduction Regional integration, that the schools got students from different regions so that the students could know each other and establish friendship that brought National unit. Schools were to be built in areas that had none or only a few schools compared to other areas. Pre- Primary Education: Each child who is less than five years of age is eligible for enrollment for pre-primary education for a period of two years. The Education Training Policy 1995 emphasised that each primary school should have a Pre- Primary stream(s) for achieving Universal Pre- Primary Education.

Primary Education: It is compulsory for every child who has reached the age of seven years to be enrolled for primary education. Enrollment and teaching statistic: Free tuition has led to a massive increase in the number of children enrolled in primary schools, from 4,839,361 in 2001 to 7,959,884 in 2006 to 8,410,000 in 2008. This increase has not been accompanied by a proportional increase in resources for teachers, classrooms, and books. The ratio of pupils to qualified teachers nationwide

in 2010 was 54:1, which was 35% above the goal of 40:1. Every region exceeded the goal except for Kilimanjaro and Dar es Salaam. Only three percent of students in Standard VI nationwide had sole use of a mathematics textbook in 2007 compared to seven percent in 2000.

In 2006, the gross primary enrolment rate was 110.3%, and the net primary enrollment rate was 97.8%. The "Gross primary enrolment rate" is the ratio of the total number of students attending primary school to the official primary school-age population. The "net primary enrollment rate" is the ratio of the total number of primary school-age children enrolled in primary school to the official primary school-age population. These rates are based on the number of students formally registered in primary school and, therefore, do not necessarily reflect actual school attendance. In 2000, 57% of children age 5–14 years attended school.

Curriculum and Language of instruction: The Tanzania Institute of Education is the main body responsible for developing the curriculum. It prepares programmes, syllabus, and pedagogical materials such as handbooks and laboratory manuals. It also specifies standards for educational materials, trains teachers on curriculum innovations, monitors curriculum implementation in schools, and evaluates and approves manuscripts intended for school use.

The curriculum is composed of twelve subjects: Kiswahili, mathematics, science, geography, civics, history, English language, vocational subjects, French, religion, information and communication technology, and school sports. The focus of the curriculum is the development of the following competencies among learners: critical

and creative thinking, communication, numeracy, technology literacy, personal and social life skills, and independent learning.

Except for eight schools, Kiswahili in 2010 was the medium of instruction in the 15,816 public primary schools nationwide. In contrast, English was the medium of instruction in 539 of the 551 registered private primary schools. Nation examination: until 1973, a student was required to pass the National Standard IV Exams to continue to Standard V (Cooksey, Levey *et al.*, 2001). The exams are still given even though passage is no longer required. The pass rate was 70.6% in 2001, 88.7% in 2003, and 78.5% in 2007.

Under current law, a student must pass the Primary School Leaving Examination at the end of Standard VII to receive a primary school certificate and be eligible to attend public secondary school. In 2009, 49.4% of the 999,070 students who sat for these exams received passing marks. The pass rate has declined alarmingly from over 70% in 2006. The Dar es Salaam region had the highest pass rate (69.8%) while Shinyanga region had the lowest (31.9%).

There was a significant disparity in the national pass rate for males (55.6%) versus females (43.2%). This disparity existed to some degree in every region except Kilimanjaro. Kiswahili was the subject that had the highest number of passing marks (69.1%). Mathematics had the lowest passing rate at 21.0%. Of those who passed the exams in 2009, 90.4% were selected to join public secondary schools for the year 2010. There was not enough room in those schools to accommodate everyone who passed.

Secondary Education, tuition and fees: Government secondary schools charge tuition of about 20,000 Tanzanian shillings (TSH) per year (around US\$12). Several fees are charged in addition to tuition, including testing fees, caution fees, watchman contribution, academic contribution, furniture contribution, identity fee, emblem fee, and fee for lunches. The government tries to keep education affordable while maintaining quality as high as possible.

The number of government secondary schools, which includes community or ward based schools, has increased dramatically over the past few years, stretching scarce resources and teachers but offering an affordable education to many more students. Still, tuition and fees are burdensome to many families, especially large families, single parent families, and orphans. Families where the parents do not yet appreciate the value of education, especially for girls, is often enough to keep them from agreeing to pay for schooling.

Private secondary school annual tuitions vary from approximately TSH 200,000 (around US\$150) to TSH 3.2 million (around US\$20,000). Typical private school tuition is around TSH 700,000 (\$525 USD). Enrollment and teaching statistics: In 2008, the total enrollment in Forms 1-4 was 1,164,250 students, and in Forms 5-6 it was 58,153 students. The total number of teachers was 32,835 and the total number of schools was 3,485 (Cooksey Levey *et al.*, 2001). In the same year, the gross enrollment rate for Forms 1-4 was estimated at 36.2%, and the net enrollment rate was estimated at 24.4%. The figures for Form 5 and 6 were 4.0% and 1.4%, respectively.

The secondary schools that perform highest in the national examinations employ better-trained teachers, including experienced graduates. Higher pay and efficient school management attract the higher qualified teachers to non-government schools and seminaries. Of all teachers who have a university degree, 58% work in non-government schools and of all Bachelor of Arts and Bachelor of Science graduates with education degrees, 75% are absorbed in this sector. Most of the rest teach in government schools, with the result that very few are in the community-built schools. A national standardized examination is given at the end of Form 2, although there was no consequence for failing it but in 2011 the government provided Act 16 for 2011 which explained that for who will fail to pass form two nation examinations will repeat at once. And if he/she will fail for the second time he/she will be removed in school system. Anounced that the pass mark will be everage of 30 %marks.

Another national standardized examination, the Certificate of Secondary Education Examination, is given at the end of Form 4. A student who passes is given a school-leaving certificate by his or her school. The student is also given an academic certificate by the National Examination Council of Tanzania. This certificate indicates the student's level of performance in several subjects, with division I being the best performance and division IV being the worst.

Secondary education ends when a student passes the Advanced Certificate of Secondary Education Examination completing Form 6. Depending on the test results, the student may then be selected to enroll in a university.

Language of instruction: By law, all secondary education must be taught in English (except Kiswahili subject). For many students, however, English is their third language. Even though Kiswahili is the national language, there are approximately 120 tribal languages spoken in Tanzania. Especially in rural areas, a tribal language is often the first language learned by children.

In 2009, only 35.4% of students sitting for the National Standard VII Examination received passing marks in English. Students who do not pass this exam in English could still attend school where English is the primary language of instruction, making the use of English in secondary school teaching controversial. Those in favor of English-instruction secondary schools argue that the ability to speak English prepares students to work in the global economy. Those opposed argue that English-language instruction leaves students out and detracts from students concentrating on the subject matter.

Curriculum: The curriculum of secondary education consists of optional subjects plus core and compulsory subjects. The core and compulsory subjects in Form 1 and 2 that are offered by all schools include mathematics, English, physics with chemistry, Kiswahili, biology, history, geography, civics and religion. The optional subjects in Form 1 and 2 include home economics, information and computer studies, additional mathematics, music, fine arts, French, Arabic, other foreign languages, Islamic studies, Bible knowledge, and physical education. Students may choose none or any one or two of the listed subjects if offered at their school.

The core subjects in Form 3 and 4 offered by all schools include mathematics, English, Kiswahili, biology, civics, religion, history, geography, and physics and

chemistry. The optional subjects in Form 3 and 4 include home economics, information and computer studies, additional mathematics, music, fine arts, French, Arabic, Islamic studies, Bible knowledge, and physical education. The minimum number of subjects required for the Certificate of Secondary Education Examinations is seven. All candidates are tested in mathematics, English, Kiswahili, biology, civics, Geography and History.

Student life: Sports competitions had been an important part of after school activities. This stopped in 2000 but has just been reorganized in 2009. There are after-school activities such as debates and religious groups. At all but the most expensive schools, students take part in school maintenance or tasks such as gathering firewood for the school kitchen, grounds maintenance and tending school crops. The majority of secondary school students in Tanzania is extremely dedicated to their education and takes the opportunity seriously.

Lack of a proper study environment at home, their inability to master the English language, poor nutrition/health and other economic related issues are the biggest obstacles students must overcome. It has also been reported that mass fainting is a commonplace among schoolgirls, especially at girls' secondary schools. Educational Sector Budget: For fiscal year 2011/2012, which began 1 July 2011, the education sector national budget was 2,283 billion Tanzanian shillings, which equates to US\$1.45 billion (at an exchange rate of 1,591 shillings per dollar). This is an 11.6% increase over the amount budgeted for fiscal year 2010/2011. After accounting for inflation, however, the increase is approximately 1%.

Based on actual performance in recent fiscal years, the amount budgeted for the Tanzanian Ministry of Education and Vocational Training is typically much more than the amount spent. In fiscal year 2008/2009, the ministry spent 85.1 billion shillings out of the 128.5 billion budgeted. The gap between budgeted and spent has increased since then. In fiscal year 2010/2011, the ministry spent only 76.8 billion out of the 139.7 billion budgeted.

A total of TSH. 155.1 billion was unspent in the last three years. This amount could be sufficient to build 3,875 houses for teachers according to the estimated costs of building one house at TSH. 40 million as outlined by [phase 2 of the Secondary Education Development Program]. By building these houses we could have reduced the problem of teachers lacking accommodation, especially for schools situated in remote rural villages.

The education sector was budgeted to consume 20% of the national budget in fiscal year 2008/2009. That share decreased to 17% in fiscal year 2011/2012. Funds budgeted in fiscal year 2011/2012 for development, such as constructing buildings and teachers' houses, consume only 10.2% of the total amount budgeted for the education sector. This compares to 20-24% in Uganda and 14-15% in Kenya. Higher Education: Enrolment in tertiary education during the 90s was very limited indeed, with only around 6,500 undergraduate students in 1998/9 (Cooksey, Levey *et al.*, 2001). Since the end of the 90s enrolment in higher education has expanded rapidly, although much of the expansion has been through privately sponsored candidates, both at the state universities and at private institutions which have been granted

university status. Current total enrolment in higher education in Tanzania is around 20,000 (Mshana and Mshalla 2004). About half of these are at the University of Dar es Salaam (UDSM). Ishengoma (2004) claims that expansion at UDSM has been only modest and has not kept pace with the output of A' level candidates. However, according to the figures that he gives, while the number of sixth form leavers doubled between 1991 and 2001, the number of undergraduates admitted to UDSM trebled. By these figures it would appear that university entrance had become less competitive rather than more. The figures given for recent years (see Table 2.1) suggest that new enrolments at UDSM have roughly matched the number of A' level students getting three Ds and above (divisions I and II). The figures indicate that admission has become more competitive recently.

Table 2.1: Admissions to UDSM and Good Grade A' Level Passes 1997-2002

Year	No. Student with I Or II	New admission to UDSM	New admission as a% of those with division I or II From previous year
1997	1944	1607	95
1998	2261	1805	93
1999	2435	2457	109
2000	3028	3000	123
2001	4018	3950	97
2002	5093	3531	88

Source: Ishengoma, (2004)

Note: a considerable proportion of UDSM new entrants are mature students or coming from Colleges, so the situation for sixth-form leavers is more competitive than the figures imply. Admissions increased throughout the 90s but since the 2002/3 academic year, the government has put a limit on the number of students that it will

sponsor. Until then, the number of privately sponsored students had been almost negligible, but since 2003 most of the expansion in enrolment has been through privately sponsored candidates (Ishengoma, 2004). These candidates study alongside the government sponsored students and the increase in numbers has led to – 42-. Overcrowding of lecture halls. It is not uncommon to see students sat outside the lecture hall while lectures are being delivered.

There is limited data on the recruitment of disadvantaged students although there is evidence of regional bias within enrolments (Cooksey, Levey *et al.*, 2001). In the 1993/4 Human Resources Development Survey (HDRS), from out of the 5000 households surveyed, there were only 5 students in higher education. All of these came from the richest quintile of society (Penrose, 1998). A recent tracer study (Mukyanuzi, 2003) found that 66% of the fathers of graduates sampled had not completed secondary education, and 61% were in semi or unskilled labour.

For the 1980 graduate cohort, 82% of fathers had not completed secondary and 75% were working as semi or unskilled laborers'. For the 1999 cohort, the figures of for the fathers were 53% and 49% respectively. Whilst this rise can partly be accounted for by the rise in education levels of the population as a whole, it also indicates that access to university education has become more elitist.

The increase in the number of privately sponsored students, both at UDSM and at private universities, has further skewed tertiary enrolments towards the richer end of society as the tuition fees (approximately 1000 US\$ for state universities and 1500

US\$ universities) represent at least twice the average annual income of most Tanzanians. However, income from privately sponsored students can be used to fund expansion, which increases access for all sections of society. For government sponsored students, the limited cost sharing that has been introduced still amount to lower costs for households than are borne by parents supporting children through government secondary schools. It is argued that since the families of undergraduates have been able to afford to put their children through secondary education, they should be able to give at least an equivalent contribution at tertiary level. The high costs to the government per student, high private and low social returns all support the World Bank's argument that cost sharing could increase equity but so far progress towards cost sharing has been very limited (Ishengoma, 2004).

One of the key issues of quality at tertiary level is the skills, or lack thereof, of entrants. There have been concerns raised that expansion has led to a dilution of quality and many of the older staff consider that the academic standards of students have fallen steadily as a consequence of the overall decline in educational standards.

Communication skills in English are of particular concern (Cooksey, Levey *et al.*, 2001). In terms of entrants' A' level grades, in the past, cut off points for some subjects had to be lowered to ensure that places were filled (Chonjo, 1990; Leshabari and Masesa, 2000). The minimum grade requirements were 4 and 5 points for females and males respectively. This represents grades of D and E. Cut off points were raised in 2002, depending on the programme (Ishengoma 2004). In 2004 they were between 5.5 and 7.5 for most of candidate had programmes but 8 for medicine,

9 for law and 12.5 for a BSc in computer engineering and IT, due to popularity. Of those selected as private candidates for the 2004/2005 intake, the majority of candidate had grade c average or less.

Adult Education: Since the Arusha Declaration in 1967, Adult Education in Tanzania has become a major instrument in national development. Programs in literacy, health care and hygiene and in the acquisition of technical competence have been particularly successful because adult education has been approached as an intrinsic and meaningful part of the learner's life.

The purpose of education has changed from the learning of skills to the learning of self-reliance and the improvement of life in both individual and national levels. For example, in the teaching of literacy, attention is focused on subjects such as health, agricultural techniques, or political responsibilities and literacy is included in response to demand as the learners become aware of its functional importance.

The Tanzanian government's commitment to education as an integral part of its social and economic development started shortly after independence. The Arusha Declaration was followed in 1967 by the policy document "Education for Self-Reliance", in which education was assigned a seminal role in the transformation of Tanzania to an African socialist society. Universal primary education (UPE) was emphasized in the Musoma Declaration of 1974 as a way of transforming rural society and agriculture, from which it was acknowledged the vast majority of the population, would derive their livelihood.

2.4.1 Research Gaps

Literature has indicated there is little research on school drop out, with most studies focusing on who drops out and reasons. If drop out is viewed as a process, then children's stories around dropping out from school emerge not in isolation, but as a series of decisions, events and interactions which lead in a certain direction. While each story is different, research would show how they are different and whether patterns around the processes of exclusion can be identified within particular contexts. If processes are known then critical intervention points can be identified before drop out occurs. There are limited numbers of in-depth qualitative accounts of dropping out from school based on interviews with and life histories of drop outs. We know as researchers that low socio-economic status, gender, geographical location, etc. are factors which are likely to influence access and drop outs, yet we know less about the qualitative stories which surround them and how interactions between factors work in particular contexts. Linking these small scale in-depth studies to the bigger, quantitative picture would enhance our understandings of drop out further. Additional qualitative research focusing on the processes of drop out in relation to those at risk of dropping out could help to provide greater depth and understanding to the issues raised in the existing literature reviewed here. Within this study the researcher have also identified the following research gaps. There is little literature on:

- (i) Dropping into school: while the focus is on dropping out, there is less known about how children can return to school, the difficulties they face and how schools encourage/discourage this;
- (ii) Retention: why some children stay and others leave;

- (iii) Disability/SEN and drop outs;
- (iv) Motivational factors around education: how households and individuals value education in particular contexts and how this links into school decision making processes;
- (v) The role of teachers (and head teachers) in facilitating and encouraging the retention of students within the system and/or pushing students out of schools;
- (vi) Responsibility around dropping out: an interesting area for research would be around the locus of responsibility to enable sustained access and people's perceptions of where this responsibility lies.
- (vii) This is crucial for understanding how decisions are made and why around drop outs;
- (viii) The Push/pull factors; how parents and schools approach children leaving; and whether the interaction between the two sides could be enhanced at all to pull children back to schools.

So the review literatures do not disclose all the key factors which lead to the existence of the dropout in Secondary School. Thus the study will be conducted to fill the gap.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter presents the research methodology. The chapter includes personal Ontology and epistemology, study area, population, research design, Sample Size, sampling techniques, data collection Methods (Primary data and Secondary data) and data Analysis.

The researcher used a period of three months doing investigation for one month in each Secondary School system (2 government, 2 community and 2 private) where he was investigating the situation of dropout in Secondary schools at the beginning of the year, after the first term (after term holidays) how many do not come back to the school and at end of their year annual examination (how many student do not attend the annual exam for form one). For the form two the researcher investigated how many students do not came to start form two and after Qualifying test national examination, how many continue to form three. For the Form three the researcher investigated how many dropouts before midterm and how many have done the form four national examination. For Form Five he investigated how many registered at the first term and how many sat for form six national examinations.

In the researcher res considered Government-boarding, day, girls and boys only. Community-boarding, day, girls and boys only and Private School he considered boarding, day, girls and boys only. To establish the reason for dropout the interview was done through parents, students, class teachers, academic teachers and

headmaster/mistress. A summary table for reason of dropout was established in each school to guide my discussion.

3.2 Personal Ontology and Epistemology

Merriam (1988) advised that whether one views the philosophical foundations of the case study from a pragmatic perspective, or draws upon the qualitative paradigm, it is not as important as reflecting one's assumptions and making them explicit at the outset of a case study investigation. The section of data-gathering techniques, the way one chooses to organize data and notions of validity, reliability, and generalizability of one's findings hinge upon one's philosophical orientation (ibid).

Merriam's notion has been supported by several researchers. For example, Glesne and Peshkin (1992) acknowledged that people tend to conduct research according to the experiences and assumptions they hold about the world (pp. 4-5), and that their methodology design adheres to what is most consonant with their socialization world view of seeing and understanding. In support of their views they cited Schwedt (1989) who stated that our construction of the world, our values and our ideas about how to inquire into those constructions, are mutually self-reinforcing. We conduct inquiry via a particular paradigm because it embodies assumptions about the world that we believe and values that we hold those assumptions and values we conduct inquiry according to the precepts of that paradigm (Glesne and Peshkin, 1992).

Green (1994) notes that the research necessary for the improvement of education is that which is most useful for generating "know-how" that provides the understanding that can lead to invention and innovation. The author argued (P. 435) that social

sciences inquires have to come to terms with a particular kind of knowledge process by which persons in their every day life interpret the meaning of their own actions and those of others with whom they are interacting. In studying any kind of social reality, one has to take into account the subjective meaning of the actions of human beings from which social reality originates. For example, she explained that if an educational researcher is studying classrooms or realities of supervision, the researcher must take into account the meaning of what happens as articulated by the student, teachers, administrators and all who are involved in order to connect the qualitative research with the constructed reality of participants. They do this by shaping and reshaping their experiences following the underlying background and social factors of the group.

In the same way, in this research the researchers aim was to attempt to bring improvement to the educational practices for Secondary school student in Tanzania. The researcher have taken into account the teachers and administrators understandings and perceptions of their experiences as they are leaders of students. As a researcher interviewed the respondents and make observation of attendance of the students and other documents the respondents provided. In researchers ontology, as a teacher and a School Inspector he was been working with secondary school student for almost ten years now. He recognized that there is high dropout in secondary Schools.

3.3 Research Design

Research design according to Kothari (1993) is the arrangement of collection and analysis of data in the manner that the aims to combine the research purpose with economy in procedure. It is a blue print for collection, measurement and analysis of

data. A good research design is the one which is flexible appropriate, economical, minimizes bias, maximizes the reliability of data and when analyzed, it gives a small experimental error, yields maximum information and provide an opportunity for considering many aspects of population. Research design differs depending on the purpose of the study. Good (1966) argues that research design is governed by the notion of fitness for intended purpose. Bogdan and Biklen (1992) state that “Design is used in research to refer to the researcher’s plan of how to proceed” (P. 58).

