

**CAUSES AND IMPACTS OF THE INCREASE IN DROPOUT
AMONG THE MALE STUDENTS IN PRIMARY SCHOOLS IN
MULEBA DISTRICT IN KAGERA REGION, TANZANIA.**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION – ADMINISTRATION, PLANNING AND POLICY
STUDIES OF THE OPEN UNIVERSITY OF TANZANIA**

2013

CERTIFICATION

The undersigned certifies that, he/she has read this dissertation entitled “Causes and impacts of the increase in dropout among the male student in primary schools in Muleba District in Kagera Region, Tanzania”, and does hereby recommend for acceptance by the University in partial fulfilment of the requirement for the degree of Master of Education of the Open University of Tanzania.

.....

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Supervisor

Date.....

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I, **Annamary Hamis Kiobya**, do hereby declare to the Senate of the Open University of Tanzania that this dissertation is a result of my original work and has never been submitted for a degree award at any other University.

Signature.....

Date.....

DEDICATION

This dissertation is dedicated to all those male students who failed to complete their primary school education, but in this study shared their views. I hope those who are currently at risk but are still enrolled in primary education will continue to be steadfast and not give up for the prize is given to him that endures the race, not to him who finishes first.

ACKNOWLEDGEMENTS

This dissertation report could not have been what it is today without the support received from several institutions and some particular individuals who contributed in one way or another towards completion of this research. May I express my sincere gratitude and appreciation to the Open University of Tanzania for accepting my proposal which culminated to this dissertation.

I am extremely indebted to my supervisor Prof. Emmanuel Babyegeya for his tutorials, guidance and competent assistance that led to the production of this dissertation. I am also grateful to Regional and District Administrative Secretary offices, District and Ward Education Officers for helpful in facilitating access to schools, and in providing me with insights into local education issues. However my greatest debt is to the Head teachers, academic teachers, teachers and pupils in the schools I visited, who welcomed me so warmly, and responded to my numerous queries with such good grace. School droppers and their parents/ guardians are also acknowledged.

I would like to extend my utmost thanks to my family members for their total support and understanding particularly my husband Engineer Maxmillian Kaijahabi Kabairuka. I further recognize with gratitude all contributions from my children particularly Atulinda, Asimwe, Karungi, Byera and Alex. Lastly, I also extend my sincere appreciation to my parents who missed this dissertation; they were the one who make me as I'm. Thanks to all.

ABSTRACT

The study endeavoured to find out the reasons behind the increase in dropout among the male students in primary schools in Muleba District. It also sought to find out its impact to the community development. The rationale of this study is the researchers' beliefs on the idea that keeping boys in school means more peace, thus community development. Six primary schools with high dropout rates were examined. Both qualitative and quantitative methods were used in data collection, these included interviews, questionnaires, observations, field notes and documents.

It was found that male students dropout is a common phenomenon in the wards studied. Findings also showed that, the increase in dropout among the male students in primary school in this area is due to poverty, superstition beliefs and illiteracy connected reasons. Also the ignorance of the local authority (the District Council) to realise the problem of boy students' dropout, indiscipline behaviour demonstrated by older boy pupils and the effect of insufficient number of teachers and poor school environment was another factor for increase of boys' dropout. As a result the community is experiencing stagnant or declining economy and social development.

The study recommends adult education programmes and campaigns which will educate communities on the importance of education for children of both sexes. Furthermore, local authorities should lay out strategies for boys' care as it is currently doing for girls and improve school environment. Moreover, parents should be responsible for their families and that, retaining boy students in school must be given an equal priority as it is in the case of admission.

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LIST OF ABBREVIATIONS:

EFA = Education for all

MDG = Millennium development goals

SPSS: Statistical Package for social science

IMF: International Monetary Fund

IDA: International Development Association

UN: United Nation

ETP: Education and Training Policy

PEDP: Primary Education Development Programme

BEST: Basic Education Statistics of Tanzania

NER: Net Enrolment Rate

GER: Gross Enrolment Rate

STD: Standard

UIS: UNESCO Institute of Statistics

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction and Background to the Study

Dropout in this research is defined as the breaking off from schooling for the rest of the term – without a final certification, death and changing school excluded. Taken word-for-word dropout characterizes those people who fall outside the usual parameters given by society. They no longer belong to those acting inside the usual parameters. On the one hand dropout indicates an action, the falling outside; on the other hand it also indicates the persons, who fall outside the usual parameters. They become outsiders of the system. In this study the researcher mean education system.

Education is the finest way to attain self reliance and economic growth and development. Primary education prepares children to participate fully in the social, political and economic well being of the country. Universal access to primary education was one of the Millennium Development Goals (M.D.Gs) to be reached by 2015. However, in most developing countries high dropout rates in primary school is a major challenge to access and achievement of primary education. The perceived causes of dropout are complex and tend to vary for boys and girls.

Because of this problem, different countries have tried to execute different policies to eliminate it. One of the most widely heralded educational policy reforms has been the elimination of primary school fees in countries where pupils and parents have been responsible for such costs. Consistent with the goals of Education for All

(EFA), international organizations and national governments in many Sub-Saharan African countries have joined together to increase access to schooling by abolishing fees and other mandatory contributions. The logic for such a change in policy is clear, if the

cost of schooling is too high, poor parents will not send their children to school; therefore, the elimination of compulsory charges will lower the cost of education and increase the number of children in school. Indeed, several studies suggest that the recent elimination of school fees in East Africa is the reason for the rapid increase in primary school enrolment (Glowed & Zhao, 2005; International Monetary Fund and the International Development Association [IMF & IDA], 2001, 2004).

It is clear that the number of children enrolled in school has increased over time. Nevertheless, a significant proportion of children who start primary school are not completing this cycle. While the global out-of-school figure has declined over the past 15 years, falling from 105 million in 1990 to 71 million in 2000 and the data show that progress began to slow down in 2005 and has stagnated between 2008 and 2010, with the number remaining at 61 million (Pauline, 2013)

According to EFA Global Monitoring Report (2013), in sub-Saharan Africa, the number of out-of-school children of primary school age climbed from 29 million in 2008 to 31 million in 2010. Although enrolment in the region has risen, it has not kept pace with rapid population growth. Nigeria alone is a home to an estimated 10.5 million out-of-school children – 3.6 million more than in 2000, or 42% of the primary school-age population.

By contrast, countries in South and West Asia have made major gains over the past two decades, reducing their number of out-of-school children by two-thirds, from 39 million in 1990 to 13 million in 2010. In Tanzania, the survival to Grade 7, the final year of primary education, for 10 to 19 year olds, has increased steadily from 72.8 percent in 1991, 75.2 percent in 2004, to 82.1 percent in 2007. Although Tanzania have shown clear progress on average, issues around the links between social exclusion and dropout and completion rates from primary school still remain to be solved. When free schooling was introduced in

Uganda in 1997, primary school enrollment nearly doubled, from 3.4 to 5.7 million children, rising to 6.5 million by 1999. Also in Malawi the elimination of school fees in 1994 led to a 55 percent increase in enrollment. The addition of 1.2 million students overwhelmed the capacity of Malawi's schools and was followed several years later by drop-out rates that brought primary completion rates virtually back to where they had been. In Kenya in 2000, prior to FPE, the gross enrollment rate in primary school was 87%. However, the introduction of FPE led to a surge in enrollment, pushing the gross enrollment rate to just over 100% (World Bank, 2004). Yet despite the FPE related enrollment and access gains, other important barriers to access remain.

Generally, in the developing regions according to UNICEF and UIS (2010), the net enrolment rate for children of primary school age rose from 82 to 90 per cent between 1999 and 2010. In four developing regions for example (Northern Africa, Eastern Asia, Latin America and the Caribbean and South-Eastern Asia), at least 95 per cent of primary-age children were in school. More than half of all out-of-school children are in sub-Saharan Africa.

In 2010, 61 million children of primary school age were out of school (Pauline 2013). The report shows that more than half of them (33 million) were in sub-Saharan Africa and a further one fifth (13 Millions) in Southern Asia. In relative terms, 24 per cent of children of primary school age in sub-Saharan Africa and 7 per cent in Southern Asia were not in school. UIS (2007) shows that out-of-school youth tend to have limited opportunities to develop or maintain literacy skills, restricting their options in life and compounding the disadvantages they face on later. Lack of education is one of the many dimensions of poverty. Achieving universal primary education is not only a goal in itself but also a contributing factor to achieve other development goals, such as a reduced rate of HIV/AIDS, better resource management, lower poverty and inequality and sustained economic growth (Bruns et al, 2003).

The UN's 2013 Millennium Development Goal report highlights the gains made so far in achieving the MDGs, but also describes the major challenges that remain. As the report notes, the world is not on track to reach the goal of universal primary education by 2015. It continues to show that, despite a significant reduction in the number of out-of-school children – from 102 million in 2000 to 57 million in 2011 – progress has slowed in the last few years and inequalities remain high (Pauline, 2013).

In Tanzania free and Universal Primary Education Policy has pre-occupied both citizens and politicians from the 1960s onwards. Different politicians promised free and Universal Primary Education once Tanzania gained its independence.

In 1990 United Nations declared Eight Millennium Development Goals in which the second goal was to achieve Universal Primary Education. The National target number three insists on ensuring that by 2015 all children to have access to and complete Free and Compulsory Primary Education. Free Primary Education Policy is also associated with Jomtein and Dakar conferences of 1990 and 2000 respectively, which set Education for All and Millennium Development Goals. Tanzania declared Free Education in 2001 to make effective the Education and Training Policy (E.T.P), Primary Education Development Programme (PEDP), Education for All (EFA) Policy as well as Millennium Development Goals (MDGs). Together with these, Tanzania is equally advocating the issue of gender balance.

Despite the fact that Primary Education is supposedly free in Tanzania, earlier studies have shown that there is still a problem of drop out students (Malekela and Ndeki-2001, Kisslinger-2006, IRING Africa report-2007, Ngodu-undated-MOEV and UNDP Report-

2010). Effective policies to improve school progression and reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved. Although children are starting primary school in greater numbers than ever before, the rate at which children drop out from school remains high in many low income countries where over half of the children who start primary school do not complete the full cycle of education (Lewin and Sabates-2011). In fact drop out among the primary school students emerges as a threat to achieve Education for All (EFA) Policy, Education and Training Policy (E.T.P), National target 3, National Vision 2025, Primary Development Programme (PEDP) as well as Millennium Development Goals. The Gross Enrolment Rate (GER) differs with the Net Enrolment Rate (NER) every academic year.

While Free Primary Education Policy aims at enabling all families to make their children complete primary education, regardless their gender or their socio-economic status, some children do not complete the primary education cycle, (UNDP Report-2010, Vavrus and Moshi- 2009). In fact the drop out is still a problem in Tanzania.

Findings from earlier studies show that in Tanzania, drop out among primary school students is caused by cultural, economical and social aspects (Hatib-1983; Mkoma-1987; Kadeghe-1988; Makame-1998; IRING Report-2007; Oketch and Rolleston-2007; Ngodu-undated; Mpango and Mushi-1998; Malekela and Ndeki-2001). Most of these studies concentrated on girls' drop out and put less emphasis on boys drop out. Thus, one might think that there is no drop out of boys in primary schools in Tanzania.

1.2: Statement of the Problem

Though primary education is supposedly free in Tanzania, experience has shown that there are still significant hindrances for accessing it. Free primary education is one of strategies

used by many governments in the developing world to improve access and completion of primary education of both girls and boys. Because of history, girls have been perceived as the disadvantaged and vulnerable group, making the governments and other stakeholders to put emphasis on girls' attendance and completion of primary education.

However, most of the studies show that dropout problem face both girls and boys. Furthermore, no significant gender differences can be seen in Tanzanian educational statistics at primary school level. Girls enroll in primary school at par with boys, boys drop out of school as frequently as girls do and as many girls as boys complete primary school, although there are regional disparities. Unfortunately, most studies show less interest (and almost quiet) on the male students dropout, the reasons of their increase in dropout and its impacts to community development and the society in general. Basing on the BEST (nationally), education data for the period between 1998 and 2009, total enrolment and completion of primary school cycle by sex show that there is a slight difference in enrolments as well as dropouts between girls and boys in primary school as shown in Table 1.1 below.

Table 1.1: Enrolled students in standard one and standard seven by sex, 1998-2009.

years	enrolled boys in std one	enrolled girls in std one	enrolled boys in std seven	enrolled girls in std seven	no of boys dropping out	no of girls dropping out	% of boys dropout
1998 - 2004	352630	340868	270069	265961	82561	74907	21.98
1999 - 2005	372396	365168	266535	254182	105861	110986	30.39
2000 - 2006	461915	435654	355639	342000	106276	93654	21.5
2001 - 2007	591509	549045	418966	397588	172543	151457	27.59
2002 - 2008	839483	792658	541231	524588	298252	268070	33.82
2003 - 2009	763044	718310	531511	528129	231533	190181	26.48

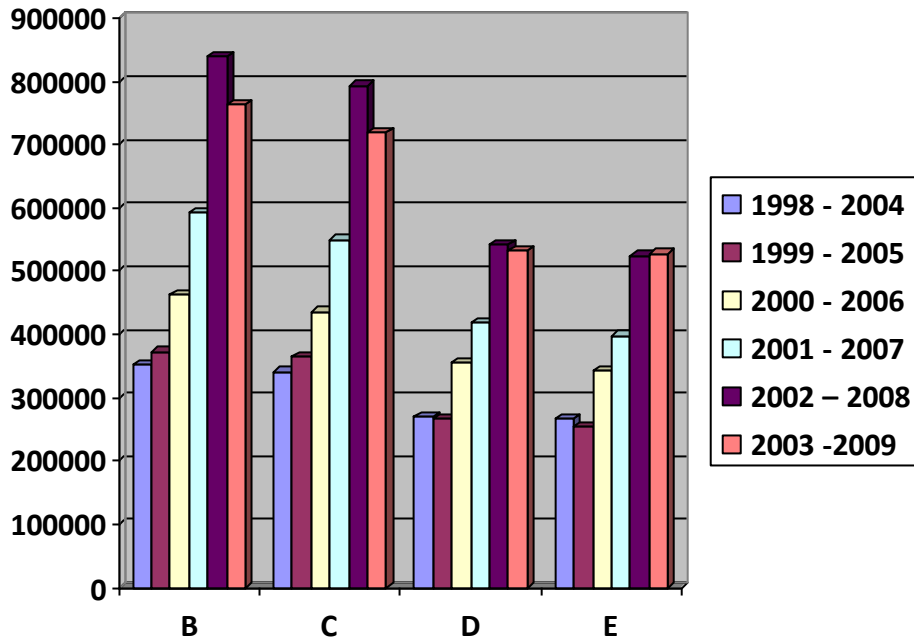


Fig 1.1: Enrolled students by sex.

