

**THE INFLUENCE OF PARENTS' SOCIAL ECONOMIC STATUS ON  
STUDENTS DROPOUTS IN COMMUNITY SECONDARY SCHOOLS IN  
TANZANIA: THE CASE OF KAHAMA DISTRICT**

**FRANCIS PASKALI MAZIKU**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF  
EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES  
(MED-APPS) OF THE OPEN UNIVERSITY OF TANZANIA**

**CERTIFICATION**

I, the undersigned, certify that I have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled: The influence of parents social economic status on students dropouts in community secondary schools: A case of Kahama district, in partial fulfillment of the requirements for award of the degree of Masters of Education in Administration Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

.....  
Dr Sydney G. V. Mkuchu

**(Supervisor)**

.....  
Date

**COPYRIGHT**

This Declaration is a copy right material protected by Copy Right Act of 1999 and other international and national enactments in that behalf on intellectual property. Except for a short extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgement, no part of this dissertation may be reproduced, stored in any retrieval system or transmitted in any form by any means including electrical or mechanical like photocopying and recording without prior written permission of the author or The Open University of Tanzania in behalf.

## **DECLARATION**

I, Francis Paskali Maziku, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award.

.....  
Francis Paskali Maziku

.....  
Date

**DEDICATION**

I dedicate this work to my mother who showered me with love and support, shouldering the responsibility of introducing me to the world of books.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

CSEE	:	Certificate of Secondary Education Examination
CSS	:	Community Secondary School
DEO	:	District Education Officer
HOS	:	Heads of Secondary School
JSS	:	Junior Secondary School
MOEC	:	Ministry of Education and Culture
NECTA	:	National Examination Council of Tanzania
OECD	:	Organization for Economic Cooperation and Development
SAP	:	Structural Adjustment Policy
SEDP	:	Secondary Education Development Plan
SES	:	Social Economic Status
STDs	:	Sexual Transmitted Diseases
UPE	:	Universal Primary Education
URT	:	United Republic of Tanzania
WEO	:	Ward Executive Officer
WSS	:	Ward Secondary School

## **ACKNOWLEDGEMENTS**

A number of people have made the completion of this dissertation possible. I am particularly indebted to Dr. Sydney Mkuchu, from the Faculty of Education who supervised this work to its end. His critical comments and challenging encouragement throughout this work are to say the least invaluable

My gratitude's are also due to all lecturers and students of the Faculty of Education whom I interacted with for their close cooperation and valuable advice during the course work. I am also grateful to my family for their patience, moral support, encouragement, tolerance, love, care and prayers that have facilitated my peaceful stay at home and this was one of the secret for the successful completion of this research.

I would like to register my thanks to all respondents in the sampled secondary schools in Kahama district for participating through responding to the questionnaires, interviews and focus group discussion. Their responses were quite valuable to the findings of this study. My special gratitude also go to my mother who showered me with love and support, shouldering the responsibility of introducing me to the world of books. I am indebted to her for the rest of my life.

## **ABSTRACT**

The purpose of this research was to investigate the influence of parents' social economic status on students' dropout in community secondary schools in Tanzania. The study assessed the influence of the parents' economic status to students' dropouts. The area involved in this study was Kahama district in the five sampled wards. These wards were Ulowa, Ukune, Kahama Town, Kinamapula and Kisuke. A total of 241 respondents in the categories of parents, heads of schools, academic masters, class teachers, District Education Officers, two streams from form one to form four, dropout students and continuing students were obtained through random and purposive sampling. The primary data were collected through interviews, questionnaires, focus group discussions. Secondary data was collected through documentary review from the attendance registers, dropout files and cash books. The collected data was subjected to content analysis. The study findings have indicated that limited financial resource at home results into students' dropout, Polygamous and single parents also resulted to students' dropout and transmission of HIV/AIDS and low parents education level was linked with students' dropout. The dropouts' economic activities were found to be involvement in petty business of selling groundnuts, potatoes around bus stand, household work, small mining activities at Mwabomba, domestic servant and manual work such as cultivation during rain seasons and fetching water. Based on the findings, the recommendations of the study are that the government and community members should play well their part to control students' dropouts in community secondary schools. Another recommendation was that HIV/AIDS education programme should be provided based on series of workshops in the village to promote disease prevention as well as family planning techniques in polygamous families. Political commitment, construction of dormitories or hostels in community secondary schools.