Due to the nature of the study descriptive investigation research design was been employed. According to Hoivelle and Jowel (1978) descriptive investigative research involves collecting data via surveys to answer questions concerning the current state of the subject study.

3.4 Area of the Study

This study was conducted in Mbeya, Kilimanjaro and Dar-s Salaam. Each region was choosen according to the following factors: Mbeya Region was chosen because the problem of dropout was highly seen in Chunya District which is located in Mbeya. The interest was to see if the problem was prevalent in the whole region. But the researcher was interested to know if there is a drop out in other regions. These points lead him to choose other regions which have diffirent socioeconomic conditions and different education background which could represent other regions in Tanzania. Dar es Salaam was selected because it is the area which its people are highly developed and most of them know the importance of education. It is the headquater of the country. So I wanted to know if there is a dropout problem and if the causes are the

same. Kilimanjaro was chosen to represent all areas where education background was good. It is true that many educated Tanzanian people are coming from north which is Kilimanjaro Region.

In Kilimanjaro there are many secondary schools compared to other regions. The researcher wanted to know if there is a drop out and if the causes are the same; and if they differ, how. In short, those regions were purposely chosen to represent urban areas (Dar-es Salaam), rural areas (Mbeya) and regions with higher economic development and good historical education background (Kilimanjaro). They were chosen as a sample to get the real situation in the country due to the fact that those regions have different economy and the background in education.

The study involved two community secondary schools, two private secondary schools and two Government secondary schools in each region to make six secondary schools in each region which was from form one to form six. Only six secondary schools were chosen in each region due to limited time of study. The aim was to select one District in each region but due to limited Secondary School which has form one to six in some region the researcher used two Districts in Mbeya and Dar es Salaam region and one District in Kilimanjaro.

In Mbeya two Districts involved were Chunya and Mbeya, in Dar es Salaam two Districts were, Kinondoni and Ilala. This was because in Kinondoni District, there was no Community Secondary School and Government Secondary School which have Form one to Form six, in Mbeya District there was only one Government Secondary

School which have Form one to Form six. Also those secondary Schools were very scattered. So these factors forced the researcher to choose only six Secondary Schools which were easy to manage.

3.5 Population of the Study

Population refers to the total of items about which information is desired and is defined in keeping with the objectives of the study (Salum, 2008). Sampling is defined as a selecting of some part of the aggregate on basis of which judgment or influence about the aggregate is made. Is the process of obtaining information about an entire population which is (i) All regions in Tanzania (ii) All Secondary Schools in Mbeya, Dar es Salaam and Kilimanjaro (iii) All students, teachers, parents and other stakeholders by examining only a part of it. The items selected constitute the sample (Babirye, 2005).

In this research simplepurposive sampling was used because the three regions are different in economy and background of education wise. So the finding helped to know that the problem was the national wise and the causes were the same in all regions with small difference. The study was focused to form I, II, IV, V and form VI. Specifically the study was interviewed the parents, students, class teachers, Academic teachers and the Headmaster/Mistress. Sampling was been done in the Schools allocated in the same District. A district identifies the position of the development compared with other district. (Kinondoni and Ilala in Dar es Salaam and Moshi in Kilimanjaro).

3.5.1 Sample Size

Sampling may be defined as the selecting some part of the aggregation on the bases of judgment or influence about the aggregate made (Salum, 2008). It is the process of obtaining information about an entire population by examining only part of it. Simple random was used to select six Secondary which have form one to six in the District. The selected members are called the sample. In this study sumpling was used because the three regions have many secondary schools which cannot be studied individually and because the researcher had limited resources and time. The aim was to select one District in each region but due to limited Secondary Schools two Districts was used in each region except in Kilimanjaro one District was involved in the study. The number of Secondary Schools in each region were (2 government, 2 community and 2 private).

In order to reach those schools the researcher tried for his level best to follow earch authourity including to get permission from the Region Adminstrative Secretary (RAS), DAS District Adminstrative Secretary (DAS), District Excutive District (DED). Futher the head of Schools in all selected Secondary Schools were also included in the study. In each school five respndents involved which were Head master/mistress, one academic teacher, one class teacher, four parents and ten stundets. These respondents were chosen in the consideration that they have the authourity in the school. One academic teacher in each school was used and a class teacher for form four was selected to be respondent.

Four teachers were involved in the study in each School which were one Head mater/Head Mistress, One Second Master/Mistress, one academic teacher and one

class teacher which make total of 80 teachers, ten students in each Schools, five for “0”Level and five for “A” Level in each Schools which make total of 200 Student, four parents in each Schools which make total of 80 students.

Table 3.1: Sample of the Respondnts

NO.	Category	Projection respondent	Actually Respondent	% of respondents
1.	Head masters/mistress	20	20	100
2.	Academic teachers	20	20	100
3.	Class teachers	20	20	100
4.	Students	200	200	100
5.	Parents	80	80	100
	Total	340	340	100

Source: Field Data (2012)

3.5.2 Sampling Techniques

The study employed stratified random sampling. The techniques was applied because it enables the researcher to study differences that might exist between various population groups (Ary, Jacobs and Razavieh, 1996). In addition geographical differences are taken care by selecting samples from earch geographical zone of the study (Kothari, 1993). Stratified Sampling techniques will be applied to select students from their different forms, teachers from their departments and parents from their respective.

3.5.3 Data Collection

3.5.3.1 Primary Data

Primary data was collected through questionnaires, interviews and observation. Head masters/mistress, academic teachers, class teachers, students and parents were

participants of study. These respondents were chosen in the consideration that they are dealing with students. One academic teacher in each school was used and a class teacher for form four was selected to be respondent.

(i) Questionnaires

Data were collected mainly by the use of questionnaires. Structured questionnaire were used in order to control the answers. Hoivelle and Jowel (1978) note that questionnaires are useful instrument in situations where the responds are literace and in evaluating educational programmes. This method is free from the bias of the intervier and the answers are in the respondes' own words. Responds who are not easily approachable can be reached conveniently and this method is expensive.

However with this method, there are no controls for misunderstood questions and there is often a low return of the duly filled in questionnaires. To minimize this problem the researcher assisted two teachers in each School physical administered the questionnaires. In this study, three types of questionnaires were designed:

- (a) Teachers; were required to give information about their age, education, how long they have been in teaching profession, their duties (Head of the school, Second Master, Academic teacher or class teacher), duration in present duties, duration of stay in their respective schools and give social, economic, political factors lead to students' dropout in secondary Schools in home environment, School environment and community environment, also to identify the Government contribution on School dropout.

- (b) Students; were required to give information about their class and to give social, economic and political factors in School, home, and community environment lead to students' dropout.
- (c) Parents were required to identify social, economic, political factors lead to students' dropout in Secondary School in home and community environment and to identify Government contribution in Student dropout in Secondary Schools.

(ii) Interview

According to Love (1991), a research interview is a two person conversation initiated by the interviewer for specific purposes of obtaining research relevant information, focused by the interviewer on content specified by research objectives of systematic description and interpretation. It is a research instrument that involves the collection of data through direct verbal interaction between the interviewer and the interviewee.

At the beginning of each interview the researcher explained to the respondents the purpose and nature of the study and ensure of a report given to be confidential. Also the researcher was very interested to know the background of the respondent by age, education, and experience in teaching professional, experience in administrative and administrative in the present position. All interviewing was done in Kiswahili (the national language) to make easy and allow maximum freedom for the respondent to express their views, attitudes, perceptions and feeling more freely (but was presented in English). The researcher assumed that all respondents had education at least secondary education at form six, diploma and university education. The researcher

assumed that communication with them in Kiswahili will gave them an opportunity to comprehend the interview easily and allowed them to express more precisely on that problem.

The use of interviews in this research was based on the fact that it is particularly good at producing data which deals with a topic in detail, requires simple equipment and is built on conversational skills of the researcher. In addition at the same time, the researcher gained valuable insight based on the depth of the information gathered and the wisdom of key informants. Interviews were specifically helpful since the information given in the questionnaire was inconsistent. These interviews enabled the researcher to probe further on the controversial areas so that the respondents could explain their views and ideas. The interviews were unstructured however themes of interviews for different interviewees were similar. They targeted teachers, students and parents. Interviews with head teachers were by appointment.

(iii) Focus Group Discussions

Focusgroup discussions were used to get information on factors leady to students' dropout in secondary school. This is useful in order to obtain practical suggestions and recommendations from the participants on the most effective way to address causes of drop out. Focus groups are ameans of identifying the participants' experiences, attitude and beliefs and allow the opportunity for peer commentary on the opinions expressed by others. According to Marshall and Rossman (1999), Forcus group intervies allow the researcher to understand the meaning that each participants has often their experiences. Personal interaction and cooperations from both parties

essential. In this study, participants were invited to explore their ideas and opinions about their non-attendance. The focus group interviews were conducted in an informal manner in which participants were encouraged to engage and contribute freely in dialogue with each other about the expulsion leading to students' dropout in Secondary Schools. In this study focus group discussion involved six head teachers within all six selected Secondary Schools in the District. Each group discussion provided different information which was used to write the report.

(iv) Observationschedule

It involves a process of data collection where by information is sought by a way of investigators own experiences without asking from respondents (Kothari, 1990). This is a technique of data collection by the researcher's eye witness. Observation schedules were used in order to observe the Student in the classroom and see how many are there. This technique was used to mark the presence or absence of particular documents example attendance register, duty books and Admission register. The technique also used to rate the frequency of events, for example School board meeting, school inspection and supervision. The check list was used to mark the presence or the absence of variables and rating scale to rate the frequency and magnitude of the behavior.

However, although the technique was useful, there were some limitations, some head teachers, second masters, academic and class teachers were not cooperative, especially when it required to show the academic documents such as attendance register, admission register and duty books.

Also some social phenomena such as feeling, reactions, and emotions which were in nature were easily detected through observations. The limitations occurs, in such circumstance however were solved through the use of other techniques of data collection such as interviews and questions.

3.5.3.2 Secondary Data

In this study secondary data was obtained from Government Office Records, School Records, the internet and library to find information on secondary school drop out.

(i) Internet

The international system of computers that makes it possible for you to see information from all around the world on your computer and to send information to other computers. You can find out almost anything on the Internet (Oxford Basic English Dictionary pg 203). In this study the researcher used Internet to find the Literature Review or to see what other researcher have done on dropout in Secondary Schools.

(ii) Library

The researcher used the library to find data about student drop out and other works done by other researcher.

(iii) Records in Secondary Schools

The researcher used the school records to get data of dropout. Some of school records were attendance register, admission register, duty books and results of the examination. Those records helped the researcher to get the rate of dropout on each School.

(iv) Records in Regional and District offices

The researcher used tried to find the information about dropout in the district and in the region. Some of those records were the total number of the student who were registered in form one 2006.2007, the total number of the student who completed Form Four 2009 and 2010. Also the researcher was interested to know the total students who were registered in Form Five in 2010 and those who completed form six in 2011 in the selected District and selected region.

3.5.4 Pilot Study

Glesne and Peshkin (1992) explained:

A pilot study can test many aspects of your proposed research. It does so under circumstance that doesn't count, so that when they do count, you put your best foot forward. Pilot your observation and interviews in situations and with people as close to the realities of your actual study as possible. Ideally, pilot study participants should be drawn from your target population (P.30).

The success in carrying out the interviews and the observations in this research was depending heavily on researcher personal skills as a researcher, interviewer and observer. To improve researchers' interview he carried out a pilot study with one secondary school in Chunya district which was from Form One to six, the researcher used two weeks.

3.5.5 Trustworthiness

The legitimacy of the study was rooted in the way the problem has been framed and the nature of the research questions using a multiple method approach, involving

interview, questionnaire observation and documents analysis. Glesue and Peshkin (1992, page146-147) believed that it is important for researcher to validate their data. They also suggested several ways (modes) in which data could be validated (see also Guba 1981 page 83-88). These include:

1. Getting the respondent to confirm and approve the rough drafts transcribed from the audio tapes and interpretive process before final report (member checks) for better credibility and authenticity of the data (see also Lincoln and Guba 1990).
2. Getting able colleagues, friends and experts to check on your planning, collection, analyzing and writing up your finding to identify any contradictions and affirm the plans and data collected credibility.
3. Using a variety of methods (such as interviews, observations and documentation) to observe the same phenomena, to make the findings more authentic for conformability and dependability (see also Lincoln and Guba 1990).
4. Spending enough time in the field collecting data so that respondents have an opportunity to become familiar with the researcher, therefore encouraging respondents to be more free, to tell more and willing to clarify better their feeling and perceptions, hence enabling the researcher to obtain more credible and dependable data true value data (see also Merriam, 1988).
5. Being able to cross-check ones own and others' subjectivity while in the field by trying to collect as much data as possible and from many source as possible by asking one self questions such. Whom do I not see? Whom I have

see less often? Where have I gone less often? With whom do I not go? With whom do I have special relationships and in what light would they interpret the phenomena? What data have I not used that could provide additional insight? The ability for the researcher to be aware of personal biases gives the researcher opportunity to have more trustworthy. Interpretations of the findings by comparing various notes from the different source and one's own beliefs (see also Merriam, 1988), and

6. Realizing one's own limitations such as the nature of participants involved, the nature of documents obtained and setting – in experience (circumstances) under which the researcher has to conduct the interview or discussions which the researcher have to accept, understand what the researcher experienced and know the real situation which the data are obtained (see also Ruby, 1980; Usher, 1996a)

In order to ensure trustworthiness in the findings in this study the researcher adopted the following procedures.

1. The researcher used prolonged engagement at each site. Spending extended time at the site provided the researcher with an opportunity to overcome distortions in information produced by respondents due to unfamiliar relationships, a chance to test his own biases and faulty of students dropout.

In order to have extended time with the respondents the researcher scheduled all interviews in six schools in each three regions by meeting different

respondents, head masters/mistress, academic masters, parents, students and class teacher in each school.

2. The researcher did triangulation. Triangulation provided him with the opportunity to cross check data interpretations especially when different informants gave conflicting or contradicting information. Triangulation is not meant to provide a single answer, rather it is meant to bring richness and diversity to a topic so that it is not reduced to a simplistic solution.

In order to triangulation. The researcher used three approaches: (a) a variety of methods (interview, questionnaire and documentation) (b) different sources of respondents, (head masters/mistress, Academic teachers, parent, students and class teachers), (c) different settings and circumstances (Mbeya, Dar es Salaam and Kilimanjaro regions) to obtain information from 20 selected secondary schools.

3. The researcher tried to collect referential adequacy materials. Collecting referential adequacy materials provided the researcher with exhibits for asserted testimonies.

He obtained some documents on the students' records; example attendance register, examinations results and Admission register, the researcher audio recorded most formal interviews.

4. After completing the field study, the researcher spends a lot of time establishing structural corroboration (coheneces). To establish structural corroboration (a) the

researcher reviewed interpretation against all other data to ensure that there were an internal conflict or contradictions, (b) identified data which no internal conflicting or contradicting and found out reasons to explain the cause (s) for differences (the data may be coming out of a different source with different perspective) (c) explained vital explanations and (d) saw that the overall report exhibited coherence (ie consistency, synchronism, logic and that the report stands as one piece). In establishing structural corroboration the researcher compared the themes developed from the different methods to see how much they all converge to provide similar answers to the sub-questions in research.

5. Further more the researcher sought to establish referential adequacy. This meant testing the analysis and interpretations against the acquired documents and the audiotape recording collected in the field work, and insuring that he have corrected and sufficient materials that can be used as empirical data by his supervisory and examinations committee to test the conclusion. In order to establish referential adequacy the researcher listened many times to the audiotapes and compered them against the different themes developed from the analysis. He went through the document analysis and compered it with the themes developed.
6. Practiced reflexivity. Practicing reflexivity through keeping a journal and regular debriefing enabled the researcher to reveal to evaluators and readers his personal underlying epistemological assumptions which led him to formulate the research problem and study questions in the way they are and to present the findings the way they appear.

3.5.6 Ethics

In conducting this research the researcher tried to follow all steps in doing research which includes getting Research Clearance (for collecting data) from Open University of Tanzania, letters of permit from Region Administrative Secretaries (RAS) for all three regions and from District Administrative Secretaries (DAS). The researcher adhered to the regulation of the school as provided by the Administrator of the school. Took permission from the head of department to travel in all the three regions collecting data research. The information which were given by respondents remain confidential and have not been divulged for any other ulterior motive except for the purpose of this study only.

3.6 Data Analysis Plan

Morris, Fitz Gibbon and Lindheim (1987) argue that there is no single correct approach to all evaluations and analysis problems. The fact is that some would need a qualitative approach some need, quantitative approach and probably most will benefit from combination of the two. Questionnaires were subjected to quantitative analysis. The researcher analysis through computer programs. Quantitative data were analyzed through Likert scale; the method was used because it can assess attitude towards the topic by presenting a set of statements about the topic. Qualitative data analysis involves what is known as content analysis which involves focus by question or topic and focus by case, individual or group.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with data presentation, analyses and discussion. The chapter begins with presentation of data collected, which is followed by analysis of data through computer use and finally discussed on the basis of the objectives and study tasks that aimed at answering questions which find out factors for student dropping out in secondary schools and measures to be taken to tackle problems. In this case, the researcher allowed teachers to speak freely and openly about their students who drop out and they explained the causes of dropout.

This study did not take the typical positivist approach; and only reviewed quantitative data to measure the success of the intervention programs. It took a constructivist approach to look deeper into the lives of habitual dropout students. Positivism is based on the scientific method of understanding why physical and human events occur (Creswell, 2007). The positivist framework focuses on logic and reason, believes only one reality exists, and typically uses random, large sample sizes, to measure cause and effect. This study explored the history and background of habitual dropout students. The researcher sought to reveal how students viewed dropout and resources needed to reduce dropout. Constructivist theorists recognize that each person has his or her own frame of reference that comes from his or her own values, concepts, and ideas. Constructivists realize that there are “multiple interpretations of reality” (Bess & Dee, 2008).

The chapter is divided into four sections where by the first section presents analysis and discussion profile of the respondent as collected from the field. This section aimed at findings out if there is any relation between the participant behaviors and the students drop out in secondary schools. The second section tried to present the real data which was found in the field by looking twenty secondary schools in Tanzania which was found in three regions. The third section presents, analyzes and discuss factors leady to students' drop out in secondary schools while the last section presents, analyzes and discusses measures to be taken to solve the problems.

4.2 Respondent Profile

1. Respondent background information contains name of the school, gender, age and education.
2. The actual profiles of respondents are shown in Tables 4.1, 4.2 and 4.3.

Table 4.1: Head of Schools' Profile

No.	Name Of The School	Gender		Age	Education Level
		Male	Female		
1.	M1. Maweni High School	1	0	40	DIPLOMA
2.	M2. Kiwanja High School	0	1	39	DEGREE
3.	M3. Iwalanje High School	1	0	41	DEGREE
4.	M4. Mbalizi High School	1	0	58	DEGREE
5.	M5. Wenda High School	1	0	41	DEGREE
6.	M6. Usongwe High Shool	1	0	50	DEGREE
7.	M7. Swila High School	1	0	41	DEGREE
8.	D1. Alpha High School	1	0	42	DEGREE
9.	D2. Kisutu S.S	0	1	45	DEGREE
10.	D3. Feza Girls High School	1	0	38	DEGREE
11.	D4.Jangwani Girls High School	0	1	45	DEGREE

Source: Field Data (2012)

Key: M: Mbeya region. D: Dar es Salaam K: Kilimanjaro region

According to the Table 4.2 there were 13 head masters out of 20 secondary schools which is 65% and 7 head mistress which is 35%. Their age ranged from 38 to 58 years and 19 where by degree holder, one male a diploma holder, their working experience was were 3to 25 years. The ratio of male and female heads of schools shows that there was gender inequality in Education administration which might have affected girls drop out in secondary schools.