Source: Headmaster's offices

Likewise, education data at regional level shows that, in Kagera Region the dropout exists and is increasing as Table 1.2 indicates.

Table 1.2: Students' dropout in Kagera Region between 2003 and 2009

YEAR	GRAND TOTAL OF BOYS DROPOUT	GRAND TOTAL OF GIRLS DROPOUT	TOTAL NUMBER (BOYS AND GIRLS)	% NO OF BOYS DROPOUT	% NO OF GIRLS DROPOUT
2003	2544	2311	4855	52.4	47.6
2005	3194	2524	5718	55.86	44.14
2007	4481	4136	8617	52.0	48
2008	4482	3763	8245	54.3	45.6
2009	4425	3877	8302	53.3	46.7

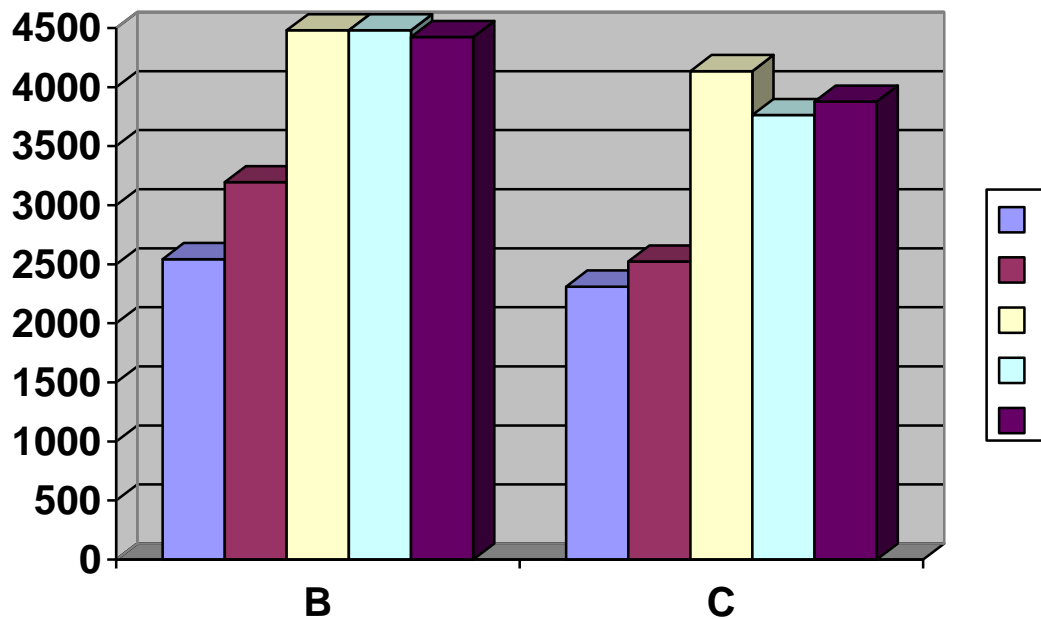


Fig 1.2: Enrolment in Kagera Region

Source: Best Kagera Region 2003 – 2009

According to data in Tables 1.1 and 1.2 and in Figures 1.1 and 1.2 of educational national and regional data collected between 1998 and 2009 the increase in the rate of dropout among primary schoolboys are quite obvious. As such, this study aimed at investigating the reasons of the increasing rate of dropout of male students and its impact the community development.

1.3 The Purpose of the Study

This study investigated the reasons behind the increasing rate of male dropout and its impact on community development

1.4 The Objectives of the Study

The objectives that lead this study are as follows:

- i) To assess and analyse the causes of the increased male students dropout in primary schools in Muleba district.
- ii) To examine the impact of male students' dropout on community development in Muleba district.

1.5 Research Questions

To fulfil the above stated objectives, the following questions guided the data collection process:

1. What are the causes of increase in dropout of boys in primary schools in Muleba District? This question guided the researcher to look for data which will show various reasons behind males' dropout in Muleba district.
2. What are the impacts of dropout among the male to their community in Muleba District?

Since education at any level affects the beneficiaries as well as community they come from, it was assumed that dropping out of the school system will affect both, the dropouts as well as the community they come from. As such, the researcher was interested to study how community is negatively affected by boys not completing the primary school cycle.

1.6 Scope of the Study

This study was conducted among five selected schools in Muleba District, Kagera Region. The study was conducted between March and August 2012. The period that was studied was between 2001 and 2010. Participants in this study included head teachers from selected schools, schools' academic coordinators and students from each school. The study also involved boy dropouts and their parents. Also, the District Education Officer

and Ward Education Coordinators were included in the sample. Specifically the researcher has investigated the reasons behind the increase of boys' dropout in Muleba District and how this increase in boys' dropout is negatively affecting developments of communities in the area of study.

1.7 Significance of the Study

There has been much research on the dropout rate, statistics associated with the rate, and many explorations on why students do not complete schools. This study offers the reasons of why the rate of boy's dropout at primary schools is on increase and the impact of this problem to community development.

- From this research, one may gain more insight and knowledge of the reasons that make an increase in dropout among the boys in primary schools and its effect to communities. This will assist policy makers in education to look for appropriate measures to curb the problem and improve completion rate of boys.
- By knowing the impact of boys' dropout to their communities, the local authority and village governments may assist schools to ensure that boys are not curtailing their studies by putting in ways of assisting boys to complete primary schools and minimising out-of-school factors that encourage dropout of boys.
- On the other hand, findings from this study may help schools to improve their learning environment so that boy students are motivated to stay in school for the entire period one has supposed to study.
- Scholarly, the study is significant because the findings add on data that already exists on dropouts in pursuit of strategies to keep students in school. The ultimate significance of this study hinges on the ultimate goal of education which is to improve perception and conception of learners to their environment. This cannot

happen if some students become dropouts. Keeping students in school and reducing the dropout rate are two concerns in education today.

Thus this study will be useful to policy makers in reviewing the education and training policy; to educational planners in formulating strategies which will address the problem of boys' drop out and, at the same time, stimulates other studies on the improvement of attendance of boys in school.

1.8 Definition of Terms

i. The school community

In this study the school community included, students, teachers, members of the surrounding community and social institutions and association surrounding the school.

ii. Dropouts or droppers

Are those who enrolled in primary schools but could not complete the primary school cycle.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This is a chapter reviews the literature related to dropout of students from schools. Specifically the review is centred on the causes of dropout in primary schools globally, regionally as well as nationally. These factors are associated with the individual, such as poor health or under-nutrition and children's school motivation. Others emerge from children's household situations such as child labour and poverty. School level factors also play a role in increasing pressures to drop out such as teacher's absenteeism, school location and poor quality educational provision. The nature of educational provision at the community level e.g. type of school, level of community support generates conditions that can ultimately have an impact on the likelihood of children dropping out from school. Both demand and supply driven factors play a role in the process of school dropout.

2.2 The Magnitude of School Dropout globally

According to UIS Report (2010) a total of 67 million primary school-age children were out of school in 2008. Some 43 per cent of out-of-school children live in sub-Saharan Africa and another 27 per cent in South and West Asia. More than 30 million live in only 15 countries. There is a growing concern that the pace of progress towards universal primary education has been slowing over the last several years and that school retention was harder to maintain.

According to Ngodu (2010), a total of 67 million primary school age children were out of school in 2008. That, some 43% of them live in Sub-Saharan Africa, and another 27% in South and West Asia. He further points out about seven reasons which cause dropout in primary schools in 2009. They include truancy (69.5%), pregnancy (4.5%), death (5.4%),

illness (2%), parents/guardian illness (0.9%), lack of school needs (4.4%) and unidentified reasons accounts for 13.2% of the dropouts. While the report talks on the vulnerability of girls, it is quiet on boys despite the fact that pregnancy causes only 4.5% of dropout compared to 69.5% caused by truancy of which the majority are boys.

Therefore the problem of dropouts is rampant not to developing countries only but even in the developed world. This problem of male students' dropout is less documented in developing countries but more documented and researched in Western countries and North America. In these countries, the problem of dropout is a common phenomenon to secondary school boys and absent to primary school boys. Williams (2010) in his study entitled, "Understanding the raising boy" argues that the culture of schools, in the United States of America, especially for young children, is much more feminine than masculine.

This is because the majority of teachers in preparatory and primary schools are exclusively females. He demonstrated that most of these female teachers find those boys' interests in violence, gross things, and bodily functions to be boring or stupid and he cautioned that most of these female teachers have what he called 'internal prejudices' against these interests and make them not to take care of boys as it is to girl student. To him, this is one of the causes of later dropout of boys especially when they reach the teenage. He advised each female teacher to ask herself, just as a male teachers used to ask themselves in the '70s, 'In what ways am I being sexist in my treatment of girls?' we now have to ask, 'In what ways are we disapproving of boys' interests in our classrooms?

Further studies in America indicate that school boys are disadvantaged if compared to girls. The National Centre for Educational Statistics and the US Department of Education illustrate four areas in which boys are disadvantaged. One of these areas is higher dropout rates as the following finding shows (Williams, 2010); 'Boys are 30 percent more likely

than girls to flunk or drop out of school; When it comes to grades and homework, girls outperform boys in elementary, secondary, high school, college, and even graduate school; Boys are four to five times more likely than girls to be diagnosed with Attention Deficit Hyperactivity Disorder (ADHD); Boys make up two-thirds of the students in special education and are five times more likely to be classified as hyperactive'. Williams (2010) concludes that young people who don't complete high school face many more problems in later life than do people who graduate.

As it is in the USA, dropout in Netherland is experienced at secondary and college levels. The difference is that, while in the US it is on the rise, in the Netherland, its declining. The Nederlands Jeugd Instituut (2010) reports that the number of school drop-outs at the age of 15 until 25 years without starting qualifications has decreased in the last ten years. In 2009, nine percent (9%) of all youths dropped out of school without starting entering colleges, while in 2001 this was still 15 percent. The report further indicates that boys drop out of school more often than girls.

A study by Liu (2004) in China found that the majority of parents were indifferent about their children dropping out from school and left the schooling decision to the child, particularly for older children. Liu (2004) suggested that parents do not want to be blamed by the child for not continuing in education, particularly at junior secondary level. Furthermore, there may be some gendered dimensions to the links between parental education and children's drop out with differential effects for boys and girls (Connelly and Zheng, 2003). For girls, the risk of becoming pregnant, and hence potentially dropping out of school, declines significantly as the educational attainment of the household head increases (Grant and Hallman, 2006).

In Bangladesh for example, the study conducted show that, repetition and drop out are two barriers to universalising access to primary education, (Sabate et al, 2010). It is said that, in Bangladesh although entry into Grade 1 has reached near universal levels the primary school completion rate has remained around 60 percent since 2000 (World Bank, 2009).

In Jamaica, Jha & Kelleher (2011) point out that the Jamaican boys were increasingly underachieving in secondary and tertiary education to the extent of forming a project that was focusing on schoolboys. The project aimed at reducing poor attendance and performance of boys and addressing the boys' violent and anti-social behaviour. Explaining more on the declining trend of boys' participation, Jyotsna and Fatimah says that boys' participation in secondary schooling in 2002 to 2003 fell slightly to 74 percent, three percent less than that of girls. Boys were more than twice as likely as girls to repeat school. In 2005, statistics also showed girls were clearly outperforming boys. At tertiary level, young women were twice as likely as young men to enter tertiary education in 2002 to 2003. Many young boys lacked self esteem and developed a sense of worthlessness stemming from their culture and environment. It is from this scenario, the government and other non-governmental organisations are trying to rebuild the image of boy child in schools. Furthermore, around 15 to 20 percent of Roma children in Bulgaria and 30 percent in Romania do not continue in school post Grade 4 in primary school (UNESCO, 2010). Also poor indigenous girls in Guatemala are far more likely to drop out than non-poor, non-indigenous girls (UNESCO, 2010).

2.3. Dropout from Schools in Developing Countries

In almost all developing countries, school dropout or low completion rates have been a subject of interest to academics, researchers, and policy makers for a long time. There are

many factors associated with the process of dropping out from school. Some of these factors belong to the individual child, such as poor health, under-nutrition or lack of motivation to learn (Hunt, 2008). Ill health resulting from diseases and poor nutrition affects students in lower classes by starting to be absent and later, to drop out of school. Some of these students die before they complete the primary school cycle. Apart from poor health, there are some students who drop out because they and their parents are not motivated to go to school. It is these students once admitted they look for any excuse to move out of school. Some pretend to have no fees or any other contributions required for students to contribute. Some students, in collaboration to their parents change location to avoid school.