## TABLE OF CONTENTS

<b>CERTIFICATION.....</b>	<b>ii</b>
<b>COPYRIGHT.....</b>	<b>iii</b>
<b>DECLARATION .....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>LIST OF TABLES.....</b>	<b>xiv</b>
<b>LIST OF FIGURES.....</b>	<b>xv</b>
 <b>CHAPTER ONE .....</b>	 <b>1</b>
<b>1.0 BACKGROUND TO THE STUDY .....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Background of the Study .....	2
1.2.1 Social Economic Status (SES).....	5
1.2.2 Community Secondary Schools (CSS).....	6
1.2.3 School Dropout in Tanzania, Shinyanga Region and Kahama District. ....	7
1.3 Statement of the Problem.....	10
1.4 Purpose of the Study .....	11
1.5 Specific Objective of the Study .....	11
1.6 Tasks and Research Questions.....	11
1.7 Significance of the Study.....	13
1.8 Limitations of the Study .....	14

1.8.1 Poor perceptions by the community members on the differences between truancy and dropout. ....	14
1.8.2 Financial constraints. ....	14
1.8.3 Some HOS were Reluctant to fill in the Questionnaire. ....	14
1.8.4 Difficult to find the Dropout Students. ....	15
1.8.5 Difficult in Measuring Variable like Income. ....	15
1.9 Delimitation of the Study. ....	15
1.10 Conceptual Framework of the Study ....	15
1.11 Definitions of Key Terms ....	17
1.12 Organization of the Study ....	18
<b>CHAPTER TWO .....</b>	<b>20</b>
<b>2.0 LITERATURE REVIEW .....</b>	<b>20</b>
2.1 Introduction. ....	20
2.2 The Influence of Parents Marital Status on Students Dropout ....	20
2.3 The Influence of Parents' Economic Status to Students Dropout ....	25
2.4 Strategies of Controlling Student Dropout ....	30
2.5 Synthesis and Research Gap ....	31
<b>CHAPTER THREE .....</b>	<b>32</b>
<b>3.0 RESEARCH METHODOLOGY .....</b>	<b>32</b>
3.1 Introduction. ....	32
3.2 Area of the Study ....	32
3.3 Research Approach. ....	32
3.4 Research Design ....	33
3.5 Units of Inquiry. ....	33

3.6 Validity of Research Instruments .....	33
3.7 Population .....	34
3.8 Sample Size and Sampling Procedures.....	34
3.8.1 Sample Size .....	34
3.8.2 Sampling Techniques.....	35
3.8.2.1 Purposive Sampling .....	36
3.8.2.2 Cluster Random Sampling.....	36
3.8.2.3 Simple Random Sampling .....	37
3.8.3 Sample of Respondents.....	37
3.8.3.1 District Education Officer (DEO).....	37
3.8.3.2 Teachers .....	38
3.8.3.3 Parents.....	38
3.8.3.4 Students .....	38
3.8.3.5 Schools.....	39
3.8.3.6 Wards.....	39
3.9 Data Collection Techniques.....	39
3.9.1 Types of Data.....	39
3.9.1.1 Primary Data.....	39
3.9.1.2 Secondary Data.....	40
3.9.2 Data Collection Techniques.....	40
3.9.2.1 Questionnaires .....	40
3.9.2.2 Interview .....	42
3.9.2.3 Focus Group Discussion .....	42
3.9.2.4 Documentary Review .....	43
3.10 Research Ethical Considerations .....	43
3.11 Data Analysis Plan.....	44