Table 4.2: The Academics' Profile

S/N	Name of School	Gender		Age	Education
		Male	Female		
01	Mi.Maweni High School	1	0	35	Degree
02	Mi. Kiwanja High School	1	0	38	Degree
03	M3. Iwalanje High School	1	0	34	Degree
04	M4.Mbalizi High School	1	0	40	Degree
05	M5.Wenda High School	1	0	36	Degree
06	M6. Usongwe High School	0	1	39	Degree
07	M7. Swila High School	1	0	35	Degree
08	D1. Alpha High School	1	0	40	Degree
09	D2.Kisutu S.S	0	1	42	Degree
10	D3.Feza Girls High School	1	0	40	Degree
11	D4. Tambaza High School	1	0	42	Degree
12	D5. Jangwani Girls High School	1	0	45	Masters
13	D6. Azania Boys High School	1	0	41	Degree
14	K1.Majengo High School	1	0	43	Degree
15	K2. Old Moshi High School	0	1	35	Degree
16	K3. St. Mary Girls High School	0	1	38	Degree
17	K4. Mawenzi High School	0	1	41	Degree
18	K5. Kiusa S,S	1	0	46	Degree
19	K6. T.P.C S.S	1	0	34	Diploma
20	K7. Langasani S.S	1	0	32	Diploma

Source: Field Data (2012)

D: Dar es Salaam K: Kilimanjaro region M: Mbeya region.

There were 15 (75%) male academic teachers 5 (25%) academic teachers where by female. This shows that there were gender inequality in education system. Their age ranged from 32 to 45 years old. 1 academic teacher was a master's degree holder, 17 were first degree holder and 02 were diploma holder. Their experience ranged from 2 years to 6 years.

Table 4.3: Class Teachers' Profile

S/N	Name of School	Gender		Age	Education
		Male	Female		
1.	MI.Maweni High School	1	0	35	Degree
2.	MI. Kiwanja High School	0	1	32	Degree
3.	M3. Iwalanje High School	1	0	30	Diploma
4.	M4.Mbalizi High School	1	0	36	Diploma
5.	M5.Wenda High School	1	0	33	Degree
6.	M6. Usongwe High School	1	0	30	Diploma
7.	M7. Swila High School	1	0	32	Diploma
8.	D1. Alpha High School	1	0	38	Degree
9.	D2.Kisutu S.S	1	0	38	Degree
10.	D3.Feza Girls High School	1	0	40	Degree
11.	D4. Tambaza High School	1	0	42	Degree
12.	D5. Jangwani Girls High School	1	0	35	Degree
13.	D6. Azania Boys High School	1	0	38	Degree
14.	K1.Majengo High School	1	0	40	Degree
15.	K2. Old Moshi High School	0	1	32	Degree
16.	K3. St.Mary Girls High School	0	1	38	Degree
17.	K4. Mawenzi High School	0	1	41	Degree
18.	K5. Kiusa S,S	1	0	33	Diploma
19.	K6. T.P.C S.S	1	0	32	Diploma
20.	K7. Langasani S.S	1	0	40	Diploma

Source: Field Data (2012)

Key M. Mbeya region. D: Dar es Salaam .K: Kilimanjaro region

According to the data 4.3 class teachers which is 85 % where by male and only 03 class teachers where by female which is 15 %. 13 were degree holder and 7 were diploma holder. Their age ranged from 32 years to 41 years old. The ratio of male and female shows that there were gender inequality problem even in responsibility in our schools in Tanzania. Their experience ranged from one to five years.

Table 4.4: Parents' Profile

NA	School	Male	Female	Total	Region
1.	Maweni High School	02	02	04	Mbeya
2.	Kiwanja High School	02	02	04	Mbeya
3.	Iwalanje High School	02	02	04	Mbeya
4.	Mbalizi High School	02	02	04	Mbeya
5.	Wenda High School	02	02	04	Mbeya
6.	Usongwe High School	02	02	04	Mbeya
7.	Swila High School	02	02	04	Mbeya
8.	Alpha High School	02	02	04	Dar es Salaam
9.	Kisutu Secondary School	02	02	04	Dar es Salaam
10.	Feza Girls High School	02	02	04	Dar es Salaam
11.	Tambaza High School	02	02	04	Dar es Salaam
12.	Jangwani Girls High School	02	02	04	Dar es Salaam
13.	Azania Boys High School	02	02	04	Dar es Salaam
14.	Majengo High School	02	02	04	Kilimanjaro
15.	Old Moshi High School	02	02	04	Kilimanjaro
16.	St.Mary Girls High School	02	02	04	Kilimanjaro
17.	Mawenzi High School	02	02	04	Kilimanjaro
18.	Kiusa Secondary School	02	02	04	Kilimanjaro
19.	T.P.C Secondary School	02	02	04	Kilimanjaro
20.	Langasani Secondary School	02	02	04	Kilimanjaro
	Total	40	40	80	

Source: Field Data (2012)

Table 4.5: Students' Profiles

S/N	Name of School	Male	Female	Form		Total	Region
				'O'	'A'		
1.	Maweni High School	05	05	05	05	10	Mbeya
2.	Kiwanja High School	05	05	05	05	10	Mbeya
3.	Iwalanje High School	05	05	05	05	10	Mbeya
4.	Mbalizi High School	05	05	05	05	10	Mbeya
5.	Wenda High School	05	05	05	05	10	Mbeya
6.	Usongwe High School	05	05	05	05	10	Mbeya
7.	Swila High School	05	05	05	05	10	Mbeya
8.	Alpha High School	05	05	05	05	10	Dar es Salaam
9.	Kisutu Secondary School	05	05	10	-	10	Dar Es Salaam
10.	Feza Girls High School	-	10	05	05	10	Dar es Salaam
11.	Tambaza High School	05	05	05	05	10	Dar es Salaam
12.	Jangwani Girls High School	-	10	05	05	10	Dar es Salaam
13.	Azania Boys High School	10	-	05	05	10	Dar es Salaam
14.	Majengo High School	05	05	05	05	10	Kilimanjaro
15.	Old Moshi High School	05	05	-	10	10	Kilimanjaro
16.	St.Mary Girls High School	-	10	05	05	10	Kilimanjaro
17.	Mawenzi High School	05	05	05	05	10	Kilimanjaro
18.	Kiusa Secondary School	05	05	10	-	10	Kilimanjaro
19.	T.P.C Secondary School	05	05	10	-	10	Kilimanjaro
20.	Langasani Secondary School	05	05	10	-	10	Kilimanjaro
	Total	90	110	115	85	200	

Source: Field Data, 2012

Table 4.6: The Registration in 19 Secondary Schools with “O”level in Mbeya, Dar es Salaam and Kilimanjaro Region 2009

Name of Scholl	Expected form one 2009			Reported form one 2009			Form two 2010			Form three 2011			Form four 2012			Owner	Region
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T		
1.Kiwanja	59	69	128	54	65	119	46	57	103	46	57	103	45	60	105	Com	Mbeya
2.Maweni	141	88	229	141	88	229	118	69	187	118	69	187	92	60	152	Com	Mbeya
3.Iwalanje	109	124	233	109	111	220	98	103	181	71	100	171	55	99	154	Gov	Mbeya
4.Wenda	80	120	200	76	100	176	60	76	136	45	60	105	40	45	85	Priv	Mbeya
5.Usongwe	164	136	300	164	128	292	132	125	257	132	125	257	127	120	247	Gov	Mbeya
6.Swila	120	120	240	130	126	256	98	95	193	70	60	130	65	55	120	Priv	Mbeya
7.Mbalizi	180	120	300	161	92	225	127	90	217	152	92	244	118	74	192	Priv	Mbeya
8.Alpha	42	42	84	88	24	112	88	24	112	95	32	127	88	29	107	Priv	Dar es Salaam
9.Kisutu	_	250	250	_	250	250	_	250	250	_	149	149	_	230	230	Gov	Dar es Salaam
10.Feza	_	120	120	_	130	130	_	110	110	_	98	98	_	96	96	Priv	Dar es Salaam
11.Jangwani	_	286	286	_	284	284	_	287	287	_	306	306	_	298	298	Gov	Dar es Salaam
12.Azania	240	_	240	350	_	350	422	_	422	455	_	455	460	_	460	Gov	Dar es Salaam
13.Moshi	40	_	40	40	_	40	63	_	63	55	_	55	49	_	49	Gov	Kil
14.Langasani	120	120	240	100	98	198	102	94	196	102	94	196	96	93	189	Com	Kil
15.T.P.C	127	108	225	73	61	134	66	60	126	66	60	126	59	59	118	Com	Kil
16.ST.Mary	_	160	160	_	158	158	_	158	158	_	158	158	_	156	156	Priv	Kil
17.Kiusa	120	120	240	90	80	170	80	70	150	80	70	150	65	60	125	Com	Kil
18.Majengo	250	100	350	225	95	320	266	147	413	266	147	413	258	159	417	Priv	Kil
19.Mawenzi	180	180	360	142	136	278	147	140	287	147	140	287	142	135	277	Gov	Kil

Source: Field Data, (2012)

Key: Com = Community. Gov=Government. Priv=Private. Dar-=Dar es Salaam. Kil= Kilimanjaro

Table 4.7: The Registration in 15 Secondary School with “A” level 2011/2012

S/N	Name of the school	Expected form V2011			Registered form V2011			%	Form VI 2012			% of drop out	Owner	Region
		B	G	T	B	G	T		B	G	T			
1.	Kiwanja high school	111	_	111	87	_	87	78	69	_	69	21	Com	Mbeya
2.	Maweni high school	80	-	80	35	_	35	44	29	_	29	17	Com	Mbeya
3.	Iwalanje high school	120	_	120	90	_	90	75	75	_	75	37	Gov	Mbeya
4.	Wenda high school	60	50	110	51	40	91	83	36	30	66	19	Prev	Mbeya
5.	Usongwe high school	_	120	120	_	98	98	82	_	84	84	14	Gov	Mbeya
6.	Mbalizi high school	80	80	160	160	41	201	126	151	60	211	_	Prev	Mbeya
7.	Alpha high school	197	197	294	190	69	259	88	106	45	151	42	Prev	Dar es Salaam
8.	Tambaza high school	263	121	384	361	143	444	116	300	143	443	01	Gov	Dar es Salaam
9.	Fez a high school	-	200	200	_	240	240	120	_	220	220	09	Prev	Dar es Salaam
10.	Jangwani high school	_	71	71	_	67	67	94	_	82	82	-	Gov	Dar es Salaam
11.	Azania high school	345	_	345	315	_	315	91	315	_	315	-	Gov	Dar es Salaam
12.	Moshi high school	320	_	320	310	_	310	97	303	_	303	02	Gov	Kil
13.	Majengo high school	210	125	335	218	112	330	99	370	226	496	-	Prev	Kil
14.	ST.Mary high school	_	200	200	_	201	201	101	_	213	213	-	Prev	Kil
15.	Mawezi high school	_	110	110	-	11o	11o	100	_	109	109	01	Gov	Kil

Source: Field Data, (2012)

Key: Dar = Dar es Salaam. Kil= Kilimanjaro. Com =Community. Gov= Government Priv= Private

Table 4.6 shows the data which were collected in 19 secondary schools for O level within the three regions which are Mbeya, Dar es Salaam and Kilimanjaro. The data show the number of students who were expected to be registered in form one 2009, who registered, who done the form two Nation Exam or QT 2010, who entered form three in 2011 and who were in Form Four 2012.

Table 4.7 shows the data collected in 15 schools which have 'A' levels. Also the data was collected in three regions which were Mbeya, Dar es Salaam and Kilimanjaro. The data shows the expected students to be registered in form five 2011/12, who was registered for form five 2011/12 and how many in form six 2012/13.

According to Table 4.6 and 4.7, the researcher was first very interested to know if the expected student to be registered in a given school were registered, if. The study revealed that neither Form One 2009 nor Form Five 2011 were reported for 100%. There were many reasons which leady some student not to report, some of the reasons were the nature of the school. The parents surveyed the school where the student was selected to join and saw that the learning condition was not conducive for their children.

Birdsall *et al.* (2005) question the quality of schooling systems in low-performing countries, where the institutional and management challenges are 'significant'. They describe institutions with high teacher absenteeism; spending and investment which is unresponsive to local needs and preferences; a lack of accountability and incentives for performance. Ghuman and Lloyd (2007) and Hunt (2007) also describe the lack of accountability and monitoring mechanisms in some schools. As

a result they took transfer to another school which is good or send them to private schools. The good example was Langasani Secondary School in Kilimanjaro region a community Secondary School. Expected students were 240 but who were reported were 198. Due to the early transfer in Form one and Five made some schools to register more students than expected, the good example was Alpha private Secondary school in Dar es salaam, the expected students were 84 but who were registered were 112. Most of the student came from community secondary schools.

Second the researcher wanted to know if there were any drop out in all category of secondary school which were Government, private and community. The study revealed in all categories there was a drop out even if in some schools the drop out was not seen easily because the high transfer from other schools. In good school like ST. Mary Margoret, Majengo, Moshi in Kilimanjaro region and Tambaza, Jangwani, Azania in Dar es Salaam region the drop out was not seen easily because there were a high of transfer in from other schools. High drop out was most seen in community secondary schools for example Maweni Secondary School in Mbeya region, the student who were registered in form one 2009 were 229 but who completed Form Four in 2012 were 159.

But in private and good government secondary schools the situation was opposite, for example Majengo private school in Kilimanjaro registered students in Form One 2009 were 230 but who completed Form Four in 2012 were 417 and in Jangwani government secondary school in Dar es salaam region registered students in Form One 2009 were 284 but who completed form four 2012 were 460(Double session was practiced in those Schools).

This does not mean that in private and good government secondary schools there was no drop out. In all secondary schools there was a drop out but it differs. What was happening in private and good government secondary schools the drop out were been replaced by the transfer in from poor performance schools especially the community secondary schools.

The information below was given by the head master/mistress, academic, class teachers, parents and student during the field by using tables. The first area was answers from the interview and the second was answers by using the questionnaire. The researcher used interviews before the questionnaire in order for the respondents to give their views and explain the major social, economic and political factors which leady to students' dropout in secondary schools. The researcher used the tape recorder (IC RECORDER) to make the work easy, the answers were as follows.

Early marriage, was a problem in some areas, the respondents explained that some girls themselves they like to be married for example, in Mbeya region and in some area girls were forced to be married for example in Dar es Salaam. For example in Mawenzi secondary school one girl was forced with their parents to be married with the Mpemba. But the school board struggled to return the student to school. Parents explained that the pressure to leave school tends to increase as children grow older and their opportunity cost rise.

Also there are other gerelate factors which can influence schooling access and dropping out. The cultural notion around adulthood and age which may in some circumstances affect access to schooling was identified. Low awareness on the

education issues. They said that some parents and students were not aware on education issue that was why some parents' didnot pay school fees for their children and some students left the school with ought any reasons. Parents did not like their girls to get secondary education. That is why there was high drop out of girls than boys.

Table 4.8: Students who Left School and Leasons in 'O' Level in Mbeya, Dar es Salaam and Kilimanjaro 2012 for Six Secondary School in each Region

Region	REASONS														
	Pregnancy			Lack of school fees			Lack of School needs			Others			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Mbeya	-	50	50	130	160	290	73	104	177	20	40	60	223	354	577
Dares Salaam	-	04	04	13	32	45	10	53	153	02	08	10	25	97	122
Kilimanjaro	-	20	20	48	72	130	31	64	95	07	16	23	86	172	258

Source: Field Data, (2012)

Parents were unable to pay school fees and other contribution due to many reasons. Some of them they didnot pay because they did not know the importance of education but some of them they didnot pay because the life was very difficult. Some studies indicate a reluctance and lack of support towards a child's education by parents and household members. This lack of interest the child's schooling is cited as an important factor in dropping out or infrequent attendance (Municipal Corporation of Mumbai, 1990 cited in Juneja, 2001; Pryor & Ampiah, 2003). Pryor and Ampiah (2003) describe how households make rational decisions not to invest in their child's education. For these villagers schooling is considered not worthwhile as they suspect

it is irrelevant to future prospects (often as farmers). Many question whether there are any returns to education for children who do not leave the village and gain post-basic education. Many are also contemptuous of those who 'waste' education by returning to engage in farming (Pryor & Ampiah, 2003). Similarly in Boyle et al's (2002) research, respondents (in Sri Lanka, Zambia, Uganda and Kenya in particular) often did not send their children to school because they thought there would be no job at the end of it and as such, limited returns to their investment.

Long distance from home to school. The respondents explained that some of the students were coming very far from the school and there was no transport. In the area where there was transport like in Dar es Salaam but the transport was very difficult for the students. They used to stay at the bus station for more than two hours and come to school very late as a result some student become tired at the end of they left the school.

Research points distance to school being an important factor in educational access, particularly for rural populations (Boyle *et al.*, 2002; Mfum-Mensah, 2002; Nekatibeb, 2002; Porteus *et al.*, 2000). In research sample areas in Ethiopia and Guinea, 'as elsewhere, the greater is the distance from home to school, the less likely it is that a child will attend' (Colclough *et al.*, 2000). In terms of drop out this might particularly affect transitions to secondary or junior secondary schools in rural areas, where there might be fewer schools and which are further away (Fentiman *et al.*, 1999); for younger children, particularly if the journey is deemed too far (Juneja, 2001); for girls where parents/guardians are afraid of sexual harassment, especially as they grow older (Colclough *et al.*, 2000; Nekatibeb, 2002; the PROBE Team,

1999); and for girls who are seen as being ‘weaker’ than boys (Colclough *et al.*, 2000). In research in rural communities in Pakistan (Lloyd *et al.*, 2005), girls’ enrolment was highly responsive to the presence of an all girls school in the village. Students used to be employed in domestic work. They explained that because life was very difficult, some students left the school and been employed in domestic work like child caring.

Students were been employed in small business. This was done in two ways: they were employed themselves or they were employed by some one. For example some students in Mbeya they left school and went to Tunduma and Malawi border for business. They saw that business was paying than education because in business they gate a lot of money.

Table 4.9: The Number of Student who Left Secondary Schools and been Engaged in Different work in Three Regions in Six Secondary School in Each District (2012)

	TYPES OF WORK														
	Business			Child caring			Gold mining			Sand preparation			TOTAL		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Mbeya	30	5	35	-	40	40	70	20	90	3	2	5	103	67	170
Dar es Salaam	5	3	7	-	5	5	-	-	-	4	-	4	9	8	16
Kilimanjaro	20	6	26	-	10	10	-	-	-	-	-	-	20	16	36

Source: Field Data 2012

The most prevalent types of child labour appear to be domestic and household-related duties (girls) and agricultural labour (boys), which are for the most part unpaid, under-recognised, and take up substantial amounts of time. Labour of this sort does not necessarily impede educational access (Admassie, 2003; Canagarajah

& Coulombe, 1997; Moser, 1996; Ravallion & Wodon, 1999; the PROBE Team, 1999), with children frequently combining household/agricultural duties with some schooling. Having said this, studies indicate forms of child labour create pressure on a child's time. For example, children who combine work with school, depending on the nature and volume of work, can have erratic school attendance, regular school absences (e.g. Croft, 2002; Brock & Cammish, 1997; Ersado, 2005; Guarcello *et al.*, 2005) or increased instances of lateness (Guarcello *et al.*, 2005). While still having educational access, low attendance in particular is seen as a precursor to dropping out (see section 3.1.4).

Similarly, agricultural work is often seasonal with clashes with schooling timetables, leading to seasonal withdrawals from school. While these withdrawals are 'temporary', research suggests they may lead to more permanent withdrawals from school (Boyle *et al.*, 2002; Brock & Cammish, 1997; the PROBE Team, 1999). While still in school, children who are falling behind due to regular absences, temporary withdrawals and heavy out of school workloads, could be members of the silently excluded (CREATE Zone 3), those who attend, but fail to engage adequately in teaching and learning processes (see for example, Rose & Al Samarrai, 2001).

Lack of education, bad cultural beliefs. The respondents explained that some parents lack education, so they didn't understand why their children should go to school. And some of the parents were having bad beliefs. For example some of the parents believed that it was not easy to educate girls and if the girl will be educated the parents will not get profit as the same if she will be married.

Parent's death, the respondents explained that parents' death was a big problem which caused the students in secondary school to drop out. They said that when one of the parent die or all of them die the children left alone or if one parent left especially women she fail to manage to pay school fees and other contributions for the student as a result they drop out of school. Parents explained the educational level of household members is particularly influential in determining whether and for how long children access schooling. Higher parental/household head level of education is associated with increased access to education, higher attendance rates and lower dropout rates. A number of reasons are put forward for the link between parental education and retention in school. Some parents said that they do not know the importance of education.

Disease was mentioned as factor. They explained that when the parents get disease for example HIV they become weak and some times they stay for a long time without doing productive work. As a result they fail to get some money for buying food and running school expenses then the student drop out of school.