Another important factor that is often related to drop out is parental education level, (Chowdhury *et al.*, 2002; Nath *et al.*, 2008). Parents with low levels of education are more likely to have children who do not attend school. If they do, they tend to drop out in greater numbers (Brown and Park, 2002) and engage in more income generating activities than children of parents with high levels of education (Duryea, 2003; Ersado, 2005). Generally, the main Out-of-school reason for leaving primary school is financial. Studies have shown that poverty is the main reason forcing children out of school. Low income household cannot afford to pay for books, uniforms, and other school related expenses. The main in-school factor contributing to dropping out is low learning achievement.

In Uganda, the problem of early school leaving appears similar, but it also has a more specific dimension. According to statistics from the Ministry of Education, the inability to pay school fees accounts for 62 percent of drop-outs. The second highest cause of drop-out is pregnancy and marriage, accounting for 11 percent. The highest drop-out rates occur at lower school levels (Republic of Uganda, Ministry of Education and Sports, 2005; see

also Mukama & Murindwa-Rutanga, 2004). UNESCO (2011) report, identified causes of drop out in developing countries as income poverty, exposure to child labour, conflict and natural disasters, migration and displacement, HIV and AIDS, disability, gender and ethnicity.

In the Southern part of Africa a study of adolescents in South Africa shows that household members who had experienced illness in the last three months were associated with a higher likelihood of dropping out from school for boys than for girls (Hunter and May, 2002). Furthermore, a study of HIV/AIDS affected families in Kenya show children's reduced chances of completing school from the affected families (Akunga et al, 2000). According to African women's report, it indicate that in nine countries (Cameroon, Egypt, Ethiopia, Ghana, Madagascar, Mozambique, South Africa, United Republic of Tanzania and Tunisia) the ratio of boys dropping out of school tends to be higher at the primary level than for girls.

Explaining the situation in Nigeria, Nzesylv (2009) starts by saying that it was strange the issue of boys becoming a disadvantageous group because of girl child education which is still un-surmounted and many NGO's are still registering solely to address gender disparity in school enrolment in Nigeria. He laments that nobody is taking note of a disturbing new trend; of the alarming decline in Boy child enrolment in schools especially in eastern parts of Nigeria. Without presenting data to support this scenario, Nzesylv concludes by saying that it is becoming even more worrying when the male population is increasingly dropping out of school.

2.4. Dropout in Tanzania

Traditionally in Tanzania and many developing countries, dropout of school is historical and was a result of combination of various factors. The factors included family economic

status (poverty) cultural beliefs and traditional economic activities and lack of role models in communities. While in some communities formal education was not valued, in other communities and families, poverty forced children from these families to drop. For example some students failed to continue with studies because they were unable to pay school fees.

In some parts, schools were very few and this provided a room for dropout, especially girls. Some students, with the assistance of parents opted to dropout so that they can be engaged in activities to raise money to make the family survive. Some students dropped out of school to work in plantations, mines and some as house boys and girls. In some communities there were no role models of successful educated individual to motivate other to schooling. The content of this pattern hasn't changed much although the form has changed (Mangengesa, 2011).

Causes of dropping out

This is Ministry of Education data on the number of dropouts by cause in Tanzanian secondary schools in 2009. The data does not provide definitions, nor does it say how it was collected. Truancy probably includes those kicked out for lack of school fees.

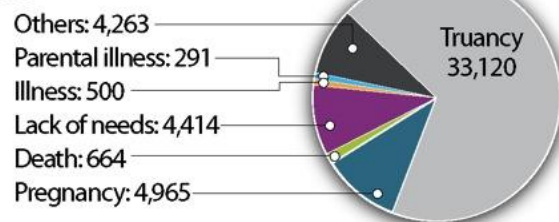


Figure 2.1: Causes of dropping out

Source: <http://lenana.net/blog/?p=207>

The findings of dropout in Tanzanian secondary schools by Lenana presented in Figure 2.1 resemble those collected by Ngodu (2010) in primary schools. The dropout in secondary schools in Tanzania which shows that 33,120 cases were caused by truancy as compared to 4,965 pregnancies in 2009 (Figure 2.1). Pregnancy remains to be the major cause of girls' dropout but still truancy remains the major course of dropouts and,

logically, boys are more truants than girls (Nzesylva, 2009). Although truancy, as a cause of dropout can be differently interpreted, it indicates students who start as truants and later stop coming to school as opposed to say pregnant girl who stop once and for all once discovered pregnant. He further discusses that most of secondary school dropouts occur at ordinary level and few cases at advanced level of secondary education.

It is clear that most of the literature indicates that dropout is now a big threat to achieving Education for All goals in Tanzania. It threatens the very fabric of education in terms of its structure, organisation 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 families with uneducated mothers, live in rural areas, and come from low income households (Mangengesa, 2011).

Despite the efforts undertaken by the government to improve the quality of primary education over the years, there has been a growing concern throughout the country that many pupils do not complete primary school. There are group cases of dropouts

such as truancy and early pregnancies of school girls which the government is working on.

In Tanzania, Rajani and Robinson (1999) reported a substantial increase in drop-out rates in the school year 1996/1997, especially in standards 5 and 6, increasing from 3.5 percent to 13.6 percent. Kaniki (2006) showed that the transition rate from primary to secondary school in rural areas remained below 40 percent between 1961 and 2003. He also pointed to the growing number of orphans due to HIV/AIDS, which caused an increase in dropout rates. Moreover, the role of guidance and counseling remains marginal in Tanzanian

schools, despite the fact that its importance is explicitly mentioned in the Tanzania Education and Training Policy of 1995 (TETP, Ministry of Education and Culture, 1995).

2.5. Family Problems

Another cause of dropout is the children's household situations such as child labour, migration and poverty (Alexander, 2008). There are some students who fail to complete the primary school cycle because of family's economic status. Some parents are so poor to afford even giving their children the minimal requirements for schooling such as the school uniform. Of course, such parents are not many but the big problem of poor families is using their children to raise the income of the family. Also, to such families the opportunity cost of sending the child to school is very high since they prefer their child to work on family's subsistence activities such as cultivation and rearing animals to contribute to family food and other necessary needs.

2.6. School Factors

Apart from factors emanating from families, schools also contributes to dropout of students. School level factors also play a role in increasing pressures to drop out such as teacher absenteeism, school location and poor quality educational provision (Alexander, 2008). The system of educational provision at the community level generates conditions that can ultimately have an impact on the likelihood of children dropping out from school.

Other studies show that, the causes of drop out include early marriages, home environment background and low income of the families, broken families, parents' death, poor performance, peer pressure and truancy (Scott - 1976, Kadeghe - 1988, Santrock - 1990 and Cooper - 1996).

On the other hand, Kisslinger, (2006), mentioned drop out as a serious problem in Kilimanjaro despite the increase of Net Enrolment Rate (NER). Ngodu (undated), explained drop out as threatened the fabric education in terms of its structure organization

and provision. Mpango and Mushi (1998) and Malekela and Ndeki (2001) identified traditional values biased to education of girls, failure on paying school expenses, socio economic status and unreliability of house hold income as contributing factors for students drop out.

On his side, Makame, (1998), identified overcrowded classes, fishing and agricultural activities and lack of qualified teachers as reasons for primary school dropout. Together with research conducted by Oketch and Rolleson (2007), drop out is still an alarming issue. Unfortunately almost all studies conducted in Tanzania and elsewhere, did not focus on the reasons of the increase of drop out among the male students in primary schools in Tanzania and its impact on the community development. While the BEST data (national wise as well as regional wise) shows increase, there is no finding done to identify the reasons behind that increase. A researcher finds it as a gap on those studies. If no effort is made to investigate and identify the reasons for the increase of drop out among primary school boys and its impact to the community development, the government may fail to fulfil MDGs Goal number two, EFA and the National target number three target, which insists on ensuring that by 2015 all children to have access to and complete Free and Compulsory Primary Education. Therefore, the researcher's interest is to study free primary education policy and the dropout among the boys in primary schools in Tanzania, by investigating the reasons behind the increase in drop out among the boys in primary schools in Muleba District as well as its impacts to the community development.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This study aimed at investigating the causes of increase in dropout among the male students in primary schools in Muleba district and its impact on community socioeconomic development. As such, it is an evaluation of causes and impact of male dropout at primary school level in Muleba District. The empirical data were collected during a field study in which six school communities were involved.

3.2 Area of Study

This study was conducted among six selected primary schools in Muleba District, Kagera Region. According to Kagera Profile, Muleba district is one of seven districts of Kagera region in Tanzania. It is the largest district with 27.4% of the total regional area. Geographical area covers an area of 3444 km of land and 7925 km of water and including 20 Islands in the lake. The district is mountainous with the north south running ranges parallel to Lake Victoria. This district is in lake shore and island zone, with plateaus and its small part found in lowland zone. It is bordered to the north by Bukoba rural district, to the south by the Biharamulo district, to the east by Lake Victoria and to the west by the Ngara and Karagwe districts.

According to the 2012 Tanzania National Census, the population of Muleba were 540310 people, with the largest number of population in Kagera Region. The district has 229 primary schools whereby 221 are government schools and eight are private schools (Muleba District Executive Director's Office). Both physical access rates to school and literacy rates in Muleba are roughly equal to the regional average. Less than a quarter of students complain about their schools which is much less than in Kagera as a whole. The

pattern of complaints is typical of the region as a whole, with lack of teachers, books, and supplies being most common causes for discontent. There are tourist attractions found in this district which are Biharamulo Game Reserve, Burigi Game Reserve, Ibanganga Game Reserve and Rumanyika Game Reserve.

Despite the fact that Muleba has the largest area with almost all economic and social attractions and chances, still Kagera profile shows that this District is the one which has the highest poverty rate compared to others, gross enrolment rate being the lowest in the region, the worst health facilities are observed there with reported household deterioration in economic both community and households compared to other districts.

Nearly a quarter of the poor households in Kagera Rural are located here. It is characterized by a large proportion of female headed households compared to other districts. It is one of the productive districts and the major producer of banana, maize, rice, beans, groundnuts and coffee.

Therefore, the district is wealthy in all aspects benefiting from water bodies (fishing and transportation industry), agricultural activities, mining, game reserves together with the free education policy. All of these are things which make Muleba unique compared to other district in Kagera Region, thus raised interest of researcher to make investigation on the reasons which lead to the increase on dropout of male students in primary school in this district despite the wealthy they are.

3.3 Research Approach

The study was cross-sectional and used a mixed-method approach, including qualitative and quantitative approaches. Qualitative approach provided qualitative data and quantitative approach provided quantitative data. Both qualitative and quantitative data

have strengths and weaknesses, though when integrated into a single analysis, they can complement and inform each other, providing a more complete picture than if analyzed separately.

Although these methods are not always interchangeable, each method can be strengthened by using the intrinsic qualities of the other. Thus, for most researchers, the issue is how to tap the potential of each method rather than determining which is better or more important. In several other studies where qualitative and quantitative data are integrated, the former is used to set hypotheses, which are then tested by the latter (Rao, 1998; Temu and Due, 2000).

In this study, the qualitative component was designed to be exploratory. It was used to collect information from various categories of respondents on what factors contribute to the increase on dropouts among the male students in primary schools and its impact on community development. Qualitative methods according to Creswell (1994) are multi-method in focus; involving an interpretative and naturalistic approach to its subject matter therefore it helped in investigating the perceptions and experiences of the schools, continuing and dropper students, parents/guardians and the education administrators regarding male dropouts. These testimonies are crucial in providing information that could not be captured by quantitative instruments and in explaining the numbers in quantitative data, which was collected from various respondents.

The quantitative dimension of the research was designed to show the number of dropouts by employed existing schools statistical data (records and documents) on enrolments in two grades (in standard one and seven), this helped in identifying the rate of dropouts during this period. Creswell (1994) on his side pointed out how quantitative methods help

to show different facts that are connected with the nature of the status of the current problem or condition as it happens at the time of the study.

3.4 Research Design

In this study, case study design was exploited. According to Gerring, (2007), the case study is an intensive study of a single unit or a small number of units (the cases) for the purpose of understanding a larger class of similar units (the population of cases). Case study generates knowledge applicable to other cases than its own and is neither qualitative nor quantitative. Case study design was exploited in this study due to the fact that, it make possible and easier for researcher to present data collected from multiple methods than when she would use other research design. Also it provided rich data as it gives the researcher indepth insights into participants' lived experiences on why boys are dropping before they complete primary education and its impact to the community development.

Not only that, but also it offered a more complete picture of dropouts and why is it increasing, thus more detailed information is obtained than what could be available through other methods such as survey. Furthermore, through case study the researcher was able to close examine data within a specific context and the data obtained were possible to be examined in micro-level. These detailed qualitative accounts obtained in using case study design not only help to explore or describe the data in real life environment, but also help to explain the complexities of real life situation which may not be captured through experimental or survey. Marshall and Rossman (2006) pointed out that, in case studies the researcher may use a combination of methods. In this study, in-depth interviews, participant observation, and document collection were used. According to Marshall and Rossman (2006), a study that seeks to focus on studying a phenomenon typically depends

and uses an in-depth interview strategy where the main focus is to capture an understanding of the phenomenon in the words of the participant or participants.