3.11.1 Qualitative Data Analysis .....	44
3.1.1.2 Quantitative Data Analysis .....	45
<b>CHAPTER FOUR: .....</b>	<b>46</b>
<b>4.0 PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS.....</b>	<b>46</b>
4.1 Introduction.....	46
4.2 The Influence of Parents' Economic Status to Students' Dropout in Community Secondary Schools .....	48
4.2.1 Findings on the Influence of Parents' Economic Status to Students' Dropout .....	48
4.2.2 The Findings on the Influence of Contributions Charged to Students in Community Secondary School.....	54
4.2.3 Dropouts Cconomic Activities .....	56
4.3 The Influence of Parents' Marital status to Students' Dropouts.....	58
4.3.1 Single Parenting Families .....	59
4.3.2 The Findings on the Influence of Single Parent Families to Students Dropout in Community Secondary school .....	60
4.3.3 Polygamous marriage .....	64
4.3.4 The Findings on the Influence of Polygamous Marriage to Students Dropout .....	65
4.4 The Influence of Parents Educational Level to Student Dropouts .....	67
4.4.1 Parents education level .....	68
4.4.2: The Findings on the Influence of Parent Education Level to Students Dropouts .....	70
4.5 Strategies of Controlling School Dropout in Community Secondary Schools.....	71
4.5.1 Role of Secondary School Administration .....	71
4.5.2 Suggestions from Parents of the Continuing students and Dropout Students on how to Reduce Students Dropout.....	72

<b>CHAPTER FIVE .....</b>	<b>77</b>
<b>5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS .....</b>	<b>77</b>
5.1 Introduction.....	77
5.2 Summary of the Study .....	77
5.4 Conclusion .....	80
5. 4 Recommendations.....	80
5.4.1 The AIDS/HIV Information .....	81
5.4.2 Political Commitment .....	81
5.4.3 Construction of Dormitories/hostels in Community Secondary Schools .....	81
5.4.4 Community Members should be Educated on the Significance of Education to their Children.....	82
5.4.5 Each School board Need to Establish its Own Strategies.....	82
5.4.6 Guidance and Counseling Services should be provided.....	82
<b>REFERENCES .....</b>	<b>83</b>
<b>APPENDICES.....</b>	<b>88</b>

## LIST OF TABLES

Table 1.1 School Dropout and Truancy in both Government and Non Government Ordinary Secondary Schools in 2009.....	8
Table 1.2 Students Dropout in Ordinary Secondary Schools (government and non government) in Shinyanga Region from 2008-2010.....	9
Table 1.3 School Dropouts in Ordinary Secondary School in Kahama District from 2010- 2012.....	9
Table 2.1: Percentage of Students Reporting Difficulties in Paying School Fees.....	24
Table 3.1: Category of the Sample Composition by Sex and Category .....	35
Table 4.1: Dropout of Students from five Sampled Community Secondary Schools from 2010 to 2012.....	46
Table 4.2: Occupations of Parents or Guardians of the Continuing Students of Form Three and Four .....	49
Table 4.3: Occupations of Parents or Guardians of Dropout Students in the Sampled Community Secondary Schools .....	51
Table 4.4: The status of Payments of School Fees and other Contributions .....	54
Table 4.5: Existence of Single Parent Families in the Community .....	59
Table 4.6: Reasons for Students from Single Parents Dropping Out .....	60
Table 4.7: The Influence of Polygamous Marriage on School Dropout Suggested by Class Teachers .....	65
Table 4.8: Level of Education of Parents of Dropouts .....	68
Table 4.9: Level of education of parents of continuing students' form three and four .....	69
Table 4.10: Strategies of Reducing Student Dropouts.....	72
Table 4.11: Strategies of Reducing Students' Dropouts .....	74

## LIST OF FIGURES

Figure: 4:1: Visualized of drop out of students in the sampled secondary schools.....	47
Figure 4.2: The occupations of the parents or guardians of the continuing students of form III and Form IV .....	50
Figure 4:3 Occupation of Parents or Guardians of Dropouts .....	51
Figure 4.4: Influence of Single Parent Family on Students' Dropouts.....	61
Figure 4.5: The Influence of Polygamous Marriage on School Dropout .....	65
Figure 4.6: Educational level of parents of dropout students .....	68
Figure 4:7: Educational level of parents of continuing students .....	69
Figure 4.8: Suggested Strategies of Reducing Students' Dropout by Parents.....	73

## **CHAPTER ONE**

### **1.0 BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

Education is the only wealth a nation can give to her citizens especially the youths both in urban and rural areas. This is because the development of any nation or community depends largely on the quality of education of a nation. It is generally believed that education is a fundamental human right as well as basis of any true development since it develops human resources. Much is said that formal education remains a vehicle for social economic development and social mobilization in any society (Schultz, 1972).