Children whose parents/siblings fall ill might be expected to be caregivers for these sick relatives, at times causing them to miss or drop out of school. This is especially the case for girls (Case & Ardington, 2004; Chesterfield and Enge, 2000; UNAIDS, 2000 cited in Kane, 2004). For example, some drop outs interviewed in Mongolia indicated that caring for relatives had lead to them leaving school. One child spoke about returning to school afterwards and being told to leave as they had not completed the curriculum for that year. Another had to move with their mother when

she entered hospital, and in the new area they were unable to enter school and as a result had to drop out (Batbaator, *et al.*, 2006)

Poverty was mentioned as the other factor. They explained that some parents were very poor in economy as a result they fail to pay school fees, to buy school uniform, to buy food and to pay other school contribution. As a result the students drop out of school.

Lack of family planning .The respondents explained that some parents were having more children which were not planned and some of them were having more than one wife (polygamist). As a result there were more students in the family and who are schooling from primary school to secondary school which made it very difficult for the father to educate all his children. As a result some students drop out of school after failing to get the school needs.

Lack of employment .The respondents explained that some parents were not employed and some parents who were employed become unemployed (chased). For example in 2011in sugar Company TPC in Kilimanjaro region 162 workers were been chased for different reasons. These made some students who were studying in TPC and Langasani secondary school to drop out of school.

Lack of commitment to the village executive, ward executive Officer and legal Officers led to improper application of the Acts and regulation concerning school dropout. Those readers were not committed that is why there were no any action which was taken against the students who drop out with ought any reasons.

Students were been employed in different work. For example in Chunya district in Mbeya some children were been employed in mineral mining and in tobacco plantation and in Dar es Salaam some students were been employed in sand mining at Kigamboni. Divorced and separately parents. Some parents were divorced and some of them were separated each other. When one of the parent remain with children especially women they fail to manage to pay school fees and school contribution as a result the students drop out of school.

Who makes up the household seems to have an influence over educational access and retention, particularly in poorer communities. Grant and Hallman's (2006) research on education access in South Africa shows children living with mothers were significantly less likely to have dropped out of school relative to those whose mothers were living elsewhere or whose mothers were dead.

In other work on South Africa, Hunter & May (2003) describe a 'particularly notable' relationship between family background and dropping out. Here, youths from poor families, from single-parent families, the children of poorly educated parents and children with fewer role models in higher education, were more likely to drop out. This same interlocking of household related factors appeared in research on female drop outs in Ethiopia. Inn research by Al Samarrai and Peasgood (1998) female-headed households in Tanzania appear to put a higher priority on their children's education.

Some teachers used copra punishment. Even if the government has abolished the use of copra punishment in primary and Secondary schools but still there were some

teachers who were using corporal punishment as a result they made some students to drop out.

The direct link between the use of corporal punishment and dropping out has not been explored fully in literature; however the different relationships have been alluded to. Boyle *et al.* (2002) suggest that beatings and intimidation ‘affect children’s motivation to attend school’. The PROBE report (1999: 27) describes a gradual discouragement from attending’ as a result of the beatings and humiliation from teachers, and that drop out is not uncommon after being beaten. Beatings are not just given by teachers, and bullying from fellow pupils could be equally as problematic. Moreover verbal abuse from teachers as described by Liu (2004), also leads to dissatisfaction with schooling and dropping out.

But on other hand corporal punishment used to discipline the students. So the government to abolish corporal punishment made the student to be disciplined ultimately and drop out. Even Mwananchi was reported how parents they blem on the abolition of corporal punishment by Salumu Maige, Geita December 01.2012 (ISSN0856-7573NA4542) page 12 reported that:

“Katiba mpya ibadili sheria ya watoto, “BAADHI ya wananchi wilayani Geita wametoa maoni Yao huku wakitaka katiba mpya ijayo kuondoa haki za watoto kotokana na sheria hiyo kuchangia kumomonyoka kwa maadili katika jamii.”

Discipline was one of the factors which made secondary school students to drop out. They explained that some students were involved in peer groups where they learned the bad discipline like smoking, drugs abuse, prostitution as the result they drop out of

school. Unattracting school building. They explained that some schools were not attractive to students and parents. So some student didnot report at the school due to that reasons.

High pass mark in some schools. They explained that in some private secondary schools the pass mark in the examination for each class were very high. In most private secondary schools the pass mark ranged from 41 to 60 in O level and 50 to 61 in 'A' level. So some student didnot reach that marks as the results they drop out. For example one girl in one private secondary school in Mbeya was supposed to be in form four this year (2012) but she was still in form one and she was grown up as a result she will drop out of school due to the pass mark. The government has given the instruction about the passmark to be 31 but some Secondary schools especially private are not following that instruction.

Shortage of teachers especially in community and government school. They explained that some schools had few teachers which were not satisfying the needs of the school. Students stayed in the class room without being taught as a result they saw there was no need to continue schooling. There are various studies who look at the prevalence of teacher absencein schools (see Alcazar et al, 2006; Banerjee & Duflo, 2006), yet little as yet to link this to drop outs. However, absence rate as an indicator of quality is important to note, particularly as teacher absence usually means limited teaching and learning. Research indicates absence rates as frequently high. Chaudhury *et al.*, 2005 (in Banerjee & Duflo, 2006) looking at surveys of absence rates put the figure at over 24% in India; in a survey of 60 non-formal

education centres in Udaipur, India, teacher absence was monitored by the research team at 36% (Duflo & Hanna, 2005 in Banerjee & Duflo, 2006). The global teacher absence project put public-primary school teacher absence rates as follows: Bangladesh (16%); Ecuador (14%); India (25%); Indonesia (19%); Peru 11%) and Uganda (27%) (Chaudhry *et al.*, 2005).

Pregnancies were the most factors for girls to drop out of schools. Girls were getting pregnancy especially in secondary schools which were found in rural areas but no any action was been taken to help them. There is a range of research around pregnancy, dropout and re-entry into schools. Studies indicate that pregnancy is a significant cause of dropout for teenage girls from school (e.g. Cardoso & Verner, 2007; Fentiman et al, 1999; Grant & Hallman, 2006; Hunter & May, 2003; Njau & Wamahu, 1998 in Nekatibeb, 2002; Dunne & Leach, 2005; Brock & Cammish, 1997; Kane, 2004; Boyle *et al.*, 2002). In Dunne and Leach's (2005: 38) research on secondary schools in Botswana and Ghana, the predominant reason for female dropout was cited as pregnancy.

(Mwananchi 16 October 2012(ISSNO856-7573NA4528) page 14 by Mashaka Kibaya Muheza reported the issue as follow. Wafichueni wanaohujumu wasichana!

“UONGOZI wa serikali wilayani Muheza umewataka wazazi kutowaficha watu wanaowapa mimba watoto wa kike wanaosoma katika shule mbalimbali wilayani humo.”

Low capacity in learning. They explained that some students who joined in form one were having low capacity in learning. For example in 2012 more than 3,000 students

who were selected to join in form one in secondary schools in Tanzania did not know how to write and read. As a result they fail to manage secondary subjects at the end they left the school (they drop out).

Parents were so busy. The respondents explained that parents were so busy in their daily activities, for example business. So they failed to know if their children were attending school or not. For example in Mawenzi secondary school in Kilimanjaro region the academic teacher said that some parents were so busy on their work and fail to make close follow up on their children development.

Truancy due to different reason was the other factor. They explained that some students were not attending at school because they do not know the importance of education, some of them they did not attend because they failed to pay school fees, to buy school uniform, no food, and no fare to school and to be alphas.

Research indicates that direct and indirect schooling costs are important factors in whether children enrol in and attend school (e.g. Dachi & Garrett, 2003: 16; Fentiman, Hall & Bundy, 1999; Rose & Al Samarrai, 2001). While research on this often relates to access per se, there is also some research which indicates that the costs of schooling, including fees, is a central reason for dropping out (Brock & Cammish, 1997; Brown & Park, 2002; Colclough *et al.*, 2000; Hunter & May, 2003; Liu, 2004; May *et al.*, 1998 cited in Hunter & May, 2003; Mukudi, 2004; Rose & AlSamarrai 2001).

Alcohol drunker. For example in Mbeya region the respondent in different secondary schools explained that most of the parents and children were alcohol drunker. Most

parents used most of their money for drinking alcohol and fail to pay school expenses. Also they have no time to make follow up to their children studies because some of them they come home at the late night while their children were sleeping and in the morning children wake up and go to school while their parents were still sleeping. Bad enough even students were involving in alcohol either in making and drinking or in drinking only. They used to come to school when they have already drunk as a result they fail to understand the subjects and fail in the examinations and drop out.

Language which was used for teaching was a problem to some students. The medium of instruction in secondary school for all subjects is English except in Kiswahili subjects only. This was a problem to most students because English was not their mother tongue. A number of texts refer to the role language might play in dropping out (Lynch, 2001; Jackson, 2000). Specifically, when students are taught (especially in the earlier years) in languages which are not their native tongue, this can be particularly exclusionary. Jackson (2000) describes repetition rates increasing for children in Burundi (up from 28% to 40%) in the first two years of using French as the language of instruction.

Kane (2004) uses the example of Moroccan Berber children who are taught in a classical Arabic not in daily use (as well as French), but is only able to speculate on the connection between this and high drop out rates. Research from Paraguay (Patrinos & Psacharopoulos, 1995) based on a 1990 household survey of children aged 12-19, indicates that 'language strongly influences school attainment and

performance’. In these sample children who speak only Guarani at home have equal access to schooling, but their performance in school (in terms of years of attainment and grade repetition), is considerably inferior to that of Spanish-only and bilingual pupils. It goes on to suggest that, ‘language influences school performance and is highly correlated with poverty, leading to dropout and low earnings’ (Patrinos & Psacharopoulos, 1995: 58). Here language was the ‘single best predictor’ of repetition and the ‘cost’ of being a Guarani-only speaker is about one year of schooling attainment.

Mwananchi 16 October 2012(ISSN0856-7573NA4528) page 9 by Fredy Azzah reported that why English was used as a medium of instruction under the heading:

*‘Kwanini hawataki Kiswahili kitumike kufundishia shuleni’ as follows.
“Wanajua kuwa wakiwafundisha kwa lugha za asili wataelewa na kupata maarifa, wanafanya hivyo kwa kulinda maslahi yao ya kisiasa”*

Questionnaire: After the researcher conducted the interview, conducted the questionnaire for the same respondents and the following bellow were answers.

Table 4.10: The Major Social Factors in Student’s Home Environment Leady to Students’dropout in Secondary School in Mbeya Region

Factors	Score	Percentage
Nature of the family (single)	98	82
Background of the family (non-Educated)	56	47
Education experience (non-Experience)	94	76
Disease	63	53
Early marriage	105	88
Peer groups	112	94
Long distance from home to school	84	71

Source: Field Data, (2012)

As indicated in the Table 4.10 peer groups was mentioned by 112 respondent 94 percentages followed by early marriage 105 respondent 88 percentages. Nature of the family mentioned by 98 respondents 82 percentages. Education experience was mentioned by 94 respondents 76 percentages. Long distance from home to school was mentioned by 84 respondents 71 percentages. Diseases were mentioned by 63 respondent 53 percentages. Background of the family was mentioned by 56 respondents 47 percentages.

Table 4.11: The Major Social Factors in Students Home

Environmentenvironment Leady to Students' Dropout in Secondary School in Dar es Salaam Region

Factors	Score	Percentage
Nature of the family (single)	89	88
Background of the family (non-Educated)	36	35
Education experience (non-Experience)	48	47
Disease	95	94
Early marriage	18	18
Peer groups	90	76
Long distance from home to school	30	29

Source: Field Data, (2012)

Table 4.11 Disease was mentioned by 95 repondent 94, followed by nature of the family (single). The respondents who mentioned this factor said that many parents were dying and left the students without any help as the result they left the school. Peer group was mentioned by 90 repondents 76 percentage. Education experiences was mentioned by 48 respondent 47 percentages, background of the family (non educated) was mentioned by 36 respondents 35 percentages, Long

distance from home to school was mentioned by 30 respondents 29 percentages and Early marriage was mentioned by 18 respondents 18 percentages.

Table 4.12: The Major Social Factors in Student's Home Environment Lead to Students' Dropout in Kilimanjaro Region

Factors	Score	Percentage
Nature of the family (single)	84	71
Background of the family (non-Educated)	56	47
Education experience (non-Experience)	70	59
Disease	63	53
Early marriage	90	76
Peer groups	98	82
Long distance from home to school	105	88

Source: Field Data, (2012)

Table 4.12 Long distance was mentioned by 105 respondents 88 percentages. The respondents who mentioned this explained that some students were coming far from the school so always were coming late to school finally left the school, example the headmistress from T.P.C Secondary school in Kilimanjaro region said that in her ward there were two secondary schools Langasani and T.P.C but in her school the students were coming very far. She said that there was no need to build two Secondary Schools in the ward but her school was built due to political interest. Peer group was mentioned by 98 respondents 82 percentages, early marriage was mentioned by 90 respondents 76 percentages, nature of the family (single) was mentioned by 84 respondents 71 percentages. Education experience (non experience) was mentioned by 70 respondents 59 percentages, disease was mentioned by 63 respondents 53 percentages and background of the family (non educated) was

mentioned by 53 respondents 47 percentages .The respondents mentioned other social factor which was not found in the table which was lack of commitment in education. They explained that some teachers and student were not committed in education, students were not serious in studying, some of them left the school without any reasons and some parents were busy in their duties. For example some parents in Kilimanjaro region were not able to make follow up for their children development in Education. This situation was most found incommunity secondary school.

Table 4.13: Comparison of Dropout In Community, Private and Community Secondary School In Three Regions in 2012

Name of School	Registered in Form One 1999			Form Four 2012			% of drop out	Typesof School
	B	G	T	B	G	T		
Maweni S. School	141	88	229	92	60	152	34	Community
Kiwanja S. School	54	65	119	45	60	105	12	Community
T.P.C S. School	73	61	134	59	59	118	12	Community
Alha S. School	88	24	112	88	29	107	05	Private
St. Mary S. School	-	158	158	-	156	156	02	Private
Majengo S.School	225	93	320	258	159	417	-	Private
Azania S.School	350	-	350	460	-	460	-	Government
Jangwani S.School	-	284	284	-	298	298	-	Government
Kisutu S.School	-	250	250	-	230	230	08	Government

Source: Field Data, (2012)

But it was opposite in private secondary Schools example in Alpha, Feza secondary school in Dar es salaam region and in Majengo, ST. Mary in Kilimanjaro region and in some Government secondary schools example Azania, Jangwani and Kisutu in

Dar es Salaam region. It was revealed that parents and students were more committed may be because of the high fees they were paying compared in community Secondary Schools or because those Government Secondary Schools were found within the city. The Table 4.13 prove the reality of this Sentence. According to the table the above it shows that there is high dropout in community secondary Schools than in private and some Government secondary Schools.

Table 4.14: The Major Social Factors in The Student's School Environment Lead to Students' Dropout in Secondary School in Mbeya Region

Factors	Score	Percentage
Administration	49	41
School organization	36	29
Nutrition	98	82
Peer groups	112	94
Race and gender	20	17
Impaired vision	14	12
Age of the student	42	35
Pass mark	56	47

Source: Field Data, (2012)

Table 4.14 indicated that 112 respondents 94percentage were mentioned peer groups as the major social factor in student's environment that caused the students to drop out of school. 98 respondents 82 percentages mentioned Nutrition to be the second factor followed by pass mark 56 respondents 47 percentages. Administration was mentioned by 49 respondent 41percentages, age of the student was mentioned by 42 respondents 35 percentages, school organization was mentioned by 36 respondent 29 percentages. 20 respondents 17 percentages mentioned race and gender and the last in this table was impaired vision which scored 14 respondent 12 percentages.

**Table 4.15: The Major Social Factors in the Student's School Environment
Leady to Students' Dropout in Secondary School in Dar es Salaam
Region**

Factors	Score	Percentage
Administration	24	24
School organization	48	47
Nutrition	12	12
Peer groups	96	94
Race and gender	00	00
Impaired vision	06	06
Age of the student	18	18
Pass mark	84	82

Source: Field Data, (2012)

**Table 4.16: The Major Social Factors in the Student's School Environment
Lead to Students' Dropout in Secondary Schoolin Kilimanjaro
Region**

Factors	Score	Percentage
Administration	77	65
School organization	07	06
Nutrition	63	53
Peer groups	104	88
Race and gender	49	41
Impaired vision	21	18
Age of the student	42	35
Pass mark	90	76

Source: Field Data, (2012)

Table 4.15 peer groups was mentioned by 96 respondents 94 percentages followed by pass marker 84 respondents 82 percentages. School organization was mentioned by 48 respondents 47 percentages, Administration was mentioned by 24 respondents

24 percentages, age of students was mentioned by 18 respondents 18 percentages. Impaired vision was mentioned by 06 respondents 06 percentages. In this region no one mentioned race and gender to be the factor.

Table 4.16 Peer group was mentioned as the first factor was mentioned by 104 respondents' 88 percentages followed by passmark which was mentioned by 90 respondents 76 percentages. Administration was mentioned by 77 respondents 65 percentages, nutrition was mentioned by 63 respondents 53 percentage, race and gender was mentioned by 49 respondents 41 percentages, age of the students was mentioned by 42 respondents 35 percentages and impaired vision was mentioned by 07 respondent 06 percentages.

The respondents explained that peer groups was the major social factor in students school environment and home environment because the students meet with bad groups which led them to change their habits. For example some of them joined in bad groups and doing the bad thing like smoking, drugs abuse and prostitution and become thieves. Pass mark was seen in two different position.

First pass mark was the problem in private schools. The pass mark in private schools was ranged from 41 to 45 to O level and 55 to 61 to 'A' level in each class. Some student fails to get the required marks. This made the limitation for some students to complete their studies in time and some of them drop out of school. The study was revealed that one student who was required to be in form four in year (2012) in one private school in Mbeya region was still in form one because of the repetition of the class, as the result she may drop out if she will not pass again. In the second position

it was seen that in community and government secondary schools some students get low marks in their examination as a result they feel shy and drop out of school.

Table 4.17: The Major Social Factors in The Student's Community Environment Leady to Students'dropout In Secondary School in Mbeya region

Factors	Score	Percentage
Background of the community	70	59
Nature of the community	77	65
Attitude of the community	84	71
Technology and academic	104	88
Reflection of the achievement	90	76

Source: Field Data, (2012)

Table 4.17 indicated that of Science and Technology and academic which scored by 104 respondent 88 percentage was the first major social factor in student's community environment which causes secondary school student to drop out of school. They explained that some student especial in high learnig they used internet to find girl friend and boy friend which make them to consitrate in love rather than in studying as a result they drop out of school. Even Mwananchi February 03 2013(ISSN 0856-7573NA4605) page 3 reported the effect of Science andTechnology in Academic under the heading

“Wanafunzi wakike watumia mtandao kujiuza”. He said that. PENGINE haya tunaweza kuyaweka kwenye kundi la madhara yatokayo na utandawazi.

90 respondents 76 percentage mentioned the reflection of the achievement to be the factor. They explained that when many students get zero and grade four in the form

four and six National examination it demoralized parents and students to continue with their studies especially in community secondary schools. 84 respondents 71 percentage mentioned the attitude of the community to be the causes. They explained that some communities have negative attitude of education and the school where their children were studying. For example most community secondary schools they call Nick name YEBOYEBO, they compare community secondary schools with the shoes called yeboyebo. This kind of shoes are not strong and are been sold in low price. They said so because in community secondary schools the school fees was very cheap and the education which was provided was so weak like yeboyebo. Even the magazine was reported that one of the amendments of the constitution should not allow the children's leader to study to abroad in order to make sure that they make improvement in community secondary schools (Nipashe 25 September 2012 (0856-5414NA057622) by Ashton Balaigwa, Morogoro page15). With the heading "Katiba mpya izuie watoto wavigogo kusoma nje:

"...Kutokana na malalamiko mengi juu ya elimu duni inayotolewa na shule za sekondari za kata nchini, baadhi ya wananchi mkoani Morogoro wamependekeza katiba mpya izuie watoto wa viongozi kusoma nje ya nchi badala yake wasome katika hizo shule maarufu kwa jina la Kayumba.