Stake (2000) identifies three types of studies that may be termed as case studies. They include the intrinsic, instrumental, and the collective. Stake adds that the intrinsic type focus is to understand the conditions and variables associated with one particular case (such as an individual who may be having problems succeeding or graduating) while the instrumental case study seeks to understand the conditions associated with a particular issue (such as why students from a particular school may have a problem succeeding or graduating). Stake (2000) adds that the instrumental case becomes a collective case study when the researcher is looking at several cases (for example, several schools that may be having the problem with students succeeding or success with students graduating) and the process lends itself to the point that the researcher is studying the suggested phenomenon. This research, then, was a collective case study on the causes of increasing rates in male student's dropouts and its impact to community development.

3.5 Population of the Study

According to White (2005:113), "a population can be described as all possible elements that can be included in the research; it can be people or TV programmes, or curricula or anything that is investigated as focus of the research project". Therefore the population of this study was the school communities in Muleba district which involved the local communities for 229 schools in the district with an enrolment of 50,512 boys and 51,808 girls, teachers, continuing students, droppers and their parents/guardians, the District and ward education officers. The main reason behind choosing the school community is that dropouts occur in the school environment, thus school community is directly involved. School community members provided the most reliable information on dropout in their

schools. Each category sampled has an influence in providing reliable information concerning the increase in dropout among the male students and its impact on community development in the case communities.

3.6 Population Sample and Sampling Procedure

The population sample comprised six primary schools as case studies namely; Kiga, Nyabule, Kiziramuyaga, Ruteme, Bugara and Kyota Primary Schools. Purposeful sampling was done to select six schools among 229 primary schools found in this district, whereby these schools were identified as among the schools with the problem of high dropout (DED's Office), six head of schools, six academic Masters/mistresses, two Ward Education Officers where these primary schools are found and Muleba District Education Officer. With the help from the headmaster's offices ninety standard five to standard seven students were selected randomly. Names of the selected students were obtained from school registers. Ten dropout students and their parents/guardians participated in this study were obtained as result of snowball sampling. Snowball sampling is useful for studying hard to reach populations (Goodman, 1961; Russell, 2002). Each participant verbally consented to participate in the study. Data collected were used for simple statistical, interpretation and determination of relation between different variables (Maxwell, 2010).

3.7 Data Collection Techniques

Various studies have used different methods to analyse issues of dropouts. The methods range from econometric estimations (e.g. Cooksey *et al.*, 1998, Blundel *et al.*, 1999) through correlation analysis to simple descriptive statistics. This study involved several data collection methods; both quantitative and qualitative data were collected. Quantitative data was obtained through questionnaires and existing school records while qualitative

technique was utilized for collection of data through key informants' discussion through interviews and researchers' observations. The application of more than one instrument in data collection was useful in the sense that it provided checks and balances as regards to shortfalls characterized by each of the data gathering instrument. This idea was supported by Glesne (2006), Marshall and Rossman (2006), Kahn and Cannell (1957) and Patton (2002). Data were gathered from both secondary and primary sources. Quantitative and primary data were gathered using questionnaires while qualitative data was being collected by direct observation and face to face interviews. Secondary data obtained from existing information/study, published and unpublished reports. This included different reports from Muleba District education office, School records and attendance registers, research reports from various institutions and non-governmental organizations dealing with education.

Through interview, the researcher explored a few selected topics to help uncover the participants' views while maintaining trust and freedom so that the participants could respond without guided directions or leading the interviewee to respond in certain ways. The researcher interviewed and investigated the perceptions and experiences of the school community, that have high dropout rates in an effort to search for similar and contrasting themes and indicators that could be identified to explain the phenomenon of increasing rates in male students dropouts and its impact to that community development.

3.8 Validation of Instruments and Data

The instruments are said to be valid if they are accurate and actually measure what are intended to measurements. The method which was used to validate data collection instruments in this study were trying them out. Before going to the field, questionnaires,

and interview questions were administered to some members in schools to check if they are bringing about the required information. After this tryout, instruments were improved to remove weaknesses that were identified. Also, experts were consulted to check if instruments were well designed in relation to the research objectives. To ensure validity and reliability of data, the researcher has used variety of methods in data collection. This technique is called triangulation, a typical strategy for improving the validity and reliability of research findings. Triangulation has raised an important methodological issue in naturalistic and qualitative approaches in order to control bias and establishing valid propositions. Patton (2001) believes the use of triangulation in which the combination of various methods in data collection. This meant using several kinds of methods of data collection, including using both quantitative and qualitative approaches". Creswell (2002) described that triangulate means the use of different data sources of information by examining evidence from these sources and using them to build a coherent justification for themes.

3.9 Data Analysis Plan

All interviews were recorded and transcribed in order to ensure validity and consistency. Transcripts were reviewed for common and recurring themes, ideas, issues, and effective/ineffective strategies. Notes were taken. Open-ended responses were coded and analyzed for patterns, frequencies, similarities and differences. Triangulation of sources (transcripts, researcher's field notes, and documents) was done as a cross analysis in search of common themes. Descriptive statistics were used to analyze data so as to find for sample means for studied variables. Multiple responses used to analyze all open ended questions in the study. The collected data was first classified into meaningful categories, in addition, were assigned numerals/codes to assist in the analysis. After the analysis research findings were put in categories based on the research objectives.

Presentation was done through the use of tables and figures. The components of verbal discussion with key informants were analyzed in detail using content analysis method. In this way, the content of the interviews was subdivided into smallest meaningful information. This capacitated the study in ascertaining values and attitudes of respondents. All of these were used to find out the reasons behind the increasing rate of dropout among the boys in primary school in Muleba district from 2001 to 2010. For example the data on the rate of dropout was obtained by expressing the total number of those who failed to obtain the Primary school leaving Examination (PSLE) in the Final Year as percentage of the number of male students that enrolled in standard one, seven years ago.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter findings are presented, analyzed and then discussed. The first section presents findings on the magnitude of male students dropout in case primary schools and this was followed by causes or reasons of increasing rate of male students dropout in primary schools as they were presented by six categories of respondents namely, teachers, parents/guardians of dropouts, continuing students and droppers themselves, District Education Officer and Ward Education Coordinators. Data on the impact of boys' dropout to the community development was presented and analyzed. After that, discussion was done before outlined the suggested solutions to minimize dropout. The analysis is based on primary data gathered. Secondary sources supplemented where the need arose.

4.2 Magnitude of Boys' Dropout in Six Case Schools

The researcher made use of reconstructed cohort method. This analytical method entails the study of the indices of retention along the cohort route from standard one to standard seven through a comparison of enrolment. The observed differences in enrolment between the two grades imply wastage either in the form of transfers, deaths, dropouts or both. Therefore, the increasing rate in dropout between 2001 and 2010 was determined by the use of reconstructed cohort route method which entailed the study of indices of retention along the cohort route from standard one to standard seven. The following table show the dropout rate in the surveyed schools in Muleba District; these were Ruteme, Kyota, Kiziramuyaga, Bugara, Kiga and Nyabure primary schools.

Table 4.1: Dropout rate in case schools, 2001 - 2011

S/n	Academic year	Enrolled male in std one	Enrolled male in std seven	No of dropouts	% of dropouts	Reasons for dropout		
						deaths	transfer	Other reason
1	2001-2007	590	355	235	39.7	01	12	222
2	2002-2008	678	426	252	37.2	-	11	241
3	2003-2009	804	581	223	27.7	-	13	210
4	2004-2010	827	559	268	32.4	-	17	251
5	2005-2011	901	631	270	30.0	01	18	251

Source: Headmasters' offices (case schools)

Table 3.1 and its accompanying Figure 3.1 give an indication of the level and the rate of dropout in six primary schools. What the table shows is that the number of boys enrolled in standard one in these schools differs with the number completed standard seven. The total enrollment at Ruteme, Kiziramuyaga, Kyota, Nyabule, Kiga and Bugara for the year 2001 to 2005 were 3800, those who completed Std seven in 2007 to 2011 were only 2552 (67.2%). That, only 02 (0.05%) students died during that period, transferred students were 71 (1.9%) and the remaining 1175 (30.9%) students dropped out for those years. Numerically and percentage wise the number of students who failed to complete their primary education cycle was very high. Approximately, one third of total number enrolled in standard one failed to complete standard seven.

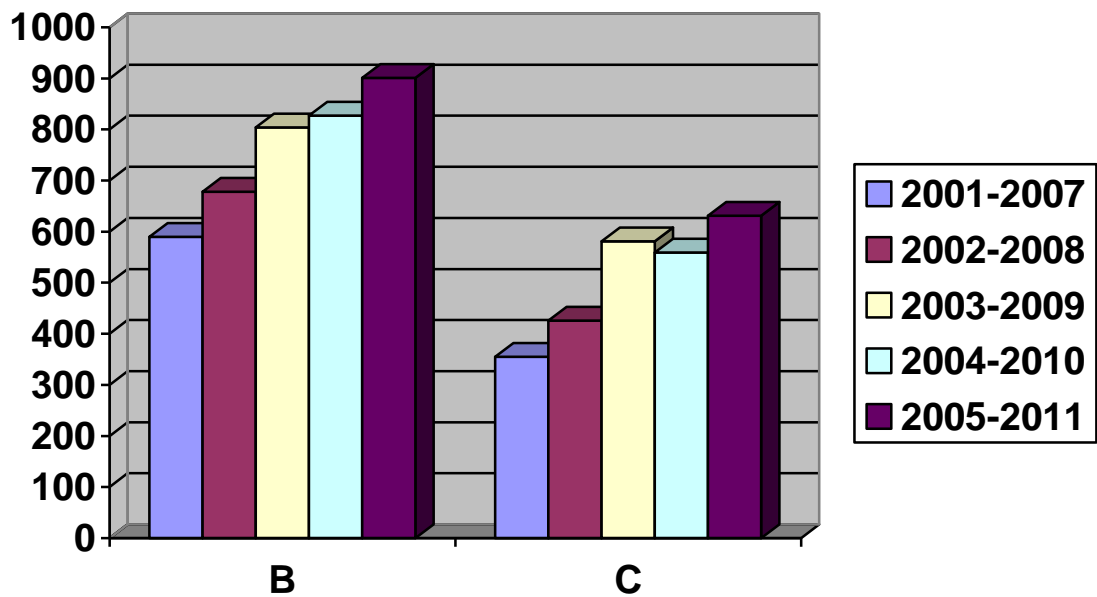


Fig 4.1: dropout rate in case primary schools

Source: Headmasters' offices (case schools)

4.3 Causes of Increase in Dropout of Boy Students

For the ease of understanding, the analysis of reported reasons for the increase in school drop-out was classified into five perceptions: (i) Teachers (ii) Parents (iii) Continuing students (iv) Droppers and (v) Educational administrators (District Education Officer and Ward Education Coordinator). The perceived causes of dropout were complex and vary, however poverty connected reasons which resulted to income generating attraction and illiterate connected reasons of the parents seem to be the biggest causes of dropout for boys and, in the view of respondents. The children that have dropped out of school did not concur with the community in what caused them to dropout.

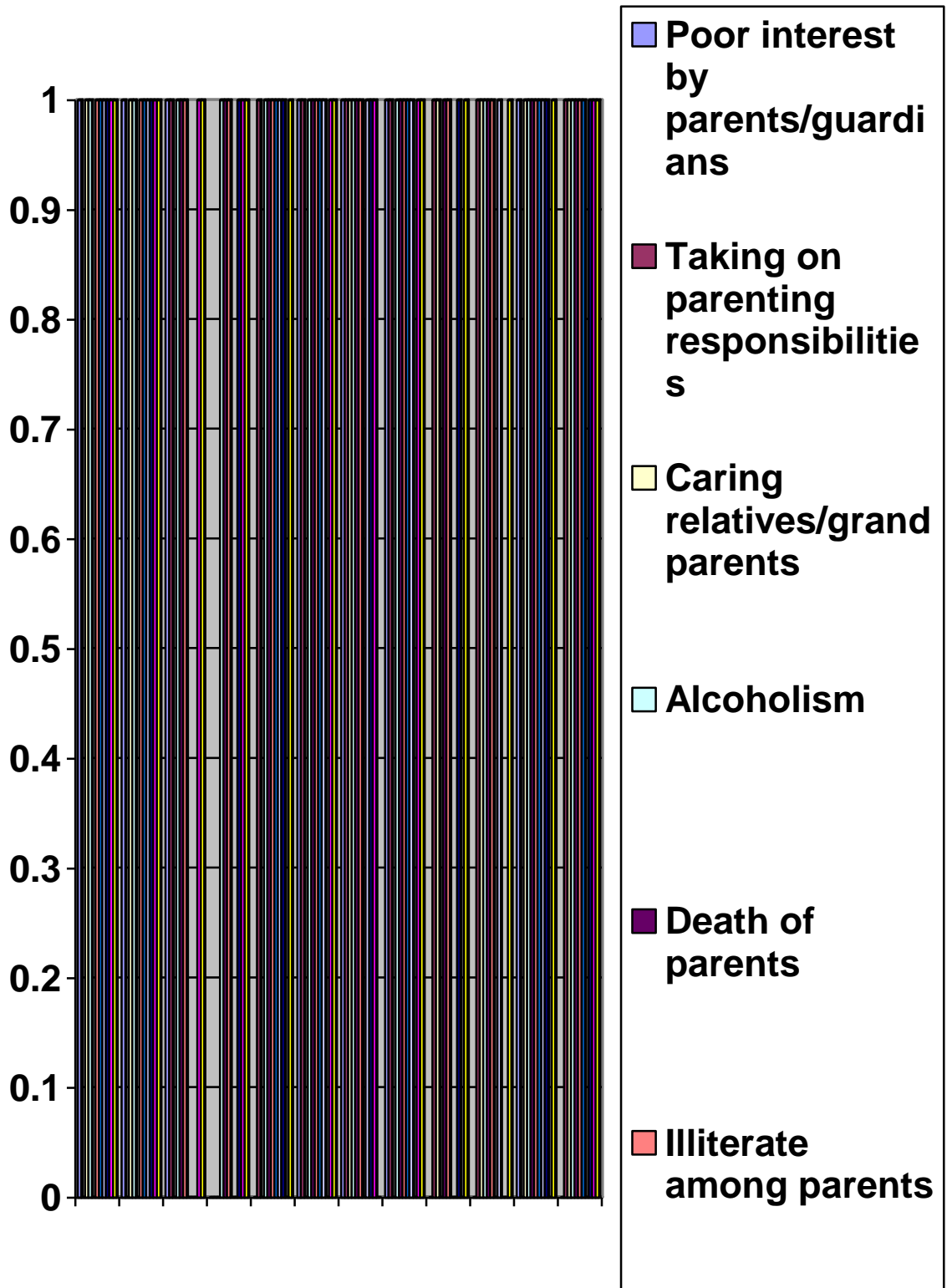
(i) Teachers' Perceptions

Teachers have mentioned various reasons for the increase in dropout among the boys in primary schools. Among them was poor interest or neglect by parents/guardians, taking on parenting jobs and responsibilities, being left to the care of relatives or grandparents,

alcoholism, death of a parent, illiteracy among parents, problem behaviours in child, poor academic performance or achievements, preference to go for work and earn money, fear of punishment by teacher, perception that there are no job opportunities after studying.