Academic achievement is an apparent phenomenon in many developing countries like Tanzania since success is measured only in final examination (Form Four National Examination) whereby success is measured by academic performance or how well students meet standards set out by the National Examination Council (NECTA) and the institution itself. As careers competition grow in the working world, caught the attention of parents, government and education department to retain students in community secondary schools (CSS).

This study was conducted to find out the influence of parents' social economic status on students dropouts in community secondary schools in Kahama district in Tanzania. The study further aimed at understanding how parents social economic status in terms of how marital status, parents educational level related to student from dropping out of school. The study also intended to find out ways of controlling community secondary schools students' dropouts. Tanzania government since the year 2005 has introduced Secondary Education Development Plan (SEDP) to increase secondary schools students' enrolment,



capacity building and quality improvement (MOEVT 2009). During implementation of SEDP many secondary schools have been built in partnership between government and community members. However, much as secondary schools enrolment has been a success, the concern now is with regard to the internal efficiency of secondary education that is ability to retain students until they graduate from secondary school. During implementation of SEDP, many secondary schools have been built; the increase of secondary schools in each ward has also increased the number of secondary schools students' dropouts. This study was conducted in five wards, one ward is in the district headquarters where social economic status of the people varies and four secondary schools were found in marginalized places in the district.

## **1.2 Background of the Study**

As education is one of the factors leading to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of the students in schools. Parents care about their children's academic performance because they believe good academic results will provide the students with more carrier choices and job security. Different states and department of education are therefore charged with improving school and so devise methods of measuring success in order to create plans for improvement.

A good system of education must be effective in two ways. It must focus on access and retention in schools. Access is the possibility of chance for the enrollment of all legible children to schools and their respective level of education as well as equity in terms of equal distribution and allocation of resources to various segments of the society. The education system must also be qualitatively effective in terms of producing students with skills and knowledge needed in the rapid social and economic development (URT 1995). In pursuit to this, the Tanzania Government since 2005 has made very significant and

progressive stride toward the achievement of the set objective by introducing SEDP. These appreciated efforts include the establishment of Ward Secondary School (WSS) all over the country. Despite this programme (SEDP), there is a failure of students to appreciate and participate in the SEDP.

Many government and international agencies in the world are increasingly becoming interested in finding ways to boost learning outcomes and get maximum benefit from their education investment. Education quality continues to be very low in community secondary schools due to shortage of staff, teaching materials, lack of environment conducive to implement SEDP and high rate of students' dropout (URT 2010). During 2005 it became more common for both urban and rural students to access secondary schools places since WSS were being built closer to the students homes. Besides, failure of children to have interest in schooling, some parents practically engage their children during school hours to contribute to their survival needs, as these parents believed that education has no benefit so no need of allowing their children to go to schools. Children were engaged by parents to mama Lishe to wash cooking utensils and serve customers, also to dry chips. These were further worsened by the cultural belief system of few parents that female children should not be allowed to go to school since any time their education will be useless since they will be given out in marriage and their duty is that of child bearing and home making, so education for female will be wastage of time and money.

The World Bank (2001) observed that secondary school dropout in Tanzania appears to be a great problem leading to a substantial number of secondary school students failing to complete form four secondary education. Due to increase in number of secondary schools in Tanzania during the implementation of SEDP, the number of secondary school dropouts has increased in community secondary schools than it was in the previous year (URT

2009). Community secondary school dropouts have also become much more common than primary school dropouts (URT 2009). There are possible reasons that can contribute to students' dropout and one of the reasons being social economic status of the parents. This calls for a deep and focused analysis of the influence of parents' social economic status on the dropout of students from community secondary schools.

The World Bank (2005) recommended that one way that countries in the world can ensure the quality of Universal Primary Education (UPE) is by expanding secondary education. This recommendation would influence parents to send their children to primary school if they are sure that opportunities are available at secondary schools level. However one wonders if both poor and rich families can be able to send their children to school. URT (1995) have revealed that schools dropout is a function of both economic and social cultural factors. There is no single factor that can completely account for a student decision to continue in school until graduation. Economic factors limit the ability of the parents or family to meet educational cost of their children, since parents from poor social economic status fail to meet educational needs of their children hence children drop out from school.

Furthermore social factors influence both positive and negative on school dropouts. These factors include parents' attitudes towards girls' education and early marriage. A family social economic status is based on family income, parental education level, parental occupation and social status in the community; such as group associations. Families with high social economic status often have more success in preparing their young children for school because they are typically have access to widen the range of resources. It is against this background this study was conducted to investigate the influence of parents' social economic status on students' dropout in community secondary schools in Kahama district.