They said so because they believed that community secondary school was having bad learning condition because leader's children were not studying in community secondary schools. They said that community secondary schools were left without maintenance because reader's children were not studying in those schools. They said nowadays the system of education shows ratio segregation, there is leader's schools and poverty's schools. They suggested that in order to remove the situation education

must be free from standard one to University. 77 respondents 65 percentage mentioned the Nature of the community to one of the causes. They said that some community has no good history in education, their job was to keep animals, to be a farmer and mineral mining but not for studying. The last factor in this table was the background of the community which was mentioned by 70 respondents 59 percentage. They explained that some communities believed that education was for some community only and not for all community.

Table 4.18: The Major Social Factors in the Student's Community Leady to Student Dropout in Secondary School in Dar es Salaam Region

Factors	Score	Percentage
Background of the community	18	18
Nature of the community	30	29
Attitude of the community	27	26
Technology and academic	96	94
Reflection of the achievement	78	76

Source: Field Data 2012

Table 4.19: The Major Social Factors in the Student's Community Environment Leady Students' Dropout in Kilimanjaro Region

Factors	Score	Percentage
Background of the community	35	30
Nature of the community	71	60
Attitude of the community	30	25
Technology and academic	92	77
Reflection of the achievement	114	96

Source: Field Data, (2012)

Table 4.18: Technology and academic was mentioned as the major factor in this region which was mentioned by 96 respondents' 94 percentages followed by the reflection of education which was mentioned by 78 respondents 76 percentages. Nature of the community mentioned by 30 respondents 29 percentages, attitude of the community mentioned by 27 respondents 26 percentages and background of the community mentioned by 18 respondents 18 percentages.

In Table 4.19: Reflection of education was mentioned as the major social factor in the students' community environment which was mentioned by 114 respondents 96 percentages followed by High technology and academic. Nature of the community was mentioned by 71 respondents 60 percentages, background of the community was mentioned by 35 respondents 30 percentages and attitude of the community was mentioned by 30 respondents 25 percentages.

Table 4.20: The Major Economic Factors in the Student's Home Environment Lead to Students' Dropout in Mbeya Region

Factors	Score	Percentage
Income level of the family	108	91
Poverty	104	88
Nutrition	107	90
Mineral mining	49	41

Source: Field Data 2012

Data in Table 4.20: Indicated that income level of the family was the main factor in student's home environment that caused the students to drop out of school, this factor was mentioned by 108 respondents 91 percentages. They explained that most of the

families have low level of income, so they fail to manage school fees and school contribution and school uniform as the result the students drop out of school. Some respondents said even the family whose level income were very high their children did not like to attend schools, they were coming to school late and they were the most undisciplined students because of their parents' income. Some of them saw that teachers were nothing to them because some got more money than their teachers have.

So higher income and lower income was the problem to some students. 107 respondents 90 percentage mentioned Nutrition as another factor. They explained that some of the students were not able to get enough balanced diets as a result they left the school. 104 respondents 88 percentages mentioned poverty to be the other economic factor in student's home environment that caused students to drop out of school. They explained that even if the school fees in Governments and community school were very low compared to private schools but some parents fail to manage those expenses because of the poverty they have, they added that some families were not sure if they will eat tomorrow.

The last factor in this table was the mineral mining, 49 respondents 41 percentages mentioned this. They explained that some students left the school and involve in mineral mining for example in Chunya District in Mbeya region. They saw that in mineral they get more money in short time than spending many years in studying which they were not sure if they will get a good job. One class teacher from Chunya District explained that he was told by his student that "It is better to be mineral miner

than to be a teacher” He compared some whose was a mineral miner and a teacher. Some how this statement was true, a mineral miner any time can get a good car and good house but not a teacher. As a researcher there were many mineral miners who I taught and they have good lives than I. They have got own cars and good houses but my self as a teacher I havenot even a bicycle.

Table 4. 21: The Major Economic Factors in the Student’s Home Environment Leady to Students’ in Secondary in Dar es Salaam Region

Factors	Score	Percentage
Income level of the family	90	88
Poverty	41	40
Nutrition	41	30
Mineral mining	26	41

Source: Field Data, (2012)

Table 4.22: The Major Economic Factors in the Student’s Home Environment Leady to Students’ Dropout in Secondary School in Kilimanjaro Region

Factors	Score	Percentage
Income level of the family	107	90
Poverty	83	70
Nutrition	65	55
Mineral mining	00	00

Source: Field Data, (2012)

In Table 4.21: Income level of the family was mentioned as the major economic facor in Student’s home environment that caused the students to dropout mentioned by 90 respondents 88 percentages followed by mineral mining mentioned by 26

respondents 41. For example in Kisutu secondary school in Ilala District in Dar es Salaam; the headmistress explained that some student left school and went to Kigamboni to prepare sands for buildings. Poverty was mentioned by 41 respondents' 40 percentages and Nutrition was mentioned by 41 respondents 30 percentages.

In Table 4.22: Income level of the family was mentioned as the major economic factor in in student's home environment which caused dropout in Kilianjaro region. This factor was mentioned by 107 respondents' 90 percentages followed by poverty mentioned by 83 respondents 70 percentges, nutrition was mentioned by 65 respondents 55 percentages, no respondent mentioned mineral mining as a problem compered to other regions.

**Table 4.23: The Major Economic Factors in Studen's School Environment
Leady to Students' Dropout In Secondaryin Mbeya Region**

Factors	Score	Percentage
Lack of school resources	82	69
Lack of food	87	73
Lack of learning and teaching materials	80	67
Lack of infrastructure	71	60
Redistribution of resources	63	53

Source: Field Data, (2012)

In the Table 4.23: 87respondents 73 percentages mentioned lack of food to be the first economic factors that causes the student in secondary school to drop out. They stated that many secondary school are providing food to their students and because most of the student especially in community secondary school were coming in poor

family they fail to contribute food. 82 respondents 66 percentages mentioned lack of school resources to be the other factor. 71 respondents 67 percentages mentioned lack of teaching and learning material to be the factor. They explained that most of the government and community secondary schools were lacking learning and teaching materials compared with private schools. That is why some parents transferred their children from government and community secondary schools to private schools. Some of them did not send their children to government or Community secondary school. 80 respondents 60 percentages mentioned lack of infrastructure to be the factor which causes dropout. 63 respondents 53 percentages mentioned the redistribution of resources to be the factor that causes drop out in secondary schools. In the study it has revealed that some schools especially in town and cities they have many resources than in rural areas, for example the ratio of teachers with students in rural schools were 1:80 but the ratio of teachers in town schools were 1:40 and private schools were 1: 20 so that there was redistribution of resources.

Table 4.24: The Major Economic Factors in Student's School Environment Ledy to Students' in Secondary School in Dar Salaam Region

Factors	Score	Percentage
Lack of school resources	80	78
Lack of food	91	90
Lack of learning and teaching materials	60	59
Lack of infrastructure	41	40
Redistribution of resources	31	30

Source: Field Data 2012

Table 4.24: Lack of food was mentioned as the major factor in student's School environment in Dar es Salaam region. This factor was mentioned by 91 respondent's 90 percentages, during the research no Secondary which was providing food for students. Lack of school resources which was mentioned by 80 respondents 78 percentages. Lack of learning and teaching materials was mentioned by 60 respondents 59 percentages, lack of infrastructure was mentioned by 41 respondent's 40 percentages and redistribution of resources was mentioned by 31 respondents 30 percentages.

**Table 4.25: The Major Economic Factors in Student's School Environment
Leady to Students' in Secondary School in Kilimanjaro Region**

Factors	Score	Percentage
Lack of school resources	70	59
Lack of food	80	67
Lack of learning and teaching materials	65	55
Lack of infrastructure	75	63
Redistribution of resources	55	46

Source: Field Data 2012

Table 4.25: Lack of food was mentioned as the major factor in school student's environment that caused the Secondary student to dropout in Kilimanjaro region; this was mentioned by 80 respondents 67 percentages. Lack of infrastructure was mentioned by 75 respondents 63 percentages, lack of School resources was mentioned by 70 respondents 59 percentages, lack of teaching and learning materials was mentioned by 65 respondents' 55 percentages and redistribution of resources was mentioned by 55 respondents 46 percentages.

Table 4.26: The Major Economic Factors in Student's Community Environment Leady Students'dropoutin Secondary School in Mbeya Region

Factors	Score	Percentage
Nature of the community	95	80
Level of the community	107	90
Poverty of the community	104	88

Source: Field Data, (2012)

In Table 4.26 indicates that 107 respondents 90 percentages mentioned the level of the community to be the major economic factor in student's environment that causes secondary school students to drop out. They explained that most of community has low purchasing power and the students who were coming in that community fails to afford the school expenses as the result they drop out of school. Sumaye proved this on Mwananchi October16. 2012 (ISSN 0856-7573 NA4528) page 3 by Fredy Azzh he said:

“Kilio kimesikika kutoka kona nyingi nchini kuwa hali ya elimu yetu inaendelea kushuka.” Hata hivyo hali katika shule nyingi za binafsi ni tofauti na ufaulu wa wanafunzi ni mzuri kwa wastani.

But on other hand it was revealed that some students who were coming from high level of economy did'not like to attend at the school because they believed that their parents' wealth will be their wealth. They said that there was no need to study because every thing they need they get which was a false believes. 104 respondent 88 percentages mentioned poverty to be the other major economic factor. The last factor in this table was Nature of the community which was mentioned by 95 respondents 80 percentages. They explained that some communities were not

working hard as a result they didnot have enough money to incur school expenses. When you are talking about good education it means you must use enough money or you must invest in education. Some of the communities they donot like to invest in education. Even Nipashe September 25, 2012(ISSN086-5414NA057622) page16 by Elisante John, Siha reported the important of investing in Education with the heading

“Mwanri ahimiza jamii kuwekeza katika eilimu. NAIBU Waziri wa Tawala za mkoa na serikali za mitaa (Tamisemi) Henry Mwanri ameitaka jamii kuwekeza kwenye elimu kupitia watoto wao ili baadaye Taifa lipate viongozi bora.

**Table 4.27: The Major Economic Factors in Student’s Community
Environment Leady to Students’ Dropout In Secondary School
Student in Dar es Salaam Region**

Factors	Score	Percentage
Nature of the community	46	45
Level of the community	71	70
Poverty of the community	69	68

Source: Field Data, (2012)

**Table 4.28: The Major Economic Factors in Student’s Community
Environment Leady to Student Dropout In Secondary in
Kilimanjaro Region**

Factors	Score	Percentage
Nature of the community	75	63
Level of the community	95	80
Poverty of the community	120	87

Source: Field Data, (2012)

Table 4.27: Indicate that level of the community is the first major economic factor in student's community environment that causes student dropout in Dar es Salaam region, this was mentioned by 71 respondents 70 percentages followed by poverty of the community which was mentioned by 69 respondents 68 percentages and nature of the community was mentioned by 46 respondents 45 percentages.

Table 4.28: Shows that poverty was the first factor in student's community environment in Kilimanjaro region that cause the Student in Secondary School to dropout, this factor was mentioned by 120 respondents 87 percentages. Level of the community was mentioned by 95 respondents' 80 percentages and nature of the community was mentioned by 75 respondents 63 percentages.

**Table 4.29: The Major Political Factors in the Student's Home Environment
Laeady to Students' Dropout in Secondary School in Mbeya Region**

Factors	Score	Percentage
Potential for corruption	95	80
Political promises	84	71
Running offices in local government	89	75
Rise of technology	93	78
Competing in global arena	91	77
Paying back loan	80	67

Source: Field Data, (2012)

Table 4.29: indicated that 95 respondents 80 percentages mentioned the potential for corruption as the first major political factor in student's home environment that causes student to dropout of school.95 respondents 78 percentage mentioned rise of technology as the other factor. They explained that students were watching TV and

see many bad things which were been shown by the people from out side the country, When they try to practice they become more affected, for example drug abuse. Competing in globalarena was mentioned by 91 respondents 77 percentages, 89 respondents 75 percentage mentioned running offices in local government to be the factor.

They explained that leaders who were running the offices in local government were not serious with many cases concerning student's dropout. For example some people pregnant and marry girls from secondary schools but no action were taken against them, as a result this habit continue every day. 84 respondents 71 percentages mentioned the political promises to be the factor. They explained that some politician during the election promised to do many things, for example building classes, teacher's houses and to pay fees for orphan students. But after the election they stopped every thing as a result some orphan left school, many schools were having few classes and other building which was not enough according to the number of students in the school. For example Nipashe October 16, 2012 (0856-5414NA057643) page 17 by zulfa Shomari, Iringa reported the same issue under the heading:

“Atimiza ahadi ya chakula kwa wanafunzi”. MBUNGE wa jimbo la Iringa mjini mchungaji Peter Msingwa ametimiza ahadi ya kutoa chakula katika shule ya Ukelewe iliyopo katika kata ya Mtwivila, Manispaa ya Iringa.

40 respondents 67 percentage mentioned paying back loan as factor which caused dropout of student in secondary school. The respondents explained that during the beginning year (form one or form five) some parents get loans from different people

in order to send their children to school. But some parents fail to pay back their loan and fail to get another loan for paying school fees and other contribution as a results students drop out of school at the next year.

**Table 4.30: The Major Political Factors in the Student's Home Environment
Leady to Students' Dropout in Secondary School in Dar es Salaam
Region**

Factors	Score	Percentage
Potential for corruption	71	70
Political promises	75	74
Running offices in local government	65	64
Rise of technology	82	80
Competing in global arena	58	57
Paying back loan	54	43

Source: Field Data, (2012)

Table 4.30: Rise of technology was mentioned as the first major political factor in the student's home environment in Dar es Salaam region. This factor was mentioned by 82 respondents' 80 percentages followed by political promises which werementioned by 75 respondents 74 percentages. Pontial for corruption was mentioned by 71 respondents' 70 percentages, competing in global arena was mentioned by 58 respondents' 57 percentages and paying back loan was mentioned by 54 respondents 43 percentages.

Table 4.31: Political promises were identified as the first political factor in student's home environment in Kilimajaro Region. The factor was mentioned by 109 respondents' 92 percentages followed by running of offices in local government

which was mentioned by 100 respondents 84 percentages. Potential for corruption was mentioned by 89 respondents' 75 percentages, paying back loan was mentioned by 87 respondents' 73 percentages and competing in global arena was mentioned by 80 respondents' 40 percentages.

**Table 4.31: The Major Political Factors in the Student's Home Environment
Leady To Students' Dropout In Secondary School in Kilimanjaro Region**

Factors	Score	Percentage
Potential for corruption	89	75
Political promises	109	92
Running offices in local government	100	84
Rise of technology	80	67
Competing in global arena	80	40
Paying back loan	87	73

Source: Field Data, (2012)

**Table 4.32: The Major Political Factors in Student's School Environments
Leady to Students' Dropout In Secondary School in Mbeya Region**

Factors	Score	Percentage
Property taxes	60	47
Income taxes	63	53
Public funding	69	58
Lower quality of the school	81	68
Unprepared student	71	60
Grants and federal loans	91	77
Vigorous curricula	70	59

Source: Field Data, (2012)

Table 4.32: indicated that 91 respondents 77 percentages mentioned that the grants and federal loans was one of the political factors in school environment that causes the secondary school students to drop out. They explained that the schools were not

getting enough grants to run their schools especially in governments and community secondary schools. 81 respondents 68 percentages mentioned the lower quality of the school to be the other factor. They pointed out that's why they call them "YEBOYEBO" 71 respondents 60 percentages mentioned unprepared student to be the third factor in this section.

They explained that some students were not well prepared in primary schools. So when they join secondary school they fail to manage the secondary school subjects and English language was the problem to them. For example in 2012 many students who join form one didnot know to write and read.70 respondents 59 percentages mentioned that vigorous curricula were the factor. They explained that the curricula were not helping those who complete secondary school to be employed or to employ themselves in difference sectors. Mwananchi October 16. 2012 by Joyce Mmasi (ISSN0856-7573 NA4528) page 8 reported how people were blaming due to the bad system of education. Under the heading

"Mfumo huu unauweka shakani mustakabali wa elimu yetu"... Pamoja na serikali kuwa mhimili muhimu katika kusimamia na kukuza sekta ya elimu wadau wanailalamikia kwa kuwa chanzo cha kuzorota kwa maendeleo y a sekta hiyo nchini.

63 respondents 53 percentages mentioned the income taxes to be political factor in school environment. They explained that income tax which was planed by the politician to all workers was very high. For example workers who were getting salary Tsh 1,232,000.00 income tax was Tsh 250,112.00 per month x 12 it will be Tsh 3,001,344.00 per year. Due to this parents took very few money in hand which was not enough to pay school fees and school contribution. 60 respondents 47 percentages

mentioned property taxes to be the last factor in this table. They explained that taxes for building materials were very high as a result the cost of the property becomes very high so even to build a school it cost a lot of money and the school fees become very high. In short taxes of building materials made the total life to be very expensive.

**Table 4.33: The Major Political Factors in Student's School Environments
Leady to Students' dropout In Secondary School in Dar es Salaam Region**

Factors	Score	Percentage
Property taxes	38	37
Income taxes	68	67
Public funding	50	48
Lower quality of the school	29	28
Unprepared student	20	20
Grants and federal loans	71	70
Vigorous curricula	66	65

Source: Field Data, (2012)

**Table 4.34: The Major Political Factors in Student's School Environments
Leady to Students' Dropout In Secondary School in Kilimanjaro
Region**

Factors	Score	Percentage
Property taxes	60	47
Income taxes	67	57
Public funding	69	58
Lower quality of the school	86	72
Unprepared student	36	30
Grants and federal loans	84	71
Vigorous curricula	78	66

Source: Field Data, (2012)

Table 4.33 identify that grants and federal loans was the first political factor in student's school environment in Dar es Salaam region. This factor was mentioned by 71 respondents' 70 percentages followed by income taxes which were mentioned by 68 respondents 67percentages. Vigorous curricula was mentioned by 66 respondents 65 percentages, public funding was mentioned by 50 respondents 48 percentages, property tax was mentioned by 38 respondents 37 percentages. Lower quality of the school was mentioned by 29 respondents' 28 percentages and unprepared students were mentioned by 20 respondents' 20 percentages.

Table 4.34: Lower quality of the school was identified as the first factor in the student school environment in Kilimanjaro region. This factor was mentioned by 86 respondents' 72 percentages followed grants and federal loans. Vigorous curricula was mentioned by 78 respondents' 66 percentages, public finding was mentioned by 69 respondents' 58 percentages, income taxes was mentioned was by 67 respondents 57 percentages, property taxes was mentioned by 60 respondents 67 percentages and unprepared students was mentioned by 36 respondents 30 percentages.

**Table 4.35: The Major Political Factors in Student's Community Environment
Leady to Students' Dropout in Secondary in Mbeya Region**

Factors	Score	Percentage
Rise of technology	98	82
Run on the platform of school reformation to increase test score	81	68
Politician serves to guarantee their re_ election	93	78
Efforts to encourage international competition through technology and academic	87	73
Students are affected by educational policies	110	85
Political promises for special interest groups	75	63

Source: Field Data, (2012)

According to the Table 4.35, 110 respondents 85 percentage mentioned educational policies as the major political factor in the student's community environment to be the causes of the student drop out of secondary schools. They explained that educational policies are changing without enough preparation. For example one head Mistress explained that withdrawing of the form two National examinations was the political issue and was done without enough research of the impact and enough preparation and its effect was very high.

Students were not studying as the results at form four National examination most of the students get zero grade which demoralize the rest students. Even Mwananchi December 01 2012 (ISSNO8656-7573NA4542) Page 12 by Fredy Azzah, Simiyu reported the feeling of some people under the heading

“Mwenye taaluma ya elimu awe Waziri wa elimu. “KUTOKANA na sekta ya elimu kukabiliwa na changamoto kadhaa zikiwemo za kubadilika mara kwa mara kwa mitalaa ya elimu, baadhi ya wananchi wamesema endapo waziri wa elimu atakuwa mtu mwenye taaluma ya ualimu, sekta hiyo itaimalika.”

98 respondents 82 percentages mentioned rise of technology as another factor. 93 respondents 78 percentages mentioned that politician serves to guarantee their re-election which become the other factor. They explained that leaders are not serious in helping people that is why our schools are not conducive for studying. 87 respondents' 73 percentages mentioned that there are no efforts to encourage international competition through technology and academic. 81 respondents 68 percentages mentioned running on the platform of the school reformation with the increase test score to be the factor. Even the finding shown that in the most of

governments and community secondary schools there were no any ways to increase test score in order to do better in different examinations but it was different in private secondary schools if the students will not reach the pass mark he/she will not go to the next class. 75 respondent 63 percentages mentioned political promises for special interest groups.