Table 4.2: Teachers perception on the increase in dropout among the primary school boys

CAUSES	KIZIRAMUYA GA P/S		KYOTA P/S		RUTEME P/S		NYABULE P/S		KIGA PS		BUGARA P/S		TOTAL (H/T+A /T)	PERC ENTA GE	
	H/T	A/T	H/T	A/ T	H/T	A/ T	H/T	A/T	H/ T	A/T	H/ T	A/T			
Poor interest by parents/guardians	01	01	01	00	00	01	01	01	01	00	00	01	00	07	58.3%
Taking on parenting responsibilities	00	00	01	00	01	01	01	01	01	01	01	00	01	08	66.7%
Caring relatives/grandparents	01	01	00	00	00	00	01	00	01	01	01	01	01	07	58.3%
Alcoholism	01	01	01	01	01	01	01	01	01	00	01	01	01	11	91.7%
Death of parents	00	00	01	01	01	01	01	01	01	01	01	01	01	10	83.3%
Illiterate among parents	01	01	01	01	01	01	01	01	01	01	01	01	01	12	100%
Problem in behaviour among the children	01	01	00	00	01	01	00	01	00	00	01	01	07	58.3%	
Poor academic performance	01	01	00	00	01	01	01	01	00	01	01	01	00	08	66.7%
Preference to go to earn money	01	01	00	01	01	00	01	00	01	00	01	01	08	66.7%	
Fear of punishment by teacher	01	01	01	01	00	01	01	01	00	00	00	01	08	66.7%	
Perception that there are no job opportunities after studying	01	01	01	01	01	01	00	01	01	01	01	01	11	91.7%	



H/T = Head Teacher and A/T = Academic Teacher

Fig 4.2: Teachers' perceptions

Source: Questionnaires' and Interviews' responses

As the table illustrate above, the major causes according to them were illiteracy among the parents (100%); alcoholism (91.7%); perception that no job after schooling (91.7%); death of parents (83.3%); Taking on parenting responsibilities (66.7%); fear of punishment (66.7%); preference to earn money (66.7%); poor academic performance (66.7%); and behavioural problem (58.3%). This data shows that almost all of the reasons mentioned by teachers seemed to be accepted by all respondents by over 50%.

(ii) Parents Perceptions

In relation to the parents, they mentioned reasons for the increase in dropout among the boys in primary schools as negligence among teachers, poor or lack of interest in teachers, fear of teachers, poor teaching, overly strict discipline, cruelty or punishment meted out by teachers and absence of teachers in school.

Table 4.3: Parents perception on the increase in dropout among the primary school boys

Cause	Kimwani Ward	Rulanda Ward	Total	Percentage
A	B	C	D	E
Teacher's negligence	03	04	07	70%
Lack of interest in teachers	03	03	06	60%
Fear of teachers	05	02	07	70%
Absence of teachers	04	04	08	80%
Poor teaching	02	01	03	30%
Overly strict disipline	03	05	08	80%
Cruelty/punishment	02	03	05	50%

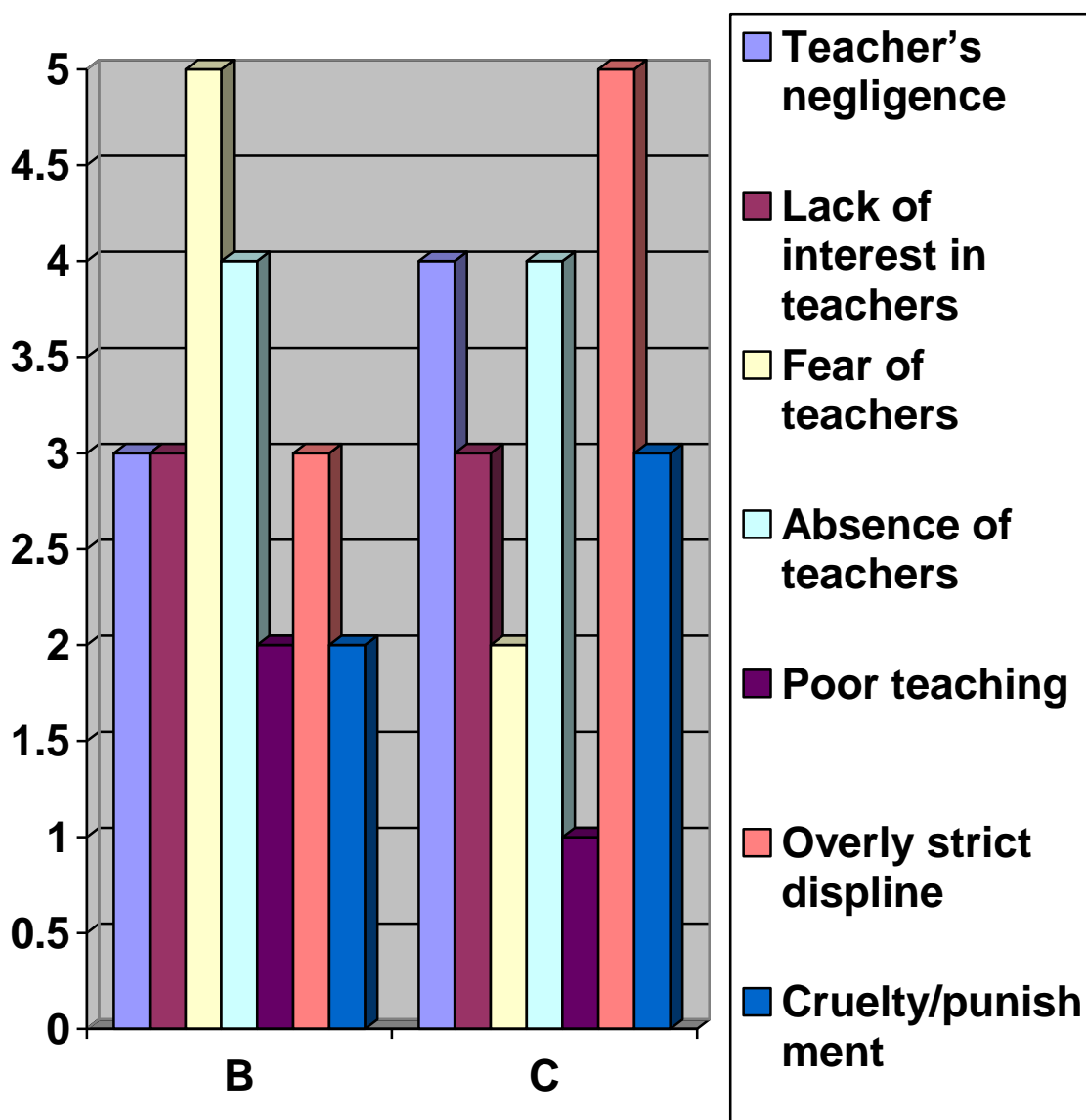


Fig 4.3: Reasons for increasing rate in dropout

Source: Questionnaires' and Interviews' responses

According to the parents/ guardians of the dropping students, ten reasons were mentioned as the causes of their children to dropout from school. Table 4.3 and Figure 4.3 show the major reasons as they were mentioned by the sampled teachers. These were absence of teachers (80%); overly strict discipline (80%); fear of teachers (70%); negligence of teachers (70%); absence of teachers in school (70%); lack of interest in teachers (60%) and poor teaching (30%).

(iii) Continuing Students' Perceptions

This information is based on questionnaires given to 90 students (37 girls and 53 boys) who are schooling at different schools in the research area. They gave first hand insights into the causes of increase in drop out among the boys in their area. With regard their views, reasons for school drops-outs was due to poor school environment, poor or lack of interest in teachers, fear of teachers, lack of school requirements, loss of parents, poor performance in class, business diverted their attention and parents illiteracy.

Table 4.4: Continuing students' perception on the causes of the increase of boys

CAUSE	RUTEME P/S	KIZIRAMUYAGA P/S	KYOTA P/S	NYABURE P/S	KIGA P/S	BUGARA P/S	TOTAL	Percentage
A	B	C	D	E	F	G	H	I
Lack of school requirements	13	15	12	14	15	13	82	91.1%
Loss of parents	07	10	03	08	07	05	40	44.4%
Fear of teachers	10	13	11	12	09	10	65	72.2%
Poor performance in class	13	11	14	10	13	13	74	82.2%
business engagement,	13	13	10	14	12	15	77	85.6
Parent's illiteracy	10	14	12	14	12	13	75	83.3%
School environment,	14	12	15	13	12	14	80	88.9%
Lack of interest among parents	10	14	12	10	12	13	71	78.9%