### **1.2.1 Social Economic Status (SES)**

According to Lamberty and Crnic (1994) the social economic status of a family can play a very important role in child's education, social economic status influence what opportunities children will be exposed to, limiting children of low social economic status to fewer opportunity and giving students with higher social economic status a chance of more opportunity. Social economic status is typically broken into three categories, high SES, middle SES and low SES to describe the three areas of a family or an individual may fall into. Families with high social economic status often have more success in preparing their children for school because they typically have access to a wide range of resources to promote and support their children's education and those parents with low SES. These children are more likely to drop out from schools because they have little or no resource to support and promote their children's education.

Dropping out of school reduces individual future earning and employment opportunities. People in Kahama district mainly depend on animals keeping and agriculture, whereby cotton, tobacco are the cash crops. Although there is cultivation of cotton and tobacco as cash crops in the district, the decrease in price of Tanzanian cotton and tobacco in the world market, and diseases which seriously attack the crops, have largely threatened the social economic status of many parents in Kahama district. Farmers also keep animals such as cows, goats and sheep in sparse populated areas. Keeping animals also has been affected by lack of enough area for grazing and drought. Some farmers have stopped to cultivate cotton due to decrease in price when compared with the cost of cultivation. As a result, community members are becoming poorer. Furthermore there are no inadequate crops for selling and eating. All important mining areas have been privatized to white people during privatization period in order to obey the conditions of Structural Adjustment Policy (SAP). People with high social economic status can afford to take their children to

good and high performing private secondary schools. However parents in the low social economic status cannot afford to do so. They take their children to community secondary schools located in each ward.

### **1.2.2 Community Secondary Schools (CSS)**

Community Secondary Schools (CSS) in Tanzania in each ward were established in order to improve access and equity in education. The idea of having community secondary schools was initiated by the Ministry of Education & Culture, honorable Jackson Makweta in his budget speech of 1986/1987. In this budget, he insisted on the need to involve the community in the provision of secondary education because the government resources were limited. He proposed that each ward in the whole country should have a community day secondary school. In 1989 few new day community secondary schools were started with two streams each. The government is in charge of these community secondary schools with regard to paying teachers' salaries and other expenses (URT 2009).

During implementation of SEDP many secondary schools have been built in Tanzania with the partnership between government and community members. Today there are 4102 secondary schools in the country, out of which 3649 are ordinary level secondary school and 453 are advanced level secondary schools and 516 are private secondary schools. Out of the 3133 ordinary secondary schools 3131 are community secondary schools and two (02) schools are owned purely by the government (URT 2009). During implementation of SEDP (URT 2005) many secondary schools have been built with the partnership between government and community members. It is common nowadays to find a community secondary school in each ward. However, SEDP clearly requires that expanded enrolment should go hand in hand with improved quality of education, the appropriate institutional arrangements and enhanced capacity building. Unfortunately very little has been done so

far to address these aspects of education system in the country all of which are poor to the point of being pathetic. It is time now for the government to support local communication in their efforts to improve the quality of education (URT 2009).

In Kahama district, all ordinary secondary schools are community owned. These community secondary schools were built as a result of political pressure, without taking into consideration of the basic requirements for the provision of quality education. For example, the location and sitting of school was not based on technical consideration (Forojalla 1993). This was similar also during implementation of SEDP, the factors of schools location, planning school age population of an area was decided on the basis of political patronage. Schools were therefore located where a particular community or its leader were known to sympathize with the government even though the population size did not warrant the building of a given school. A good example of this fact in Kahama district is found in Dakama ward where there are two secondary schools (Field data 2013). As a result these schools are performing very poorly compared to other categories of schools.

### **1.2.3 School Dropout in Tanzania, Shinyanga Region and Kahama District**

Low quality of education and financial burden of fees on the parents have had negative effects on efficiency in terms of having high dropout rate. According to the Fact and Figures by the Ministry of Education (URT 2004), out of 83,509 students who were enrolled in form one in 2001, there were only 60,861 in form four (IV) by 2004. This data indicate that less than 73 percent (73%) of the original cohort continued directly to form four (IV) and 27 percent dropped out. The dropout rate in many rural secondary schools is much greater than the national statistics would suggest. This is because of poor reporting by some heads of secondary schools (Galabawa 2007).