Table 4.36: The Major Political Factors in Student’s Community Environment Leady to Students’ Dropout in Secondary School in Dar es Salaam Region

Factors	Score	Percentage
Rise of technology	82	80
Run on the platform of school reformation with to increase test score	59	58
Politician serves to guarantee their re_ election	49	48
Efforts to encourage international competition through technology and academic	64	63
Students are affected by educational policies	77	75
Political promises for special interest groups	71	70

Source: Field Data, (2012)

Table 4.37 rise of technology was mentioned as the first political factor in student’s community environment which causes Student to dropout in Secondary School in Dar es Salaam Region followed by students to be affected by educational policies which was mentioned by 77 respondents’ 75 percentages. Political promises for special interest groups was mentioned by 71 respondents’70 percentages, efforts to encourage international competition through technology and academic was mentioned by 64 respondents 63 percentages. Run on the platform of school reformation to increase test score was mentioned by 49 repondents’ 48 percentages and politician serves to guarantee their re-election.

Table 4.37: The Major Political Factors in Student's Community Lead to Students' Dropout in Secondary School in Kilimanjaro Region

Factors	Score	Percentage
Rise of technology	80	67
Run on the platform of school reformation to increase test score	50	42
Politician serves to guarantee their re_ election	70	59
Efforts to encourage international competition through technology and academic	44	37
Students are affected by educational policies	67	56
Political promises for special interest groups	82	69

Source: Field Data, (2012)

Table 4.38 shows the political promises for special interest groups to be the first major political factor in student community environment in Kilimanjaro Region that causes Secondary students to dropout. This was mentioned by 82 respondents 69 percentages followed rise of technology which was mentioned by 80 respondents 67 percentages. For example inTPC ward there were two community secondary schools. Those schools were built for the interest of the leaders but without considering teacher's house, catchment, teaching and learning materials and other student's and teachers needs.

Politician serves to guarantee their re-election was mentioned by 70 respondents' 69 percentages, students are affected by educational policies was mentioned by 67 respondents' 56 percentages. Run on the platform of the school to increase test score was mentioned by 50 respondents' and efforts to encourage international competition through technology and academic was 44 respondents' 37 percentages.

Table 4.38: The Major Government Contribution in School Environment Lead to Students' Dropout in Secondary School in Mbeya Region

Factors	Score	Percentage
Expelling the pregnancy girls from school	107	90
Not providing teaching and learning materials	89	75
Making different policies	99	83
Curriculum implementation	104	87
Implementing career and work force readiness in school	83	70
Rise the compulsory school attendance age	98	82

Source: Field Data, (2012)

Table 4.38, indicated that 107 respondent 90 percentages mentioned expelling the pregnant girls from school as the major factor causes secondary school students to drop out of school. They explained that the Government could allow girls who get pregnancy to continue with their studies after having a baby. 104 respondents 87 percentages mentioned the curriculum implementation to be the other factor. 89 respondents' 75 percentages mentioned that the Government didn't provide enough teaching and learning materials. This problem was mostly found in community and Government secondary schools. The teaching and learning materials are not found in the school, the students are boarded as a result they left a school.

The findings have revealed the different of private schools compared with the government and community secondary school. Private schools have many teachers, teaching materials plus library. 99 respondents 83 percentages mentioned that making different policies was the other factor that causes secondary students to drop out of school. Policies which were made by the Government some times help the students

to drop out of school. For example the removal of the form two National Examination made some students to be free and not studying hard as a result they left a school. 98respondents 82 percentages mentioned the rise of the compulsory attendance age to be the factor. They explained that some students were schooling when they are old enough as a result they were thinking about life and not about school. 83 respondents 70 percentages mentioned that the Government has not implanted career and workforce readiness programs in schools which could help the student to get special skills and knowledge. That made the students not to continue studying so they went to find something which is profitable to them.

Table 4.39: The Major Government Contribution in School Environment Lesdy to Students' Dropout in Secondary School in Dar es Salaam Region

Factors	Score	Percentage
Expelling the pregnancy girls from school	61	60
Not providing teaching and learning materials	68	67
Making different policies	54	53
Curriculum implementation	87	85
Implementing career and work force readiness in school	41	40
Rise the compulsory school attendance age	33	32

Source: Field Data, (2012)

Table 4.39 curriculum implementation was mentioned as the first Government contribution in School environment that causes the Student in Secondary School to dropout in Dar es Salaam Region. This was mentioned by 87 respondents' 85 percentages followed by the provision of teaching and learning materials which was mentioned by 68 respondents' 67 percentages. Making different policies was mentioned by 54 respondents' 53 percentages, implementing career and work

force readiness in School was mentioned by 41 respondents 40 and rise the compulsory School attendance age was mentioned by 33 respondents' 32 percentages.

Table 4.40: The Major Government Contribution in School Environment Leady to Students' Dropout in Secondary School in Kilimanjaro Region

Factors	Score	Percentage
Expelling the pregnancy girls from school	95	80
Not providing teaching and learning materials	68	57
Making different policies	51	43
Curriculum implementation	89	75
Implementing career and work force readiness in school	60	50
Rise the compulsory school attendance age	49	41

Source: Field Data, (2012)

Table 4.40 identify the expelling the pregnancy girls from School to be the first factor in Government contribution in Student's School environment that causes the Student in Secondary School to dropout. This factor was mentioned by 95 respondents 80 percentages, not providing teaching and learning materials was mentioned by 68 respondents' 57 percentages, implementing career and work force readiness in school was mentioned by 60 respondents 50 percentages. Making policies was mentioned by 51 respondents' 43 percentages and rise the compulsory School attendance age was mentioned by 49 respondents' 41 percentages.

Table 4.41, 113 respondents 95 percentages mentioned that the government has not provided education with training and resources that need to prevent students from

dropping out. 109 respondents 92 percentages mentioned that the government has decreased federal funding to support drop out prevention.

Table 4.41: The Major Government Contribution in the Student's Community Environment Leady to Dropout Students' in Secondary School in Mbeya Region

Factors	Score	Percentage
Not providing education with training resources that need to prevent student from dropping out	113	95
Decrease federal funding to support drop out prevention	109	92
Not involving the community in drop out progress	93	78
Not gather and report accurate drop out rate	60	50

Source: Field Data, (2012)

93 respondents 78 percentages said that the government didn't gather and report accurate drop out rate. The findings have proved that some of the head maters and head mistress didn't like to give the accurate information of drop out in their schools. As a result the government can't report the accurate data rate. With ought the accurate data and its reasons it is very difficulty in minimizing drop out progress. 60 respondents 50 percentages mentioned that the government has not involved the community in drop out progress. If the government could involve the community in drop out progress it could be easy to solve the problem because in the community is where the student live. It has revealed that the community believes it was not their work to control school drop out but it was government' s duties which was not true. The government should make sure that the community is involving in the drop out progress and the community should understand that when the students drop out the effect will be upon the whole community.

Table 4.42: The Major Government Contribution in the Student's Community Environment Leady to Students' Dropout in Secondary School in Dar es Salaam Region

Factors	Score	Percentage
Not providing education with training resources that need to prevent student from dropping out	77	75
Decrease federal funding to support drop out prevention	53	52
Not involving the community in drop out progress	69	68
Not gather and report accurate drop out rate	51	50

Source: Field Data, (2012)

Table 4.42 not providing education with training resources that need to prevent student from dropping out was mentioned as the first Government contribution in Student's community environment that causes the Student in Secondary School to dropout. This factor was mentioned by 77 respondents' 75 percentages followed by not involving the community in drop out progress which was mentioned by 69 respondents' 68 percentsges. Decrease federal funding to support drop out prevention was mentioned by 53 respondents' 52 percentages and not gather and report accurate drop out rate was mentioned by 51 respondents 50 percentages.

Table 4.43: The Major Government Contribution in the Student's Community Environment Leady to Students' Drpout in Secondary School in Kilimanjoro Region

Factors	Score	Percentage
Not providing education with training resources that need to prevent student from dropping out	88	74
Decrease federal funding to support drop out prevention	57	48
Not involving the community in drop out progress	93	78
Not gather and report accurate drop out rate	71	60

Source: Field Data, (2012)

Table 4.44: Dropouts by Reasons in Secondary Schools, 2006-2010 in Tanzania

Year	2006	%	2007	%	2008	%	2009	%	2010	%
Truancy	9600	68.4	6016	33.2	33120	68.7	11264	36.2	48026	72.7
Pregnancy	904	6.5	3965	21.9	4965	10.3	6345	20.4	5346	8.1
Death	5	0.0	1254	6.9	664	1.4	2030	6.5	927	1.4
Illness	156	1.1	1124	6.2	500	1.0	1682	5.4	656	1.0
Parent/Guardian Illness	15	0.1	469	2.6	291	0.6	373	1.2	293	0.4
Lack of School Needs	727	5.2	2348	12.9	4414	9.2	4344	13.9	1609	2.4
Others	2554	18.3	2956	16.3	4263	8.8	5103	16.4	65	0.1

Note. Dropout due to truancy increased from 36.2% in 2009 to 72.7% in 2010 while the dropout caused by pregnancy decreased from 20.4% in year 2009 to 8.1% in year 2010.

Source –Best 2007- 2011 (Basic Education Statistics in Tanzania pp.78).

Table 4.45: Student Dropouts by Reason and Level in Government and Non-Government Secondary Schools, 2010

Reasons	Level						Grand Total	% of T
	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6		
Truancy	5685	15405	16043	10653	191	49	48026	72.7
Pregnancy	536	1524	1800	1443	35	8	5346	8.1
Death	166	323	255	175	4	4	927	1.4
Unable to meet basic needs	2137	2657	2750	1576	19	8	9147	13.8
Illness	52	211	193	183	5	12	656	1.0
Parents illness	11	65	147	59	4	7	293	0.4
Misbehaviour	84	382	593	502	16	32	1609	2.4
Others	25	10	9	7	12	2	65	0.1
Grand total	8696	20577	21790	14598	286	122	66069	100.0

Note: The size of dropout in Secondary School is higher in O-level and low in A – level classes. Form 3 has the highest number of dropouts. The main reason for dropouts is truancy (72.2%) followed by inability to meet basic needs (13.8%).

Source –Best, 2007- 2011 (Basic Education Statistics in Tanzania pp.77).

Table 4.43 not involving the community in drop out progress was mentioned as the first Government contribution in the student's community that causes the student in Secondary School to drop out in Kilimanjaro Region. This was mentioned by 93 respondents' 78 percentages followed by not providing education with training resources that need to prevent student to drop out which was mentioned by 88 respondents' 74 percentages. Not gather and report accurate drop out rate was mentioned by 71 respondents' 60 percentages and Decrease federal funding to support drop out prevention was mentioned by 57 respondents 48 percentages.

The explanation and tables given above affirms that the student continue to drop out from Secondary Schools. The question in mind is for how long this problem will come to the end and how. Thinking of this researcher profoundly seeks to know the key factors which Contribute/ lead to existence of the drop out in Secondaryschools. Child Domestic Workers and access to Education in Makete District in Tanzania. (UNICEF, 2006) explained some causes of dropout as follows:

Poverty and Harsh economic conditions are some of the factors forced the student in Secondary School to dropout. Most of the children we interviewed cited family poverty, compounded by inadequate education opportunities, and the need to survive as reasons that compelled them to seek work as domestic workers. Secondary education is very expensive for the most parents to afford. Some of the girls were supposed to join Secondary education but due to the family poverty, they were unable to do so. For them the cost of education acted as the chief impetus to seek employment. Many stated that they were forced to dropout of school in order to

contribute to family income when a member of the family fell ill or die. One girl from Maleutsi village narrated the following story.

“Life was very difficult even when my parents were alive. They struggled hard to get food for us. Life becomes horrible when my father passed away. Since he left my mother sick, I had no alternative except to drop out from school in order to help my mother in taking care of my two young sisters. I was ten then and I was in second grade. My mother died two years ago and I now have to take care of my siblings. That is why I work; otherwise we can not make our ends meet.” (P.55)

Information from head teachers of some Primary Schools showed that girls who have passed to join Secondary School have a tendency of abandoning school and go to work as domestic servants in Dar es Salaam and other cities because their parents cannot afford to pay for their education. The same view was echoed by other School head masters. That poverty can hinder young girls from pursuing education is evidenced by a story bellow from a female CDW.

“I passed my Primary School leaving examination and I was selected to join Secondary education. But because my parents could not pay School fees and uniforms, I never went to Secondary School where I was supposed to be in rolled. Instead I left my village and went to Iwawa where I now work as domestic servant. The work is very difficult and I have no time to rest. I really like to pursue further education so that I become Mama Mary Nagu (The Government Minister) or a nurse.” (P.94)

-Some children leave School because the quality of education and the form of teaching is very low and therefore boring. Some times teachers are constantly absent and when they are in the class they are abusive to students and provide severe punishment without any reason. The complaint bellow from a female student who dropped out of School in second grade confirms this point.

“I dropped out of School when I was in the second grade. I did not see the relevance of what I was being taught in my life. We spent most of the time in farms and fetching water for teachers. We were caned severely if we came

late to school, in my case I was always caned because I usually arrived late because my parents lived about 5 kilometers from School.’’ (P.94-95)

-Another female child (a former domestic servant) told us the following reasons for dropping out of School.

“My parents were poor and could not afford to buy School uniforms for me, leave aside paying School fees. I wore clothes that were old and torn. Teachers used to laugh at me and they also punished me and others who were in a similar situation like mine. We were often expelled from School for not paying School fees. These problems and the stigma I received because of poverty of my parents demoralized me finally I decided to abandon School completely”. (P.95).

-Some parents and community members described to us the difficulties they had in convincing children about the importance of school in the prevailing conditions where the school environment was unfriendly, lacked books, teachers, and proper sanitary conditions. Long distance daily commuting to School also demoralized both parents and children about schooling. Immoral behavior of teachers also plays an important role in School attendance. There are cases of teachers in Makete impregnating girls’ students and having no serious legal steps taken against them.

4.3 Summary

The main Out-of-school reason for leaving secondary school is financial. Studies have shown poverty to be the main reason facing children out of school. Low income households cannot afford to pay for books, uniforms, and other school related expenses. The main in-school factor contributing dropping out of school is slow learning achievement. Some pupils repeatedly failcontinue to another class so stay in the same grade year after year. Such repetition reduces the benefits of schooling and the lengthening of the school cycle increases the cost of education. Corporal punishment is another much-cited in-school reason for dropping out whereby some

teachers tend to use physical punishment with their pupils despite human and children rights initiatives.

To sum up, the main factors mentioned by majority participants were major social factors in student's home environment which were Nature of the family, background of the family, Education experience, Peer groups, early marriage, long distance from home to school, divorce, lack of family planning and disease. The major social factors in student's school environment leady to students' dropout in secondary were peer groups, nutrition, Administration, School organization, age of the students, race and gender and impaired vision.

The major factors in student's community environment leady to students' dropout in secondary school were Technology and academic, reflection of the achievement, attitude of the community, nature of the community and background of the community. The major economic factors in student's home environment leady to students' dropout were nutrition, poverty, income level of the family and mineral mining.

The major economic factors in schools environment leady to students' dropout in secondary schools were lack of food, lack of school resources, lack of learning and teaching materials, lack of infrastructure and redistribution of resources. The major economic factors in student's community environment leady to students' dropout in secondary school were nature of the community, level of the community and poverty of the community.

The major political factors in student's home environment lead to students' dropout in secondary schools were potential for corruption, rise of technology, running offices in local government, political promises, competing in global arena and paying back loan. The major political factors in student's school environment lead to students' dropout in secondary students were grants and federal loans unprepared students, lower quality of school, income taxes, vigorous curricula, public funding and property taxes.

The major political factors in student's community environment lead to students' dropout in secondary school were students were affected by education policies; politician serves to guarantee their re- election, rise of technology, effects to encourage international competition through technology and academic, political promises for special interest groups and run on the platform of school reformation with increase test score.

The major government contribution in school student's environment lead to students' dropout in secondary school were expelling pregnancy girls from school, making different policies, curriculum implementation. Not providing teaching and learning materials, rise of compulsory school attendance age and implementing career and work force readiness in school.

The major government contribution in student's home environment lead to students' dropout in secondary school were: not opening graduation centre for student who were 19-21 old, high income taxes to parents and not providing graduation centre option for students.

The major government contribution in the student's community environment leady to students' dropout in secondary school were: The government didn't provide education with training resources that need to prevent student from dropping out, decrease federal funding to support drop prevention, the government didn't involve the community in drop out progress and didn't gather and report accurate drop out rate.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with summary of the study, conclusion and recommendations for further study on the factors causes drop out in secondary. The study sought to investigate factors which led to student drop out in secondary School in Tanzania with special reference to Mbeya, Dar es Salaam and Kilimanjaro. The research was carried out in Mbeya, Dar es Salaam and Kilimanjaro regions in order to understand if the causes of drop out in those regions with different economy and education background are the same. Interview method was used for head masters/head mistress of the school, Academic teachers, class teachers, parents and Students. A questionnaire was administered to head masters/head mistress, academic teachers and class teachers.

It was shown that factors caused students to dropout of school were many and included lack of awareness on education matters and lack of education in the families. Also parents' low income, limited them to pay school fees and contributions to their children and could not buy uniform, learning materials and meet other education expenses. In short, parent' low income led to child labors, involving in business which caused students to drop out in secondary Schools. Cultural behaviors including early marriages, divorce, polygamy, lack of family planning and negative attitudes towards education especially for girls.

Parents, deaths were also found to be a problem because it increased the number of orphans in society. Some orphans missed secondary education because they had no

person to take care of them and to pay school expenses for them. Improper application of Education Acts and regulations also was found to be the factor for student to drop out of school. Peer groups were other factors which caused the students in secondary school to drop out of school.

5.2 Conclusion

According to specific objectives of the study in the study it can be concluded that. Factors such as lack of awareness to education matters, parents low income, cultural behaviors, parents death and improper application of Acts, regulations were still core factors for the secondary school students to drop out. Change of education policy, introduction of school fees and contributions, peer groups, long distance from home to school, lack of commitment to parents and students, lack of education for family planning and poverty were factors which caused students to drop out in secondary schools. Government, non-governmental organizations, community development organizations, parents and all education stakeholders must play their roles in the implementing education policy, Acts, regulations and circulars to reduce the drop out in secondary schools.

5.3 Recommendations

In due regard, the following recommendations are aimed at helping to solve the problem.

5.3.1 For Policy Maker

The Government should establish good policy which gives opportunity for pregnant student to come back to School after delivering. The Government should make the policy which will allow the student who gets pregnancy at School to be punished.

5.3 2 For Action to Taken

The government should make sure that mass mobilization and sensitization on education that is carried out to make society be aware of needs and important of secondary education. The government and non-governmental organizations and community development organizations should increase efforts and advocate to the need for family planning, discourage early marriages and divorce habits.

Government and local authorities should increase their education budget, to enable schools to meet all necessary cost. Parents and government must provide food to students in secondary schools. The government must supervise all private secondary schools to make sure that they reduce the school fees and school contributions. The government and the community must improve teaching and learning environment to attract parents and students. The government must build hostel in order to reduce early marriage and pregnancy to girls.

Legal action must be taken to parents whose children drop out of school without any reasons. Local authority must increase awareness to people in the importance of educating girls, because educating girls will help to improve the knowledge in the family.

The society must be educated to invest in education rather than in unnecessary things such as wedding and circumcision ceremonies. The government must make follow up on the use of copra punishment in secondary schools because some teachers were still using it.

The community and parents should educate their children to behave well so that they use most of their time in studying rather than doing bad things. The students should make sure that they study hard in order to get good marks which will allow them to go to another class rather than remaining in the same class every year which will lead them to drop out.

The government must employ enough teachers and pay them good salary; also they should be divided according to the needs of the school. The government and the community should educate the parents the effect of alcohol in development and in studies especially in small children. The government should make sure that language of instruction is Kiswahili and not English.

The government and the community should make sure that peer groups are abolished. The parents should make sure that they work hard so that they get enough food for their children and make sure that their children get balanced diet. The government should reduce the income tax for workers and materials tax for business to make life cheaper than how it is. The government should make sure that there is transport for the student especially in Dar es Salaam city.