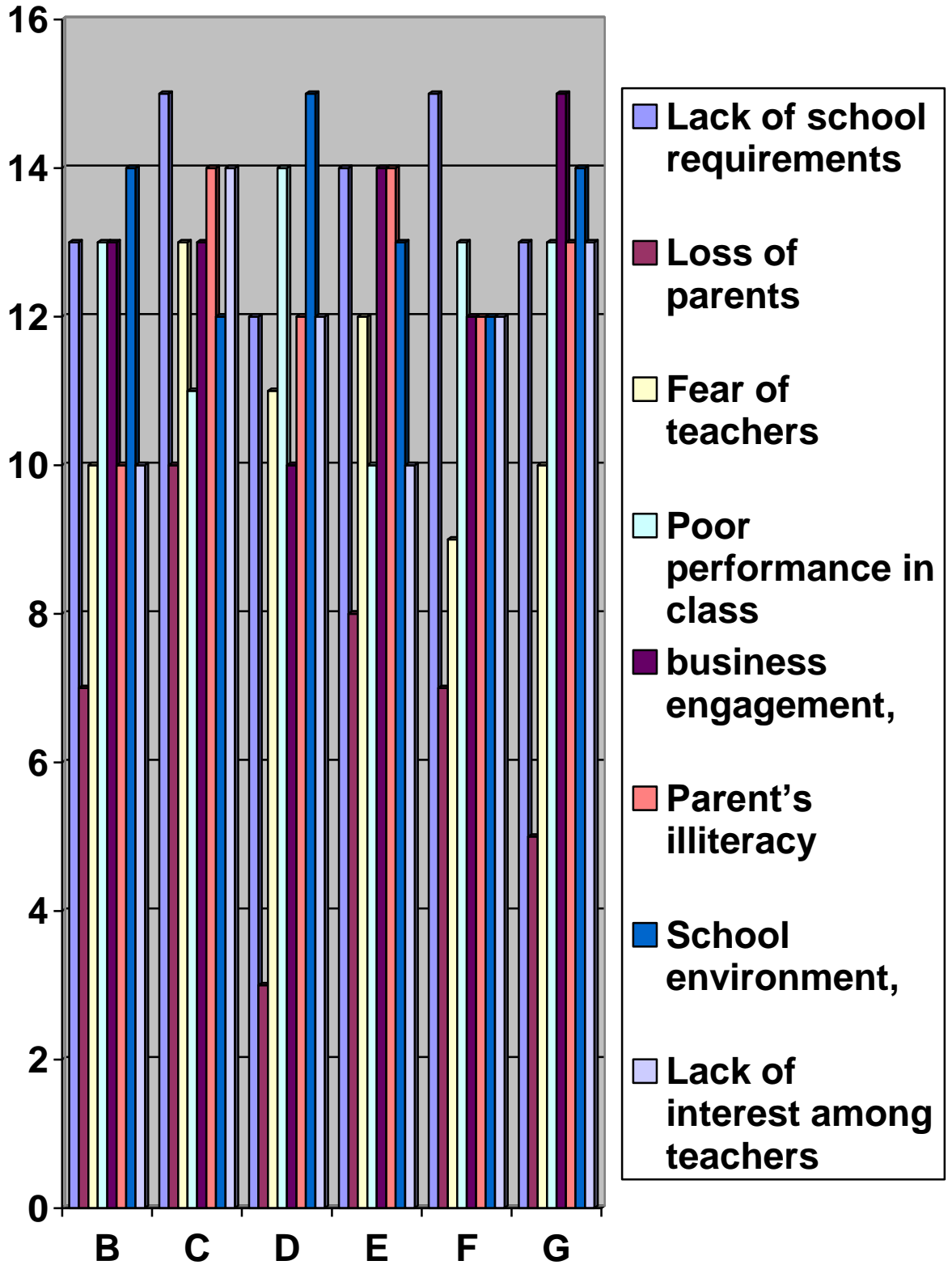


Fig 4.4: Reasons for increasing rate in dropouts

Source: Children Questionnaires

Others include expulsion from school and heavy work load at home

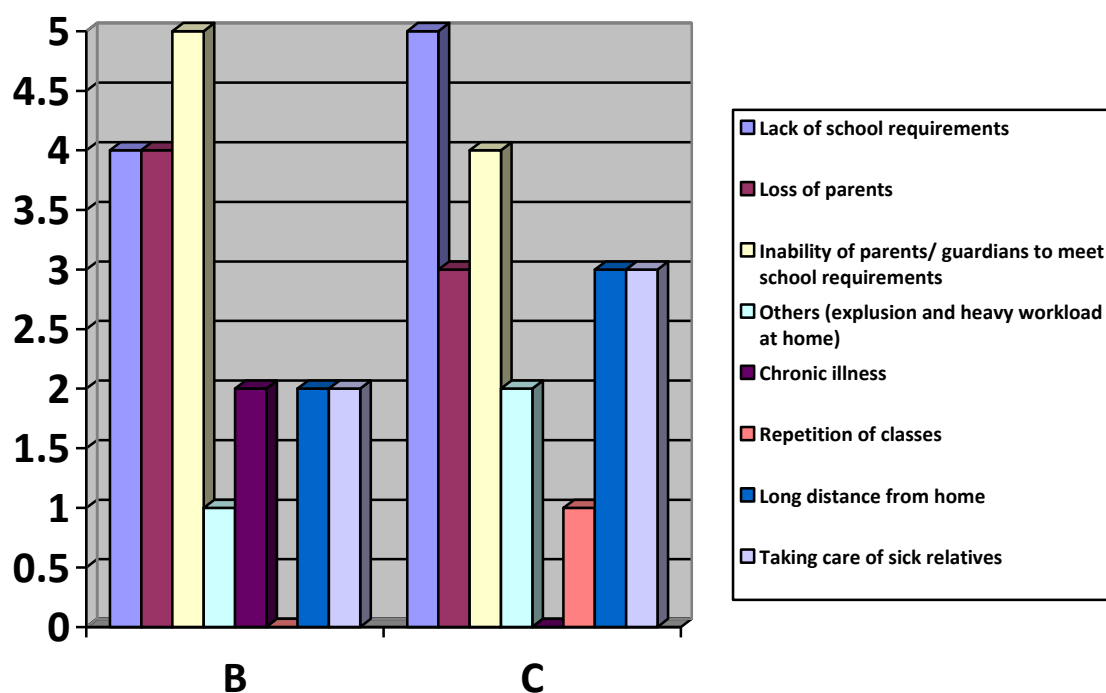
The overall pattern of causes highlights seven majors and one minor source. The identified major sources were; (i) lack of school requirements (91.1%); (ii) Unconducive school environment (88.9%); (iii) business to divert the attention, e.g. fishing etc (85.6%); (iv) parent's illiteracy (83.3%); (v) poor performance in class (82.2%); (vi) lack of interest among parents (78.9) and (vii) fear of teachers (72.2%). And the minor source identified was loss of parents 44.4%. As indicated in Table 4.3, there are school variations in what students expressed as the causes of increase in dropout. From the perspective of the students who are in school, lack of school requirements, unconducive school environment, engagement in business, illiterate of the parents, poor performance in class, lack of interest among parents and fear of teachers seems to be the major causes of the increase in school dropout of the male students in almost all the school but with different emphasis. The minor cause mentioned by these respondents was loss off parents.

(iv) Dropouts Perceptions

This data is based on interview given to 10 dropped students who were schooling at different schools in two wards. The dropouts (10 droppers) interviewed by the researcher, pointed out different experiences as most responsible for their dropping out of school. Their views were almost the same with that of the continuing students. These were lack of school requirements, loss of parents, parents' inability to provide school requirements, chronic illness, others (expulsion and heavy workload at home), and repetition of classes, and long distance from home and taking care of sick relatives.

Table 4.5: Droppers perceptions on the increase in male dropouts

CAUSES	KIMWANI WARD	LULANDA WARD	TOTAL	PERCENTAGE
A	B	C	D	E
Lack of school requirements	04	05	09	90%
Loss of parents	04	03	07	70%
Inability of parents/ guardians to meet school requirements	05	04	09	90%
Others (expulsion and heavy workload at home)	01	02	03	30%
Chronic illness	02	00	20%	20%
Repetition of classes	00	01	01	10%
Long distance from home	02	03	05	50%
Taking care of sick relatives	02	03	05	50%

**Fig 4.5: Reasons for increasing rate in dropouts**

Source: Dropouts

While lack of school requirements, (90%); inability of parents/guardians to meet school requirements (90%); loss of parents (70%); long distance from home (50%) and taking care of sick relatives (50%) are the major causes of increase in dropout. The repetition of classes (10%); chronic illness (20%) and others (30%) seemed to be minor case in increase in dropout in the area of study. It is clear that it should always be considered that different factors are experienced by boys differently. This can be explained from the way communities and households ascribe different roles, responsibilities and entitlements to men starting from their childhood. As can be seen from Table 10, from the perspective of the children who have dropped out of school, lack of school requirements and loss of parents seem to be the major causes of school dropout in almost all the wards but with different emphasis.

(v) Administrators Perceptions (District and Ward Education Officers)

From their experiences, district and ward education officers said that there were various causes of increase in male dropout. Among them were that; parents/guardians do not value education, lack of school requirements, parents are poor, income generating activities, influence of geographical location, irresponsibility of parents, orphanage and provision of house hold labour.

Table 4.6: District and ward education officers perceptions on increase in dropout

CAUSES	DISTRICT OFFICE	KIMWANI WARD	RULANDA WARD	TOTAL	PERCENTAGE
A	B	C	D	E	F
Parents/guardians do not value education	01	01	01	03	100%
Lack of school requirements	01	01	01	03	100%
Parents are poor	01	01	01	03	100%
Income generating activities	01	01	01	03	100%
Influence of geographical location	01	01	01	03	100%
Irresponsibility of parents	01	01	01	03	100%
Orphanage	01	01	01	03	100%
Provision of household labour	01	01	01	03	100%

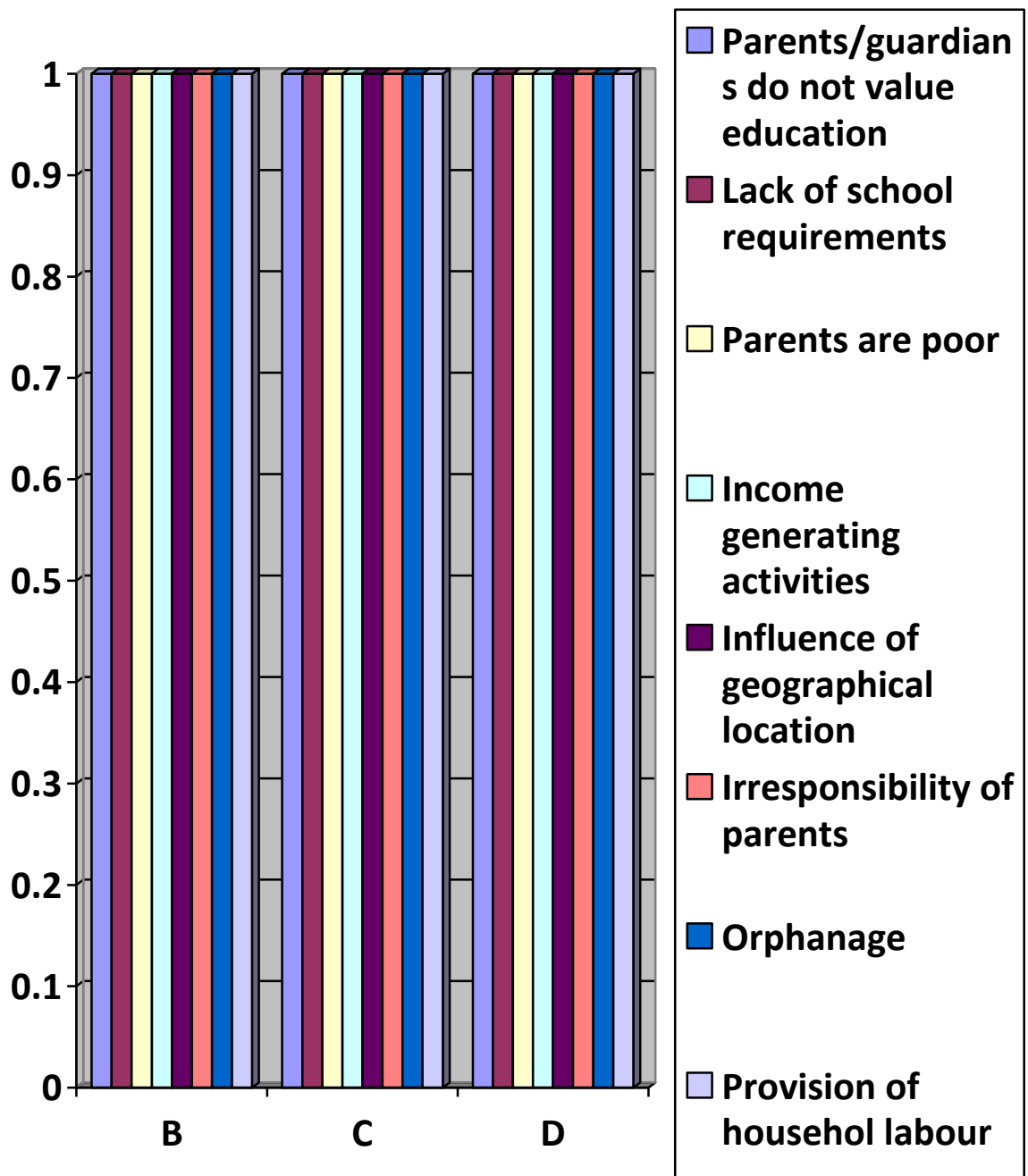


Fig 4.6: Reasons for increasing rate in dropouts

Source: Questionnaire Given To District and Ward Education Officers

According to District and Ward education officers, eight factors were mentioned as the biggest cause of the increase in male dropout. All of them accounted for 100%. There were no variations in perception in the causes of increase in dropout for boys (Table 4.5). For example, all education officers have mentioned that, parent do undervalue

education(100%), lack of school requirements(100%), poverty of the parents(100%), income generating activities(100%), geographical influences(100%), irresponsibility of parents(100%), orphanage(100%) and provision of household

Labour (100%) to be the central and major causes of dropout for boys in Muleba District.

According to them socioeconomic status is the leading indicator for dropping out

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4.4 Impacts of Drop out among the Boys to Community in Muleba District

All respondents that participated in this study accepted that dropout is indeed a problem to them as parents, leaders or colleague, and that it has bad consequences to the community development.

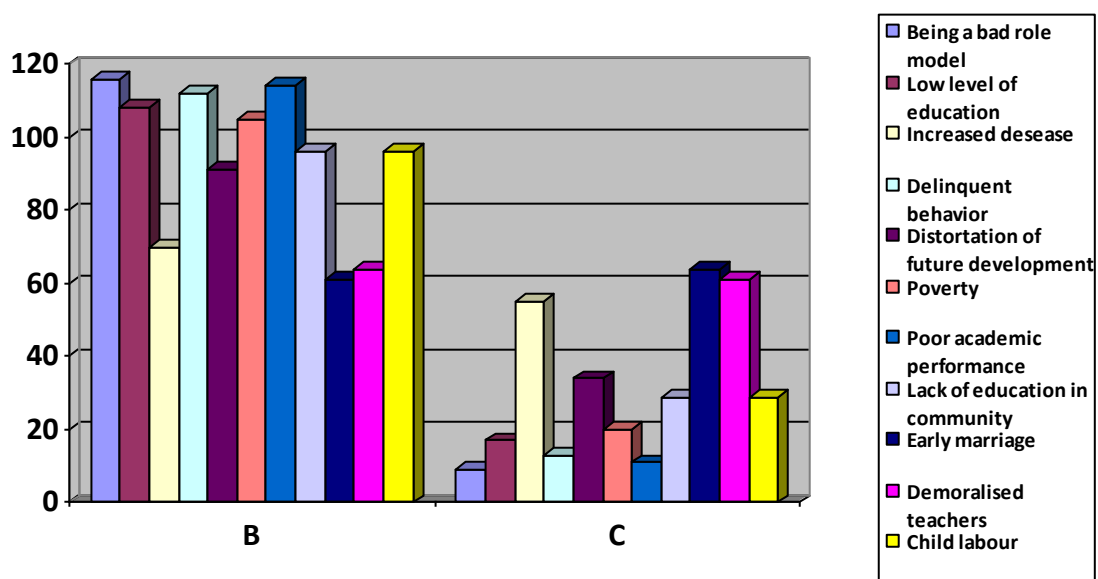
Overall, the main impact to the community that were identified were; poor performance in a number of reasons. They are a bad example to the young people in the community as they engage in beer drinking, drug abuse and theft and general delinquent behaviour. This in turn led to the distortion of future development of these communities. Dropouts result on early marriages among the boy as well as increased diseases for example HIV/AIDS.