The government and community should make sure that politics is not involving in education sector and corruption is totally abolished. Legal action should be taken to the people who employ the student in the domestic work. The government and community should educate all the people who have false cultural beliefs and negative attitudes on education.

The government must provide good care in health, example providing medicine in hospitals so that parents' death may be reduced and the orphans' students should be given help. Education for family planning should be given to the community so that every family should have children which are affordable to educate. The government should create enough knowledge to the community so that the community should be able to be employed themselves or be employed in different private sectors. Also the government should make sure that private sectors follow all the regulation of employments rather than chasing the workers without any preparation.

The village and ward executive should be committed, so that they should do their work in proper ways. The government should abolish child labor in all sectors and take action to the sectors which employ students. The government and community should educate the parents the effect of divorce and parents separation.

5.4 Areas for Futher Research

This study on factors which causes the students in secondary school in Tanzania to drop out was aimed to explore factors which lead to the causes of drop out in secondary schools in Mbeya, Dar es Salaam and Kilimanjaro regions. It was anticipated that the sample and study area would illuminate the reality on factors causes drop out in secondary schools. Thus it is recommended that a similar study be done in other regions in the country and most probably with marked differences in the cultural and economic base.

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APPENDICES

Appendix I "A": Interview

1. What would you identify to be the major social factors in your school environment that causes secondary school students to dropout?
2. What would you identify to be the major social factors in the students' home environment that cause secondary school students to dropout?
3. What would you identify to be the major social factors in the students' community environment that cause secondary school students to dropout?
4. What would you identify to be the major economic factors in your school environment that cause secondary school students to dropout?
5. What would you identify to be the major economic factors in the students' home environment that causes secondary school students to dropout?
6. What would you identify to be the major economic factors in the students' community environment that cause secondary school students to dropout?
7. What would you identify to be the major political factors in your school environment that cause secondary school students to dropout?
8. What would you identify to be the major political factors in the students' home environment that causes secondary school students to dropout?
9. What would you identify to be the major political factors in the students' community environment that cause secondary school students to dropout?
10. What would you identify to be the major government contributions in your school environment that cause secondary school students to dropout?

11. What would you identify to be the major government contributions in the students' home environment that causes secondary school students to dropout?
12. What would you identify to be the major government contributions in the students' community environment that cause secondary school students to dropout?

Appendix 1“B”: Questionnaire about Dropout in Secondary School

The purpose of these questionnaires is to find out the causes of dropout in secondary school.

Your responses may help educational administrator and owner of private school to understand the causes of dropout in secondary school. This may lead to the creation of an environment where student will not dropout and may uplift the standard of education in your school and the country at large.

The information so given in this questionnaire will be treated utmost confidentiality. You may not write your name in this questionnaire.

RESPONDENT Head master/mistress Academic Class teacher

Gender male female

Age less than 25 years 26-30 years 31-35 year 36-40 years 6 6years over

Education: Form six Diploma Graduate Post graduate

Experience in teaching profession Less than 1 year 2-5 years 6-10 years 11 years over

Administrative experience less than 1 year 1-3 years 4-10 years 11 over

Administration experience in the present position less than 1 year 1-3 years 4 years over

(Please put one tick in one box only for each statement)

1. The major social factors causes dropout in secondary school (at home environment)

Disagree

Agree

(a) Nature of the family (unclear or single)

(b) Background of the family (Educated or non)

(c) Education experience

(d) Diseases

(e) Early marriage

(f) Peer groups

2. The major social factors cause dropout in Secondary School (at the school environment)

(a) Administration

(b) School organization

(c) Nutrition

(d) Peer group

(e) Race and gender

(f) Impaired vision

(g) Impaired hearing

(h) Age of the student

3. The major social factors cause dropout in Secondary School (at community environment).

(a) Background of the family

(b) Nature of the family

(c) Attitude of the community

(d) Technology and academic

(f) Reflection of the achievement

4. The major economic factors causes dropout in secondary school (at home environment).

(a) Income level of the family

(b) Poverty

(c) Nutrition

5 The major economic factors causes dropout in secondary school (at school environment).

(a) Lack of school resources

- | | | |
|---------------------------------|--------------------------|--------------------------|
| (b) Lack of food | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Lack of learning materials | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Lack of infrastructure | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Redistribution of resources | | <input type="checkbox"/> |
| (f) Of teaching materials | <input type="checkbox"/> | |

6 The major economic factors causes dropout in secondary school (at the community environment)

- | | | |
|------------------------------|--------------------------|--------------------------|
| (a) Nature of the community | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Level of the community | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Poverty of the community | <input type="checkbox"/> | <input type="checkbox"/> |

7. The major political factors causes dropout in secondary school (at home environment)

- | | | |
|---|--------------------------|--------------------------|
| (a) Potential for corruption | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Politician promises | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Running offices in local government | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Rise of Technology | <input type="checkbox"/> | <input type="checkbox"/> |
| (e)Competing in global arena | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Paying back loan | | |

8. The major political factors causes dropout in secondary school (at school environment)

- | | | |
|------------------------------|--------------------------|--------------------------|
| (a) Property taxes | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Public funding | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Lower quality school | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Unprepared student | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Grants and federal loans | | |
| (f) Vigorous curricula | <input type="checkbox"/> | <input type="checkbox"/> |

9. The major political factors causes dropout in secondary school (at community environment).

- | | | |
|---|--------------------------|--------------------------|
| (a) Rise of technology | <input type="checkbox"/> | <input type="checkbox"/> |
| (b)Run on the platform of school reformation with to increase test score. | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Politician serves to guarantee their re-election | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Efforts to encourage international competition through technology and academic. | | |
| (e) Students are affected by educational policies. | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Political promises for special interest groups. | <input type="checkbox"/> | <input type="checkbox"/> |

10. The major contribution of the government causes dropout in secondary school.

- | | | |
|--|--------------------------|--------------------------|
| (a) Expelling the pregnancy girls from school | <input type="checkbox"/> | <input type="checkbox"/> |
| (b)Not providing teaching and learning materials | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Making different policies. | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Curriculum implementation. | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Not involve the community in dropout progress. | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Not providing education with training and resources. | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) Not implementing career and workforce readiness programs in school | <input type="checkbox"/> | <input type="checkbox"/> |
| (h)Not providing graduation center options for students. | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) Rise the compulsory school attendance age | <input type="checkbox"/> | <input type="checkbox"/> |
| (j)Not opening graduation center for student who are 19-21years age. | <input type="checkbox"/> | <input type="checkbox"/> |
| (k) Not gather and report accurate dropout rate. | <input type="checkbox"/> | <input type="checkbox"/> |
| (l) Decrease federal funding to support dropout prevention. | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you very much

**Appendix II: Waraka wa Elimu Na 2 Wa Mwaka 2004 Jamhuri ya Muungano
wa Tanzania**

Anuani ya Simu: ELIMU DAR ES SALAAM
Simu: 2110146, 2120403, 2120412/5/7/8/9
Tel: 42741 ElimuTz.
Fax: 2113272Elimu Tz
Unapojibu taja:



S.L.P 9121,
DAR ES SALAAM

Tarehe 9/3/2004

Kumb. Na.ED/OK/C.2/III/130
Makatibu Tawala wa Mikoa
Wakaguzi wakuu wa shule Kanda
Maweneja na wenye shule
Wakuu wa shule za sekondari
TANZANIA BARA

**WARAKA WA ELIMU NA 2 WA MWAKA 2004 KUWAFUKUZA SHULE AU
KUWAKARIRISHA DARASA WANAFUNZI WALIOFAULU MTIHANI WA
TAIFA WA KIDATO CHA PILI**

Kuna baadhi ya shule ambazo zimekuwa na mtindo wa kuwafukuza au kuwakaririsha wanafunzi wa kidato cha pili ambao wamefaulu mtihani wa Taifa wa kidato cha pili kwa kupata alama thelathini au zaidi ikiwa madai kwamba hawakufikia kiwango cha ufaulu kilichowekwa na shule husika. Hatua hii inakiuka maagizo ya Wizara ambayo yanatakiwa yazingatiwe na shule zote.

Kwa mujibu wa mwongozo wa Wizara mwanafunzi anyepata chini ya wastani wa alama 30 katika Mtihani wa Taifa wa kidato cha pili ndiye tu anayestahili kukariri darasa.

Ni vema kila shule ikaweka mkakati wa utoaji wa elimu iliyo bora ili kuwapa wanafunzi uwezo wa kufaulu vizuri ili waweze kuendelea na masomo.

Kuanzia sasa shule zote zinaagizwa kuwa wanafunzi wote waliofaulu Mtihani wa wa kidato cha pili na kupata alama 30 au zaidi wanaendelea na kidato cha tatu hadi cha nne. Aidha wanafunzi walioshindwa mtihani huo kwa kupata alama chini ya wastani wa alama 30 wakariri kadato cha pili.

Waraka huu unanza kutumika tarehe 10 machi, 2004.

Umesainiwa na

R.A Mpama
AFISA ELIMU KIONGOZI

Nakala: Katibu Mtendaji
Baraza la mitihani
S.L.P. 2624
DAR ES SALAAM.

**Appendix III: Waraka wa Elimu Na 6 wa Mwaka 2004 Jamhuri Ya Muungano
wa Tanzania**

Anuani ya Simu: ELIMU DAR ES SALAAM.
Simu: 2110146, 2120403, 2120412/5/7/8/9
SALAAM

S.L.P 9121,
DAR ES

Tel: 42741 ElimuTz.
Fax: 2113272Elimu Tz
Unapojibu taja:



Tarehe 13/4/2004

Kumb. Na.ED/OK/C.2/III/134
Makatibu Tawala wa Mkoa
Makatibu Tawala wa Wilaya
Wakaguzi wakuu wa shule Kanda
Maafisa Elimu Wilaya
Wakuu wa shule za sekondari
Wakaguzi Wakuu wa shule wa Wilaya
TANZANIA BARA

**WARAKA WA ELIMU NA.6 WA MWAKA 2004 ADHABU KWA WANAOOA
AU KUWAPA MIMBA WASICHANA WANAOSOMA SHULE**

Elimu ni haki ya msingi ya kila raia wa Jamhuri ya Muungano wa Tanzania. Kwa missingi hiyo serikali imeamua kutoa elimu ya msingi iliyo bora kwa watoto wote wenye umri wa kwenda shule. Hivyo ni lazima watoto wote wenye umri wa kwenda shule waandikishwe, wahudhurie na wamalize ngazi ya elimu waliyoandishwa kikamilifu. Hata hivyo baadhi ya wanafunzi hasa wasichana hawamalizi shule kutokana na sababu mbalimbali ikiwemo kuozwa au kapata mimba.

Serikali imeamua kuwachukulia hatua wale wote wanaosababisha wasichana kukatiza masomo yao. Hatua zifuatazo zitachukuliwa:

- (i) Mzazi yeyote atakayemuoza binti anayesoma shule ya msingi au sekondari atenda kosa na atatozwa faini isiyozidi shilingi laki moja (100,000/=) au kifungo kisichozidi miaka miwili (2) au adhabu zote mbili.
- (ii) Yeyote atakayemuoza mwanafunzi wa shule ya msingi au sekondari atenda kosa na anastahili adhabu ya faini ya shilingi laki tatu (300,000/=) na isiyozidi laki tano (500,000/=) au kifungo kisichozidi miaka mitatu (3) au adhabu zote mbili.
- (iii) Mwanume atakayempa mimba mwanafunzi wa shule ya msingi au sekondari atenda kosa na anastahili adhabu ya kifungo cha muda usiopungua miaka sita (6) bila faini.

Afisa Elimu wa wilaya kwa upande wa wanafunzi wa elimu ya msingi na Afisa elimu wa Mkoa kwa upande wa wanafunzi wa sekondari ndio watakaohakikisha kuwa hatua za kisheria zinachukuliwa ipasavyo.

Kosa linapotendeka Mkuu wa shule/Mwalimu Mkuu mhusika kwa kushirikiana na Bodi/kamati ya shule atatoa taarifa kwa Afisa elimu Wilaya/Mkoa ambaye atalifikisha kwa Mkuu wa Wilaya husuka ili lifikishwe mahakamani. Endapo mwanafunzi atakuwa amebakwa sheria ya ubakaji Namba 4 ya 1998 itatumika.

Kila Mkuu wa shule/Mwalimu Mkuu ataweka kumbukumbu ya kazi zote za mimba na zile za kuolewa wanafunzi wa kike pamoja na hatua zilizochukuliwa dhidi ya wahalifu. Kumbukumbu hizo zitumwe na Maafisa elimu Wilaya/Mikoa kwa Afisa Elimu kiongozi kila baada ya miezi mitatu (Januari, Aprili, Oktoba). Waraka huu unarekebisha waraka Na. 6 wa mwaka 1998 na unanza kutumika tarehe 15/04/2004.

Umesainiwa na
R.A Mpama
AFISA ELIMU KIONGOZI.

**Appendix IV: Waraka wa Elimu Na 1 Wa Mwaka 2006 Jamhuri ya Muungano
Wa Tanzania**

Anuani ya Simu: ELIMU DAR ES SALAAM.
Simu: 2110146, 2120403, 2120412/5/7/8/9
Tel: 42741 ElimuTz.
Fax: 2113272Elimu Tz
Unapojibu taja:



S.L.P 9121,
DAR ES SALAAM

Tarehe 01/4/2006

Kumb. Na.ED/OK/C.2/4/V/1
Makatibu Tawala wa Mikoa
Wakaguzi wakuu wa shule Kanda
Wakuu wa shule za sekondari
Wakuu wa vyuo vya Ualimu
Mkurugenzi Taasisi ya Elimu Tanzania
Katibu mtendaji Baraza la Mitihani Tanzania
Mkurugenzi Taasisi ya Elimu ya Watu Wazima
TANZANIA BARA

**WARAKA WA ELIMU NA. 1 WA MWAKA 2006 MAREKEBISHO YA
MTAALA WA ELIMU YA SEKONDARI**

Waraka wa Elimu Na. 9 wa Mwaka 2004 ulitoa maelezo ya mabadiliko ya masomo katika shule za Sekondari. Katika mabadiliko hayo, masomo ya physics na Chemistry yaliunganishwa na kuwa somo moja la “Physics with Chemistry”. Aidha, masomo ya mchepuo ya Biashara, Kilimo, ufundi na Sayansi kimu yaliondolewa katika orodha ya masomo yanyofundishwa sekondari.

Baada ya Wizara kutangaza mabadiliko hayo, baadhi ya wadau walionesha kutoridhika na uamuzi huo wa kuondolewa kwa masomo ya mchepuo ya Biashara, kilimo, ufundi na sayansi kimu katika mtaala wa Elimu ya Sekondari na kutaka masomo ya mchepuo yaendeleo kufundishwa. Vilevile imeonekana kufundisha masomo ya Physics na Chemistry kama somo moja la “Physics with Chemistry” kusingetoa maarifa ya kutosheleza.

Kwa misingi hiyo imeonekana kuna haja kwa serikali kuangalia ubora wa elimu ya sekondari kwa kuzingatia soko huria, dunia ya utandawazi, mahitaji ya sayansi na Teknolojia, Falsafa ya Elimu ya kujitegemea, ajira kaitika sekta binafsi na sekta isiyo rasmi, mahitaji ya matakwa ya jamii kwa wakati huu na kuhusisha masomo ya taaluma na mafunzo ya ufundi. Aidha, serikali pia imezingatia kuweka msingi bora wa taaluma unaounganisha kwa ufanisi zaidi masomo kuanzia ngazi ya Elimu ya msingi, Sekondari na Elimu ya Juu ili kupata wataalamu walioboea.

Kwa hiyo, serikali imeamua kufanya marekebisho ya waraka wa Elimu Na.9 wa mwaka 2004. Somo la “Physics with Chemistry” sasa litafundishwa kama masomo mawili tofauti yaani, somo la Physics na somo la Chemistry kwa kutumia mihtasari ya mwaka 1997 kuanzia Aprili 2006 kwa wanafunzi wa kidato cha I na cha II.

Masomo mengine yataendelea kufundishwa kwa kutumia mihtasari ya mwaka 2005. Aidha, masomo ya mchepuo ya Biashara, kilimo, Ufundi yanarudishwa na

kufundishwa kwa kutumia mihtasari ya masomo hayo iliyotolewa mwaka 1997. Masomo hayo ya michepuo yataanza kufundishwa kwa wanafunzi wa kidato cha I na II watasoma kuanzia Aprili 2006. Kwa misingi hiyo, wanafunzi wa kidato cha I na II watasoma masomo 9 ya msingi (Mathematics, English, Kiswahili, Biology, Civics, Physics, Chemistry, Geography na History) pamoja na masomo ya mchepuo ya shule hiyo na somo moja la uchaguzi wake (ambalo ni hiari kuchagua). Wanafunzi wa kidato cha III na IV watawajibika kusoma masomo 7 ya msingi nay a lazima (Mathematics, English, Kiswahili, History, Geography, Biology na Civics). Wanafunzi watakaochagua mkondo wa Sayansi pamoja na masomo 7 ya msingi, watalazimika kusoma Physics na Chemistry pamoja na masomo ya michepuo ya shule husika na somo moja la hiari. Aidha wanafunzi watakasoma mkondo wa sayansi Jamii, pamoja na masomo 7 ya msingi watalazimika kusoma masomo ya michepuo iliyopo shuleni. Vile vile mwanafunzi ana hiari ya kuchagua somo moja chaguzi. Wanafunzi wa kidato cha II 2006 wataendelea na masomo wanayosoma kwa kutumia mihtasari ya mwaka 2005 hadi wamalize kidato cha iv.

Kiambatanisho Na 1 kinaonyesha masomo yatakayofundishwa kidato cha I-IV pamoja na idadi ya vipindi kwa kila somo kwa wiki. Kiambatanisho Na. 2 kinaonyesha masomo ya hiari kidato cha I-IV na idadi ya vipindi kwa kila somo kwa wiki. Masomo katika makundi ya Sayansi na Sayansi Jamii yameoneshwa katika kiambatanisho Na.3. wanafunzi wa kidato cha V na VI watasoma mojawapo ya maunganisho ya masomo kama yalivyooneshwa katika kiambatanisho Na. 4. Maunganisho yataundwa kufuatana na mahitaji na kwa kibali cha Afisa Elimu kiongozi. Aidha masomo ya michepuo na idadi ya vipindi kwa kila somo, yameoneshwa katika kiambatanisho Na.5.

Waraka huu unaanza kutumika tarehe 1 Aprili 2006 na unafuta Waraka wa Elimu Na. 9 wa mwaka 2004.

R.A Mpama
AFISA ELIMU KIONGOZI

Nakala: Maafisa Elimu Mkoa
TANZANIA BARA

„ Maafisa Elimu Wilaya
TANZANIA BARA

„ Wakaguzi Wakuu wakuu wa shule wilaya
TANZANIA

**Appendix V: Waraka wa Elimu Na. 4 wa Mwaka 2006 Jamhuri ya Muungano
wa Tanzania**

Anuani ya Simu: ELIMU DAR ES SALAAM.
Simu: 2110146, 2120403, 2120412/5/7/8/9
Tel: 42741 ElimuTz.
Fax: 2113272Elimu Tz
Unapojibu taja:

S.L.P 9121,
DAR ES SALAAM

Tarehe 01/6/2006



Kumb. Na.ED/OK/C.2/4/V/4
Makatibu Tawala wa Mikoa
Makatibu Tawala wa Wilaya
Wakaguzi wakuu wa shule Kanda
Mameneja na wenye shule zisizo za Serikali
Wakuu wa shule za sekondari
TANZANIA BARA

**WARAKA WA ELIMU NA.4 WA MWAKA 2006 MUUNDO WA ELIMU
TANZANIA**

Elimu ya awali, msingi, Sekondari na vyuo vya ualimu na ufundi inatolewa kwa kufuata sheria ya Elimu Na.25 ya Mwaka 1978 na rekebisho lake Na. 10 la Mwaka 1995.

Kwa kuzingatia Sheria hiyo mwaka 2002 Waziri alitoa kanuni Na.G. N. 284 ya tarehe 28/6/2002 ambayo ilianisha Shule zinazotambuliwa ni Shule za Awali, Msingi, Sekondari, Chuo cha Ualimu na Chuo cha Ufundi. Kanuni imetaja muda wa masomo kwa kila ngazi ya elimu. Elimu ya msingi inatolewa kwa muda wa miaka saba (7) na Sekondari kwa muda wa miaka 6 (kidato 1-6)

Aidha, muundo huo umeainishwa katika sera ya Elimu na Mafunzo ya Mwaka 1995. Sera hiyo imefafanua kuwa Elimu ya Awali ni miaka miwili (2), Elimu ya Msingi miaka mine (4) na Elimu ya Sekondari ya Juu ni miaka miwili (2).