Dropouts pose a threat to the development of the community as they reduce the educational level of the people in these communities. Also they increase illiteracy levels in the district which in turn led to the poverty. Dropouts cause under-utilisation of resources and faulty district planning. Child labour which is against the law is common among reasons for dropouts. Most of the street kids in the district are school dropouts. They constitute a burden to the community, district, region as well as country in general. Finally but not least, there is a tendency of donor syndrome in dropouts as most of them do not become self-reliant in life. In most cases they want to rely on the donors to look after them and fail to be self-reliant citizens.

Table 4.7: The impacts of dropout to the community of Muleba District:

S.N	IMPACT	ACCEPT	REJECT	TOTAL NO OF RESPONDANTS	REJECTED PERCENTAGE	ACCEPTED PERCENTAGE
	A	B	C	D	E	F
01	Being a bad role model	116	09	125	7.2	92.8
02	Low level of education	108	17	125	13.6	86.4
03	Increased disease	70	55	125	44	56
04	Delinquent behaviour	112	13	125	10.4	89.6
05	Distortion of future development	91	34	125	27.2	72.8
06	Poverty	105	20	125	16	84
07	Poor academic performance	114	11	125	8.8	91.2
08	Lack of education in community	96	29	125	23.2	76.8
09	Early marriage	61	64	125	51.2	48.8
10	Demoralised teachers	64	61	125	48.8	51.2
11	Child labour	96	29	125	23.2	76.8

Source: Respondents' responses on questionnaires and interviews

**Fig 4.7: Impacts of dropout in Muleba District community**

Source: Questionnaires and interviews to the population sampled

Table 4.7 above suggests that eleven impacts seem to be the most common impacts in Muleba District. As far as the respondents are concerned, being a bad role model constitutes (92.8%) of the impact of dropout in Muleba District. The respondents mentioned that, droppers are bad example to young people in the community as they engage in beer drinking, drug abuse and theft. The following impact in a sequence is poor academic performance (91.2%). Delinquent behaviour constitutes (89.6%) In this report delinquent behaviour includes indiscipline like disobeying parents, stealing, being idle in trading centres, stubbornness, prostitution and general destabilization of the community. Delinquent behaviour is then followed by low level of education (86.4%). Poverty constitutes (84%); lack of education and child labour account for (76.8%). Distortion of future development in the community (72.8%); then increased diseases (56%); demoralized teachers (51.2%) and early marriage among the boys. Table 14 above shows that the most serious impact of dropout to the community is being the bad role, led to poor academic performance, cause delinquent behaviour, low level of education and poverty. Lack of education and child labour accounted the same weigh, and also show serious impacts. Also distortion of future development shows serious impact. Increased disease and demoralised teacher were viewed as causing fewer impacts. However, early marriage for male students caused by dropouts was viewed as the least problem.

4. 5. A Discussion on the Causes and Impacts of Increase in Male Dropout

This study set out to investigate the causes and impacts associated with the increase in boys' dropout in primary schools in Muleba District, Tanzania. Six primary schools from two wards were selected as a researcher's case study. The selection was based on the schools with high dropout rates for boys. Questionnaires and interviews were used to collect data from the sample. Also official documents and researcher's observation were

used to collect data. The following aspects were observed; it was observed that dropout problem in this area is an issue not to be neglected. Boy students are dropping in a great number before complete their primary education cycle.

According to the respondents' perceptions, there are different reasons for the increasing rate in male dropouts. Socioeconomic reasons were mentioned as accelerators of male students' dropout. Mostly, poverty connected reasons were mentioned as the main cause for the male pupils' dropout. Therefore, one of the major causes of male students' dropouts is poverty of their families. Furthermore, the support relationship between the children and the family (parents, guardians and other family members) was observed to be very poor. In many instances children could not get help they requested. This is a contradiction with the fact that success of the learner depends, among other things, the support and courage he/she receives from family and community members.

As a result, dropouts spent more time doing household work or engage themselves in income generating activities. This was due to the respondents' perceptions. For example, teachers have mentioned that, the reasons for increase in male students' dropout were the illiteracy among parents and guardians (100%) and poor interest of parents to education (58.3%). Also continuing students mentioned inability of parents to provide children with school requirements (95.6%) and lack of school requirements (91.1%). Furthermore the dropouts complained that their parents do not provide to them school requirements (90%) but appreciate that their parents are poor. This reason was supported by Education Officers that poverty is the main reason leading to dropout in the wards surveyed (100%). In one way or another , all these indicate the importance of the household support in influencing their son's decisions to remain at school.

Income is not the only factor in making the family to support their children in schools, but also parental interest and engagement in children's schooling that determines whether these boys remain in schools. Parents play an important role in how children perceive and cope with school and they influence the decisions children make towards schooling. Children whose parents are actively involved with their schooling are less likely to experience attendance problems and dropout. Instead, such children are more likely to complete primary education. Furthermore the educational level of a child's parent is often related to the child's own participation in schooling. Different respondents have supported that illiteracy of the parent influence their sons decision to remain in school or to quit from school. This perception and views were obtained from teachers (100%), continuing students (83.3%) and education administrators (100%). Interestingly, factors like poor teaching, chronic illness, distance from home, class repetition seem to be minor causes of boys dropout in the surveyed wards. Respondents who supported such reasons were less than 40% of the total respondents.

When we look for the reasons pointed out by the parents, they complained that teachers are the one who accelerates boys' dropouts in primary schools in the ward surveyed. They complained that teachers are not serious in teaching, that they are always absent from school and even miss lessons while they are at school. Not only that but also teachers are very harsh and punish Severely their sons, making discriminate boys to be discouraged from school, making them to see schools as prisons.

On the side of teachers, apart from recognizing that illiteracy among parents/guardians accelerates male dropouts (100%), they regard parents as an obstacle to their sons to complete their primary education cycle. They argued that parents are the main cause of their sons to drop. They mentioned the reasons such as parents to be irresponsible for their families by assigning their boy children the responsibilities of taking care of relatives and

assisting grandparents (66.7%). Another factor identified by teachers is alcoholism among parents (91.7%). What is important here is immediate and imperative need to bring into congruence the divergent perceptions of these two parties (teachers and parents) blaming each other. This would impinge huddles to the strategies to solve the problem. Otherwise, the mutual blame game is likely to continue unmindful of the growing tragedy of dropout of boys across schools in this area. The relationship between teachers and parents seems to be important in reducing the risk of dropout.

Teachers have an important role to play in identifying children with problems of truancy and poor attendance, encouraging them to attend and targeting efforts to prevent them from leaving schools. Parents also have an important role to play, not only on the provision of material resources for children, but also helping their children in school work. If children do not see that their parents care, perhaps they may not see the value of education either. Continuing students on their side, they pointed fingers to the parents, teachers, the government as well as community in general. They saw parents as irresponsible for their children. Parents do not provide school requirements to their children. This makes students to miss classes regularly. Even when they attend classes, they fail to work on what their teachers told them to do. As a result, they perform poorly in classroom activities. Some of them, if not all, opt to change to other directions, many of them divert to the business so that they can quickly earn money for themselves as well as for their families. They also pointed their finger to the government for the failure on laying good, supportive and conducive learning and teaching environment. They mentioned that their classes lack chairs and desks, whereby sometimes they learn while sitting on the dust. Also they pointed out the problem of school lacking playing facilities like football playground and the balls. All of these discourage some students and opt to drop from studies especially those who are older and poor performers. These ideas were

supported by droppers, complaining about their parents, teachers and government to be their hindrances in completing their studies.

In addition to the mentioned reasons, education administrators have mentioned geographical factor as a cause of male students to drop before completing primary education in this area. These wards are found along the Lake Victoria, whereby peoples' main activity is fishing. They mentioned that location of these wards pull even the students, especially older boys to join their parents in fishing activities. While the older boys fish, the young ones engage on the fishing associated activities such as drying, packing, etc.

Apart from geographical location of these areas, they pointed out superstitious believes in these areas as an obstacle to education success. In Kimwani Ward for example, Ward Education Coordinator had told the researcher that teachers are not willing to work in that ward because of superstitious beliefs widely spread there. Also he mentioned that educated people in that area do not come back to join their families before and after they retire from civil servant. All of these discourage the parent to insist their children to continue with their studies. Even those who are working there are not happy, thus always asking the transfer from their officers. Therefore education is not valued in the ward surveyed.

The negative impact of boy children dropout to the community development was expressed by all respondents who participated in this study. They all accepted that dropout is indeed a problem to them and that it has negative impact to the community development. Failure to complete a basic cycle of primary school not only limits future opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of primary education. The dire consequences of students dropping out do not solely impact the dropouts themselves. They have a profound

and negative effect on the country economy as well. It leads to wastage of the funds invested in school buildings, teachers' salaries, equipment, textbooks and so on.

All of the mentioned impacts on the increase in male dropout in primary school lead to the low development rate in this area. According to Kagera profile, Muleba District has the highest rate in the Kagera Region. This may be due to the fact that strong and young producers drop from school before complete basic education, thus making dropouts to lack knowledge and skills that are required for them to perform well in their daily activities. Education as we all understand, is the finest way to attain self reliance and economic growth and development. Primary education prepares children to participate fully in the social, political and economic activities for the well being of themselves as well as of the country. It is from this base the researcher connects superstitious beliefs to lack of education. This is due to the fact that many people in the surveyed wards devalue education, making them not to encourage their children to complete their primary education cycle.

In general, it was observed that lack of role model, low level of education, delinquent behaviour and increased diseases lead to poor performance in socioeconomic development in this district, especially in the areas where this study was conducted. This in turn lead the distortion of future development of communities, increase in crimes, illiteracy, poverty and, in general, under-utilization of resources they have in this district.

4. 6 Suggested Solutions to Minimize Dropout

Six groups responded to the solutions which might reduce dropouts in primary schools. They suggested the following solutions; to educate parents/guardians on the importance of education, government to enforce compulsory free education policy with a resource back

up, improve teaching skills through teachers' workshops, government to increase budget allocation on education, providing guidance and counselling to male students on importance of education, community involvement in school activities and the government to establish technical schools in all of its district for less gifted pupils.

Table 4.8: Suggestions for solutions for dropouts

Suggested Solution for dropout	Frequencies	percentage	Total no of respondents
To educate parents/guardians	117	93.6%	125
enforce compulsory free education policy with resource back up	122	97.6%	125
Improve teaching skills	98	78.4%	125
Increase budget allocation	116	92.8%	125
Provide guidance and counselling for male students	120	96%	125
Involve community in school activities	113	90.4%	125
Establish technical schools for less gifted students	106	84.85	125

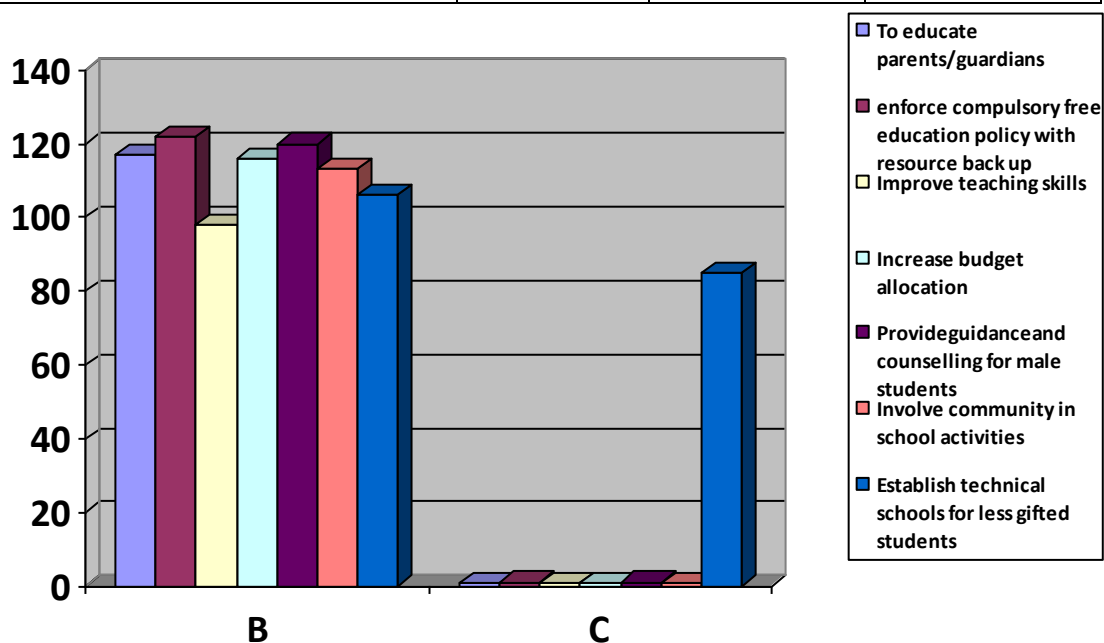


Fig 4.8: Solutions dropout

Source: Population sample responses on interviews and questionnaires

Table 4.8 and its associated figure show the solutions for dropouts which were suggested by 125 respondents. The responses were written in short sentences by the researcher to summarise the statements and were tabulated according to their frequency and percentage. These solutions were suggested as the solutions to reduce dropouts. Firstly is to educate parents/guardians on the importance of education which accounted for 97.6%, this will succeed if the community will involve in intensifying the parents' education on the importance of education; providing guidance and counselling to male students on importance of education 96% to educate parents/guardians on the importance of education 93.6%, , government to increase budget allocation 92.8%, community involvement in school activities 90.4%, establishment of technical schools for less gifted pupils accounted for 84.85%, establishment of technical schools for less gifted pupil 78.4%.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The focus of this study was to find out the reasons behind the increase in dropouts among the boys in primary schools in Muleba District despite that education at this level is free and compulsory. Its impacts to the community development were also studied.