Upo utaratibu wa mafunzo ya somo la English kwa kidato cha kwanza (English Orientation Course) kwa muda wa wiki sita (6) Kwa shule zote (Shule za Sekondari za serikali na zisizo za serikali) kabla ya shule kufunguliwa rasmi. Madhumuni ya utaratibu huu ni kuwawezesha vijana waliochaguliwa kujiunga na kidato cha kwanza kumudu masomo ya sekondari yanayofundishwa kwa lugha ya kiingereza.

Hata hivyo, umezuka mtindo wa baadhi ya shule za sekondari zisizo za Serikali kuwataka vijana waliomaliza elimu ya msingi kusoma mwaka mmja kabla ya kuanza Kidato cha kwanza. Kitendo hiki ni kinyume cha sheria na wakiwatendei haki wanafunzi na wazazi wa wanafunzi husika kuwa hulazimika kulipa ada ya Kidato cha 1-4 kwa muda wa miaka mitano (5) badala ya minne (4)

Hivyo, serikali inapiga marufuku wa kuwa na "Pre-Form one" ya mwaka mmoja kwa shule zote. Shule yeyote itakayokiuka utaratibu huu itafutiwa Usajili.

Waraka huu unaanza kutumika tarehe 01/06/2006.

R. A Mpama

AFISA ELIMU KIONGOZI.

**Appendix VI: Waraka wa Elimu Na16 wa Mwaka 2011 jamhuri ya Muungano
wa Tanzania Wizara ya Elimu Na Mafunzo ya Ufundi**

S.L.P. 9121
DAR ES SALAAM

Tarehe 28/12/2011

Awani ya simu : ELIMU
SIMU: 2122067
Fax: 2122067
Website: www.moe.go.tz
Unapojibu tafadhali taja:
Kumb. Na EB/OK/C.2/4/49



Makatibu Tawala wa Mikoa,
Wakurugenzi, Halmashauri za Miji/manispaa/Jiji
Wakurugenzi Watendaji, Halmashauri za Wilaya,
Katibu mtendaji, Baraza la Mtihani la Tanzania,
Wakaguzi wa kuu wa shule kindi,
Mameneja wenye shule,
Wakuu wa shule za secondary,
TANZANIA BARA.

WARAKA WA ELIMU NA 16 WA MWAKA 2011

**WASTANI WA UFAULU KATIKA MTIHANI WA TAIFA KIDATO CHA
PILI**

Mtihani wa Taifa wa kidato cha pili ulianzishwa mwaka 1984 kwa madhumuni ya kupima maendeleo ya wanafunzi baada ya miaka miwili ya Elimu ya Sekondari. Mtihani huu ni tathimini ya kati inayopima kiwango cha maarifa na ujuzi aliopata mwanafunzi kutokana na masomo aliyojifunza katika kidato cha kwanza na cha pili. Aidha unalengo kuwapatia motisha walimu na wanafunzi ili waongeze bidii na kuinua viwango vya maendeleo ya wanafunzi kitaaluma.

Shabaha ya serikali ni kutoa elimu katika ngazi zote ikiwepo ya sekondari kwa kuwafanya walimu na wanafunzi wawajibike ipasavyo. Mtihani wa kidato cha pili ni njia mojawapo ya kuhakikisha kuwa wazazi, walimu na wanafunzi wanawajibika ipasavyo.

Utafiti uliofanyika mwaka 2011 ulibaini sababu mojawapo ya wanafunzi kufanya vibaya ni kutokana na kuwaruhusu kuendelea na masomo hata baada ya kushindwa kufikia alama ya ufaulu katika mtihani wa kidato cha pili. Aidha, wanafunzi, wazazi, walimu na wadau wengine walionyesha haja ya ufaulu wa mtihani wa kidato cha pili kuwa kipimo cha kuendelea na masomo ya kidato cha tatu.

Baadhi ya shule za sekondari zisizokuwa za serikali zimekuwa na alama tofauti za ufaulu wa mtihani huo na kuwanyima fursa baadhi ya wanafunzi ya kuendelea na masomo ya kidato cha Tatu katika shule zao kwa alama za ufaulu walizojiwekea.

Kwa mantiki hiyo, wizara inaendelea kusesitiza kuwa kiwango cha alama ya ufaulu ni 30% Kiwango hiki ni kuwa shule za serikali na zisizo za serikali mwanafunzi ambaye atashindwa kupata alama hizo alatazimika kukariri kidato cha pilui mara moja tu na iwapo atashindwa kufikia alama ya ufaulu ataondolewa katika mfumo rasmi wa elimu.

Waraka huu unarekebisha waraka Na. 5 wa mwaka 2008 na unaaza kutumika Januari, 2012.

M.M. Wassena
KAIMU KAMISHNA WA ELIMU

Nakala kwa: Katibu Mkuu, ofisi ya waziri Mkuu- TAMISEMI,
Mkurugenzi, Taasisi ya Elimu Tanzania,
Wakurugenzi, Wizara ya Elimu na mafunzo ya Ufundi.

**Appendix VII: Waraka wa Elimu Na 1 wa Mwaka 2012 Jamhuri ya Muungano
wa Tanzania Wizara ya Elimu na Mafunzo ya Ufundi**

Anuani ya Simu: ELIMU DAR ES SALAAM.

Simu: 2110146, 211050/2, 2110179

Tel: 42742 ElimuTz.

Fax: 255-22-2113271Elimu Tz

Unapojibu taja:

Kumb. Na.CHA-281/478/O1/56

Makatibu Tawala wa Mikoa

Makatibu Tawala wa Wilaya

Wakurugenzi, Halmashari za Miji/Manispaa/Jiji,

Katibu mtendaji, Baraza la Mitihani la Tanzania,

Wakaguzi wakuu wa shule Kanda

Wakaguzi Wakuu wa shule Wilaya

S.L.P 9121,
DAR ES SALAAM

Tarehe 13/4/2004



Wakuu wa shule za sekondari

TANZANIA BARA

**WARAKA WA ELIMU NA. 1 WA MWAKA 2012 KUREJESHA KWA ADA
YA MITIHANI KWA SHULE ZA SEKONDARI ZA SERIKALI**

Uendeashaji wa Mitihani ya Taifa una shughuli mbalimbali zinazohitaji fedha nyingi. Kwa miaka yote, Serikali huchukua sehemu kubwa ya gharama za kuendesha mitihani ya kitaifa ikiwa ni pamoja na gharama za utunzi, uchapaji, usambazaji, usimamizi, usahihishaji na uchambuzi wa matokeo. Sehemu nyingine ya gharama hizi inachangiwa na wananchiwenyewe.

Mwaka 2009, Serikali ilisitisha uchangiaji katika mitihani ya kitaifa kwa wanafunzi wote wa shule za serikali wanaofanya mitihani ya kidato cha 2, kidato cha 4 na 6. Watahiniwa wa kujitegemea (Private candidates) na wa shule binafsi ambao ni asilimia ndogo ya watahiniwa ndio walioendelea kuchangia gharama za mitihani.

Kwakuwa gharama za uendeshaji wa mitihani zimeendelea kuwa kubwa mwaka hadi mwaka, serikali imeamua kurudisha ada za Mitihani kwa shule za Serikali ili kuchangia gharama. Watahiniwa watalipa Ada za mitihani Kama ifuatavyo.

Mtihani wa kidato cha 2 sh 10,000/= kila mtahiniwa

Mtihani wa kidato cha 4 sh 35,000/ kila mtahiniwa

Mtihani wa kidato cha 6 sh 35,000/= kila mtahiniwa

Ada hizi zitalipwa na wanafunzi wote wa shule za serikali, shule zisizo za Serikali na watahiniwa wa kujitegemea. Ada hizi zitaanza kulipwa kwa mitihani yote ya kitaifa (kidato cha 2,4 ,6) itakayo anza mwaka 2012/2013.

Baraza la Mitihani litatoa maelekezo zaidi kuhusu tarehe za kufanya malipo hayo.

Kwakuwa michango ya watahiniwa ni sehemu ya gharama sahihi Serikali itaendelea kuchukua sehemu kubwa ya gharama za uendeshaji wa mitihani ya kitaifa.

Waraka huu unaanza kutumika mwaka wa fedha 2012/13 na kufuta waraka na Na. 1 wa mwaka 2010.

M.M Wassena

KAIMU KAMISHNA WA ELIMU.

Nakala: Katibu Mkuu kiongozi

Ofisi ya Rais, Ikulu

S.L.P 9120

DAR ES SALAAM.

“ Katibu Mkuu

Ofisi ya Rais

Idara ya Utumishi wa Umma

S.L.P 2483

DAR ES SALAAM.

“ Katibu Mkuu

OWM-TAMISEMI

S.L.P 1923

DODOMA.

Appendix VIII: Obsevation Schedule

Odservation Schadule	REMARKS
Availability of School Register	
Availability of Attendance Register	
Availabilty of Examination results	

Appendix IX: Research Budget

S/N	Item	UNIT	PRICE	TOTAL	REMARKS
1.	Paper Reams	10	13000/=	130,000/=	
2.	Typing and Printing	400	1000/=	400,000/=	
3.	Scaning	100	1500/=	150,000/-	
4.	Photocopying	400	100/=	40,000/=	
5.	Transport From Chunya to Mbeya	12	10,000/=	120,000/=	
6.	Transport from Mbeya to Dar es Salaam	8	40,000/=	320,000/=	
7.	Transport From Dar to Kilimanaro	2	25,000/=	50,000/=	
8.	Accomodation to Mbeya	10	50,000/=	500,000/=	
9.	Accomodation to Dar es Salaam	30	60,000/=	1,800,000/=	
10.	Accomodation To Kilimanjaro	10	60,000/=	600,000/=	
11.	Purchase of Laptop Computer	1	1,500,000/=	1,500,000/=	
12.	Purchase of Tape Recoder	1	250,000/=	250,000/=	
	Total			6,860,000/=	

Appendix X: Research Clearance Letter**THE OPEN UNIVERSITY OF TANZANIA*****DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES***

P.O. Box 23409 Fax: 255-22-2668759
Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445
ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

02/08/2012

TO WHOM IT MAY CONCERN**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staffs and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr Tuyagaje Solo Kalinga** a Masters student at the Open University of Tanzania with Reg. No. HD/E/058/T.10. By this letter **Mr Tuyagaje Solo Kalinga** has been granted clearance to conduct research in the country. The title of his research is “**Causes of Dropout in Secondary School in Tanzania: A Case Study of Mbeya, Dar es Salaam and Kilimanjaro Regions**”. The research will be conducted in Mbeya, Kilimanjaro and Dar es Salaam regions.

The period which this permission has been granted is from 03/08/2012 to 30/10/2012.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic)

The Open University of Tanzania

P.O. Box 23409

Dar es Salaam

Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof S. Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

The United Republic of Tanzania
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

DAR ES SALAAM REGION

Phone Number: 2860081/2863716
In reply please quote:



REGIONAL COMMISSIONER'S OFFICE,
P.O. Box. 5429,
DAR ES SALAAM

24/09/2012

Reg. No. FA.282/293/01E/

District Administrative Secretary,
KINONDONI
.....
DAR ES SALAAM.

RE: RESEARCH PERMIT

Pro/Dr./Mr./Mrs./Ms/Miss: Solo W. Twayage is
a researcher from OPEN UNIVERSITY OF TANZANIA
he / she has been permitted to undertake a field work research on
" DROPOUT OF STUDENT IN SECONDARY SCHOOLS
in Dar es Salaam", case study Kinondoni/Ilala/Temeke
District from 25/09....., 2012 to 07/10....., 2012.

I kindly request your good assistance to enable him/ her to
complete his / her research .

B. Shayo

For: Regional Administrative Secretary
DAR ES SALAAM

Copy: Municipal Director
Kinondoni, ILALA
DAR ES SALAAM

Principal/ Vice Chancellor
.....

**THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

MBEYA REGION
TELEGRAM: "REGCOM"
Telephone No: 025-2504045
Fax No.025-2504243/4462



REGIONAL COMMISSINER'S OFFICER
P.O. Box 754,
MBEYA.

In reply please quote:

Ref. No. DA.75/228/01/18

3 AUGUST, 2012

District Administrative Secretary,
Mbeya District,
P.O. Box 599,
MBEYA.

**RE: PERMISSION TO CONDUCT RESEARCH TITLED " CAUSES OF
DROP - OUT OF STUDENTS IN SECONDARY SCHOOLS"**

The above heading is hereby referred. Reference is also made from Open University letter without reference number dated 2/08/2012. The letter introduced us Mr. Solo K. Tuyagaje, a master student of the Open University of Tanzania. The student wishes to conduct research on that topic within Mbeya District . The duration of research is, August 2012 to September, 2012.

By this letter, I humbly inform you that permission to conduct research within District is granted.

Hoping to cooperate with him while conducting his research.

Yours sincerely,

Mpogole, P.J
**FOR: REGIONAL EDUCATION OFFICER
MBEYA**

Copy: Regional Administrative Secretary
MBEYA. – (See in the file cover.)

: Solo K. Tuyagaje,
P.O.BOX 18,
CHUNYA.

**THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

MBEYA REGION
TELEGRAM: "REGCOM"
Telephone No: 025-2504045
Fax No.025-2504243/4462



REGIONAL COMMISSINER'S OFFICER
P.O. Box 754,
MBEYA.

In reply please quote:

Ref. No. DA.75/228/01/18

3 AUGUST, 2012

District Administrative Secretary,
Mbeya District,
P.O. Box 599,
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MBEYA**

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MBEYA. – (See in the file cover.)

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P.O.BOX 18,
CHUNYA.

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PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

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Telephone No: 025-2504045
Fax No.025-2504243/4462



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P.O. Box 754,
MBEYA.

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District Administrative Secretary,
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MBEYA**

Copy: Regional Administrative Secretary
MBEYA. – (See in the file cover.)

: Solo K. Tuyagaje,
P.O.BOX 18,
CHUNYA.

**THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

MBEYA REGION
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Telephone No: 025-2504045
Fax No.025-2504243/4462



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P.O. Box 754,
MBEYA.

In reply please quote:

Ref. No. DA.75/228/01/18

3 AUGUST, 2012

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Mpogole, P.J
**FOR: REGIONAL EDUCATION OFFICER
MBEYA**

Copy: Regional Administrative Secretary
MBEYA. – (See in the file cover.)

: Solo K. Tuyagaje,
P.O.BOX 18,
CHUNYA.

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA KILIMANJARO
Anwani ya Simu: REGCOM KILIMANJARO
Simu Na. Moshi 027-2754236/7, 027-2752184
E-mail raskilimanjaro@pmoralg.go.tz
Fax Na. 027-2753248, 027-2751381
Unapojibu tafadhali taja



OFISI YA MKUU WA MKOA
S.L.P. 3070,
MOSHI

Kumb.Na. FA.228/276/03/60

8 Oktoba, 2012

Katibu Tawala Wilaya,
MOSHI.

**Yah: KIBALI CHA KUFANYA UTAFITI KWA AJILI YA BWANA
SOLO K. TUYAGAJE**

Mtajwa hapo juu ni mwanafunzi wa Chuo Kikuu Huria tawi la Mbeya katika kozi ya Shahada ya pili ya Elimu.

Kwa sasa yupo hapa mkoani kwetu akifanya utafiti kuhusu sababu zinazosababisha mdondoko wa wanafunzi katika shule za Sekondari.

Utafiti wake ataufanya katika shule sita (6), 2 za serikali, 2 za jumuiya yaani kata na 2 za binafsi ambazo atazichagua.

Serikali ya mkoa imempatia kibali cha kufanya utafiti huo katika wilaya yako kuanzia tarehe 8/10/2012 hadi tarehe 8/1/2013.

Nashukuru kwa ushirikiano wako.

Kawina K. Kawina
kny **KATIBU TAWALA MKOA
KILIMANJARO**

**Kny, KATIBU TAWALA WA MKOA
KILIMANJARO**

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

MKOA WA KILIMANJARO:

Simu ya upepo: ADMIN MOSHI

Simu: 027-2752211

Fax: 027-2752184

E-Mail:

raskilimanjaro@yahoo.co.uk

Kwa Kujibu Taja:- E.10/29/VII/41



OFISI YA MKUU WA WILAYA,
S.L.P. 3042,
MOSHI.

08/10/2012

Mkurugenzi wa Manispaa,
Halmashauri ya Manispaa,
MOSHI.

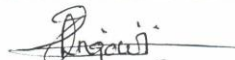
Mkurugenzi Mtendaji,
Halmashauri ya Wilaya,
S.L.P. 3003,
MOSHI.

YAH: KIBALI CHA KUFANYA UTAFITI KWA AJILI YA BW. SOLO K. TUYAGAJE

Kichwa cha habari chahusika.

Mtajwa hapo juu ni Mwanachuo wa **Chuo Kikuu Huria** tawi la Mbeya, na ameruhusiwa kufanya Utafiti unaohusu **Sababu zinazosababisha mdondoko wa Wanafunzi katika Shule za Sekondari**, Utafiti wake atafanya katika shule saba (7) ambazo ni Old Moshi Sekondari, Majengo Sekondari, St. Magreth Sekondari, Kiusa Sekondari, Langasani Sekondari na Moshi TPC Sekondari, ambazo zipi katika Halmashauri zenu. Utafiti huu ataanza kuanzia tarehe **08/10/2012** hadi **08/01/2013**.

Tafadhali aruhusiwe na apewe ushirikiano ili aweze kukamilisha utafiti wake.


E. Ngowi

**Kny: KATIBU TAWALA WILAYA
MOSHI**

Nakala:- Mkuu wa Chuo,
Chuo Kikuu Huria,
S. L. P. 23409,
DAR ES SALAAM.

✓ Bw. Solo K. Tuyagaje,
Chuo Kikuu Huria – **MBEYA**

The United Republic of Tanzania
Prime Ministers' Office

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

ILALA DISTRICT

Phone Address:

Phone No: 2203185/2203182

In reply quote:

Ref. No: AB. 65/206/02/119



DISTRICT COMMISSIONER'S OFFICE

ILALA DISTRICT

P. O. Box 15486,

DAR ES SALAAM

27th September, 2012

Municipal Director,
P. O. Box 20950,
ILALA - D'SALAAM.

RE: RESEARCH PERMIT

Mr. Solo K. Tuyagaje is a researcher from Open University of Tanzania, who has been permitted to undertake a field work research on "**Dropout of Student in Secondary Schools:**" in Dar es Salaam. Case study Ilala District from 25 October, 2012 to 07 October, 2012.

Therefore, you are asked to give the said researchers necessary assistances and Cooperation.

J. J. Ngonyani

District Administrative Secretary

DISTRICT ADMINISTRATIVE
ILALA
SECRETARY
ILALA

Copy: Mr. Solo K. Tuyagaje,
Open University of Tanzania

Principal/Vice Chancellor,
Open University of Tanzania

HALMASHAURI YA MANISPAA YA ILALA

BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

S.L.P. Na. 20950
SIMU NA. 2128800
2128805
FAX NO. 212148



Ofisi ya Mkurugenzi
Manispaa Ilala

KUMB. NA. IMC/AR.6/7**01/10/2012**

Wakuu wa shule,
Shule za Sekondari Kisutu, Jangwani,
Azania na Tambaza,
Halmashauri ya Manispaa ya Ilala.

YAH: KUMTAMBULISHA NDUGU SOLO K. TUYAGAJE

Tumepokea barua toka Chuo Kikuu Huria cha Tanzania yenye Kumb. Na. AB.65/206/02/119 ya tarehe 27 Septemba, 2012 kuhusu somo tajwa hapo juu.

Halmashauri ya Manispaa ya Ilala imemruhusu mtafiti ndugu **Solo K. Tuyagaje** kufanya utafiti juu ya "**Dropout of Student in Secondary Schools**". Utafiti huo utafanyika kuanzia 25 Septemba, 2012 hadi Oktoba, 2012.

Tafadhali mumpokee na mumpatie taarifa anazozihitaji.

Nawatakia kazi njema,

R. Muna

Kny: **MKURUGENZI WA MANISPAA
HALMASHAURI YA MANISPAA YA ILALA.**