Six primary schools in Muleba District with high dropout rates were examined. Through in depth interview, questionnaires, researchers' documents and notes, data were collected and the results were tabulated and statistically treated.

Findings showed that the increase in male dropouts in primary schools is related to the problems connected to the parents, teachers, students themselves (droppers), the government and the society in general. Due to the fact that all of these parties are involved in dropouts problem it is recommended that these groups must join together to put effective strategies which will help in eliminating dropouts. Recommended strategies involve adult education programmes and campaigns which will educate communities on the importance of education, and put strategies to care for boys as it is currently done for girls. The study also recommends that retaining children in school must be as highly prized by the parents, community, schools and the government as enrolling them in school for the first time. The needs to seek solutions to the increase in male dropouts were also analysed. Recommendations were made on how to reduce this problem in primary schools in Tanzania.

5.2 Conclusion

The results of the study elicited reasons for the increase in dropout among the boys in primary schools in Muleba and its impact to community development as given by

parent/guardian Ward Education Officer, District Education Officer, school dropper, teacher and student respondents.

5.2.1 Causes of the Increase in Male Students Dropouts

The researcher investigated and assessed the causes of increase in dropout among the male students in primary school in Muleba District. The investigation was carried out in six primary schools in Muleba District, Kagera region, Tanzania. These were Kiziramuyaga, Kyota, Ruteme, Kiga, Bugara and Nyabule. After assessment of the problem, the analysis of the data shows that, the problem found there was illiterate in this community which resulted to undervalue education. This is accelerated by superstition believes. It was found in that, the students dropping out of school was a common phenomenon in the wards surveyed.

Findings showed that, the increase in dropout among the boys in primary school in this area is due to students involvement in petty business; mistreatment of pupils by teachers; superstitions beliefs among teachers and parents; poverty among the parents/guardians, local authorities and specifically the District Council haven't realised that dropout of boys is on the increase and it is a problem; lack of motivation for parents to educate their children; indiscipline behaviour demonstrated by older pupils; insufficient number of teachers and poor school environment. Furthermore loss of parents, poor performance in class, long distance from home, chronic illness, irregular classes and absence of teachers.

5.2.3: Impacts of Dropouts to the Community Development

The major impact of the male dropouts identified in this study is generally lack of education to this group. Lack of education is one of the many dimensions of poverty. Achieving universal primary education is not only a goal in itself but also a contributing factor to achieve other development goals. As a result of the increased dropout, the

community's development remains low; lack of role models in the community; rise of crimes and young age marriage.

From these results, one can conclude that, students' dropout from schools is an alarming issue, affects socioeconomic development. It does not affect only the community they belong but affect the nation at large. Students' dropout from schools leads to wasteful utilization of scarce educational resources without achieving the nation's educational aspirations. . This does not make for healthy educational system and will have negative effect on the economy of a state because those dropping out may create higher future cost by way of rehabilitating them either through "second chance" formal or non – formal education.

Those who drop finally into society may become social threats. Also it reduces a number of educated boys in the community. An effective message to the community should include a reflection of their voices that comes through my findings, and an emphasis of the benefits of primary schooling as perceived by the community. In view of the above analysis, measures must be taken in order to reduce, if not to eliminate the dropout syndrome in Tanzanian education system with particular attention to primary schools. Also we should put in our mind that, keeping boys in school means more peace and development for the community. That, eradicating dropout requires a multi-pronged approach at national, community school and family levels.

5.3 Recommendations

Based on the findings of the study, the study comes up with the following recommendations:-

- The home is the foundation of the society. This will become a good foundation if the parents will be responsible to their families by encouraging boys to stay in school, provide all school requirements and sensitize their boys about the

importance of education, work together with teachers to keep children in school. .

Furthermore, parents should appreciate the value of education.

- Schools should sensitize boys about the importance of education and ensure that boys are occupied with school activities and work together with parents. Moreover, teachers should have appropriate punishments to discipline the students.
- Local authorities must lay out strategies to care for boys as it is currently done for girls as well as improving school environment. This issue should not be taken as a political one, as always political issue end up with failure.
- The district council as well as all councillors should sensitize parents about the importance of education.
- The government should regard the provision of education an utmost priority, enforce laws seriously against school dropout. Also there should be a better condition of service for teachers.
- Further studies should be done in the other regions in Tanzania to assess and examine the rate of dropout among the male students in primary schools. Generally the researcher recommends that, retaining children in school must be as highly prized by the parents, community, schools and the government as enrolling them in school for the first time.

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APPENDICES

APPENDIX 1

HEADMASTER'S QUESTIONNAIRE

INTRODUCTION

This research is about male pupils who have left school before completed standard seven.

1. Information given will help prepare solutions to stop the problem of school dropouts before completing their primary education.
2. Do not write your names but please write the name of your school.
3. The answers given will be private and they won't be displayed to any officers.
4. The questions should be answered according to what you know.

Make sure you read and answer all the questions according to what you know.

THANK YOU FOR YOUR COOPERATION

1. How many students are in this school?

.....

2. What is the number of boys and girls in school?

.....

3. Are there any male dropouts before finishing their primary education?

.....

4. Are there any female dropout before finishing their primary education?

.....

FILL IN THE TABLE BELOW:

BOYS' DROPOUTS:

No.	ACADEMIC YEAR	ENROLLED BOYS IN STANDARD ONE	BOYS WHO COMPLETED STANDARD SEVEN	NO. OF BOYS WHO DROPPED OUT BECAUSE OF:			
				DEATHS	TRANSFERS	OTHERS	TOTAL
	A	B	C	D	E	F	G
1	1998-2004						
2	1999-2005						
3	2000 -2006						
4	2001-2007						
5	2002 -2008						
6	2003 -2009						
7	2004 -2010						
8	2005 -2011						
9	2006 -2012						

6. Refer to the table above, mention the reasons for boys dropout?

- i.
- ii.
- iii.

7. a) Does the school have a mechanism of identifying school dropouts? (please tick the correct answer)

YES NO

b) If YES, what ways/methods are they use to identify them?

- i.
- ii.
- iii.
- iv.
- v.

8. Does the school have regulations of school truants?

YES NO

9. What reasons cause truancy in this school?

- i.
- ii.
- iii.
- iv.
- v.

10. How do you eliminate truancy in school?

- i.
- ii.
- iii.
- iv.

11. Does the school environment contribute to students' truancy/dropouts?

YES NO

12. What environment contribute to students' truancy/dropouts?

- i.
- ii.
- iii.
- iv.

13. In your opinion what should be done to eliminate such environment in the school?

- i.
- ii.
- iii.
- iv.

14. Are there any non-governmental or religious organizations (NGO/CBO's) which deal with pupils who drop out of school or truants?

YES NO

15. If YES,

a) Are there methods which are used to help the pupils return to school?

YES NO

b) To what extent (Amount of pupils who have returned to school)

- 2008
- 2009
- 2010
- 2011
- 2012

c) What methods help to reduce the environment for students drop out?

- i.
- ii.
- iii.
- iv.

d) Mention the organizations which do so in your area.

.....
.....

16. Does the school have any financial resources for dealing with stoping dropouts?

YES

NO

17. If YES

a) How much is kept for school truants/drop outs?

2008; 2009; 20102011;
2012.....

b) What problems do those resources eliminate?

- i.
- ii.
- iii.
- iv.

18. What problems are caused by school dropouts to the society?

- i.
- ii.
- iii.
- iv.
- v.

19. In your opinion and experience, what is the impact of male students dropout

(i).....

- (ii).....
- (iii).....
- (iv).....

20. How does the society face the problem of school dropouts?

.....

.....

.....

3-5 days

More than 5 days

5. Reasons for not attending the lessons?

(i).....
.....

(ii).....
.....

(iii).....
.....

(iv).....
.....

6. Have you ever thought of dropping out of school since you started school?

YES

NO

7. If YES

i. In which class were you?

ii. Why did you think of dropping out

.....
.....
.....
.....
.....
.....
.....
.....

8. Are there equal opportunities for both gender from teachers in the;

i. Classroom NDIYO HAPANA

ii. Outside classroom YES
 NO

9. Do you feel safe when you are at school?

YES

NO

Explain why YES or NOT.

.....
.....
.....
.....

10. Does the school reach your expectations

.....
.....
.....

11. Are there any male drop outs in your class since you started class one

YES

NO

12. If YES

i. How many boys have dropped out

ii. Mention the reasons for their dropping out

.....
.....
.....
.....

iii. Where are they and what are they doing?

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APPENDIX 3

QUESTIONNAIRES TO THE DISTRICT EDUCATION OFFICE

1. Do you have a district based mechanism for identifying potential dropout? If so please describe it.

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2. Does your district have policies and practices designed to reduce the number of drop out? Are these described in the District Strategic Plan?

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3. Is there a person at district level who has major responsibility for coordinating dropout prevention programs? If so, please describe the person role and responsibilities.

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4. (i)Does the district dedicate specific resources to dropout prevention?

.....

- (ii)Is the resources directed to counter specific reason for dropout or not? Give data

.....
.....
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.....
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.....
.....

5. Is the District’s approach to reduce the number of dropouts effective?

.....
.....

- What are specific policies/practices are most effective?

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.....
..

- How do you measure success and/progress?

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.....
.....
.....

6. Basing on your experience and any data you have collected;

- Why do boys in your District dropout?

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.....
.....

- Give data, if any basing on the reasons of dropout among the boys in your District
- Is there any mechanism designed in your District to deal with the problem of boys who are dropping before they complete their primary education cycle?

-

- If YES or NO, explain why

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.....

7. Does the District contacts students who have dropped out?

.....
.....

- Has this process resulted in any re-enrolling in primary school or pursuing alternative pass way to graduation?

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8. What recommendations would you make to other superintendants who are seeking to reduce the number of dropout in their Districts?

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9. Do you think/feel that the current education system has the significant impact on dropout rate? Why?

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THANKS FOR YOUR COOPERATION

APPENDIX 4:

ACADEMIC MASTER’S QUESTIONNAIRE

INTRODUCTION

This research is about male pupils who have left school before finishing standard seven:

1. Information given will help prepare solutions to stop the problem of school drop outs in primary schools.
2. Do not write your names but please write the name of your school
3. The answers given will be private and they won't be displayed to any officers.
4. The questions should be answered according to what you know

Make sure you read and answer all the questions according to what you know.

THANKS FOR YOUR COOPERATION

Please fill the blanks or put a tick (v) in front of the correct answer

1. Teacher’s sex.....
2. Age.....
3. Level of education.....
4. Period at this station.....
5. Type of school you teach (i) private (ii) government
6. The extent of male truancy in the school
 - a) No truants
 - b) Many truants
 - c) Average
7. For any answer in question 6 above explain the reasons
 - a)
 - b)
 - c)
 - d)

8. Fill the table below

Year	No of boys sat for std seven examination	No of boy candidates passed examination	No of boy candidates failed	% of students who passed examination
A	B	C	D	E
2005				
2006				
2007				
2008				
2009				
2010				
2011				

9. What do you think were the reasons that led to passing or failing?

- b).....
- c).....
- d).....
- e).....

10. In your opinion, does the school environment contribute to school truancy and dropouts?

- a) Yes
- b) No

11. Which school environment contributes to boys' dropouts?

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

12. What can be done to remove such school environment?

- i).....
- ii).....
- iii).....
- .

13. What are the negative impacts caused by boy students' dropouts to the community?

- (i).....
- ii).....

iii).....

iv).....

v).....

14. As an academician, what is your advice to education planners and policy makers?

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THANKS FOR YOUR COOPERATION

APPENDIX 5:

QUESTIONNAIRE FOR WARD EDUCATION COORDINATORS

INTRODUCTION

This research is for male students' dropouts before finishing standard seven.

1. Your information will be used for elimination of dropouts in your Ward
2. Do not write your names in this paper but write your ward.
3. Your answers are for this research and are private hence they won't be displayed to any officers in any level.
4. Answer the questions according to your knowledge.
5. Make sure you read and answer the questions according to your knowledge

THANKS FOR YOUR COOPERATION

Please tick the correct answer

1. How long have been working in this centre?
 - a) Less than a year
 - b) 1-3 years
 - c) More than 3 years
2. Is there a problem of boys dropping out before finishing school in this ward?
 - a) yes
 - b) no
3. If yes, how serious is the problem?
 - a) Low
 - b) High
 - c) Average
4. Why do boys dropout before finishing their primary education?
 - a).....
 - b).....
 - c).....
 - d).....

5. What are the causes of boys dropout in this ward?

a).....

b).....

c).....

6. Is there a tendency of students repetition in this ward?

a) yes

b) no

7. What is the level in passes in standard seven exams?

a) High

b) Low

c) Average

12 (i) Does your Ward have any arrangement of following up male truancy?

a) yes

b) no

(ii) If yes, what methods do you use to make follow-up truants?

a).....

b).....

c).....

d).....

13. Does your ward have any mechanisms of follou-up male traunts?

a) yes

b) no

14. Is there any institutions in your ward that deals with male dropouts?

a) yes

b) no

15. If yes, are the methods used able to return back the dropouts to school?

a) yes

b) no

16. From the dat you have in your office, what is the level of male dropouts?

a) increasing

b) decreasing

17 . What are the problems caused by male dropouts in the society?

a).....

b).....

c).....

18. In your opinion what should be done to stop dropouts?

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THANK YOU FOR YOUR COOPERATION.

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