According to URT (2009), 48,217 students dropped out of secondary schools in the country in 2009. The reasons given for dropouts were the same with those for primary education. These were truancy (33,120), pregnancy (4965), death (64), lack of essential needs (4,414), illness (500), parental illness (291), and others (4263). Data in Table 1.1 show the dropout rate of students in Tanzania from form one to form four.

**Table 1.1 School Dropout and Truancy in both Government and Non Government Ordinary Secondary Schools in 2009**

Reasons for dropping out of school	Educational level and number of students					
	Form I	Form II	Form III	Form IV	Total	Percentage
Truancy	4478	11264	14001	3270	33013	6.9
Pregnancy	429	1588	2177	747	4941	10.3
Death	68	234	228	125	655	1.4
Lack of essential needs	1105	1414	1533	332	4384	9.2
Students illness	87	154	176	60	477	1.0
Parental illness	93	74	99	25	291	0.6
Others	968	1256	1397	460	4081	8.5
Total	7228	15984	19611	5019	47842	100

**Source: URT, 2009:64**

Data on Table 1.1 it can be observed that many students dropped out from schools in form two (II) and form three (III) in 2009. Fifteen thousand nine hundred and eighty four form two students dropped out from school compared to 19611 form three students who have dropped out. Data in Table 1.2 show the number of student dropouts in ordinary secondary school in Shinyanga region.

**Table 1.2 Students Dropout in Ordinary Secondary Schools (government and non government) in Shinyanga Region from 2008-2010**

Year	Gender		Total
	Females	Male	
2008	3660	4272	7932
2009	5433	9048	14481
2010	7218	11925	19143

**Source: URT – MOEC 2010**

Data from Table 1.2 indicate that the number of students who dropped out from school increased from 7932 in 2008 to 19,143 in 2010 following increase in number of community secondary schools during implementation of SEDP in Shinyanga region. Data in Table 1.3 show the dropouts' rate of students in Kahama district.

**Table 1.3 School Dropouts in Ordinary Secondary School in Kahama District from 2010-2012**

Year	Gender		Total
	Female	Male	
2010	28	40	68
2011	75	67	142
2012	101	106	205

**Source: DEO's office 2013**

There are 29 community secondary schools in Kahama district. The problems of students dropping out of school need to be analyzed. The data of dropouts in Table 1.2 and Table 1.3 is not a small number as this indicates the existence of the problem in Shinyanga region and Kahama district in particular. It was against this data, the study was initiated to investigate the influence of parents' social economic status on students' dropouts in community secondary school in Kahama district.



### **1.3 Statement of the Problem**

School dropout has been one of the problems facing the educational system in Tanzania. Different studies have been carried out in an attempt to address this problem of students' dropout. However, few have been done on the part of school dropouts in community secondary schools especially in Shinyanga region particularly Kahama district. Secondary school education is important for social and economic development in any society and government (Chiuri & Kiumi 2005). The influence of parents' social economic status on students' dropout in community secondary school is not well known.

In other places the research done by Barongo (2007) to assess truancy and dropout among primary school pupils in Rufiji district in Tanzania show that, there were several reasons behind truancy and dropout. Twenty one (21) (58.3%) class teacher mentioned poverty on the side of the parents or household to be the major cause of truancy and dropouts.

Hyera (2007) conducted a research on the influence of social cultural values on dropout rate of secondary school female students in Tunduru district in Tanzania. The findings of the study by Hyera (2007) revealed that social and cultural values had an adverse influence on the school dropout of female students. Also sexual orientation in the rites of passage influenced more female students to engage in sexual behavior as a result female students became pregnant as a shortcuts to leave school.

However no study has been conducted in Kahama district to find out the influence of parents social economic status on students dropout in community secondary schools. Most studies conducted on school dropout in Tanzania have largely concentrated more on primary school level of education than at secondary school level of education. With rapid expansion of community secondary schools during the implementation of SEDP (2005),

the problem of school dropout has been a serious problem facing community secondary schools in Tanzania and Kahama district. This is because there may be several influences of social economic status of the parents to students' education. However, one need to find how social economic status of parents that influence students dropout. In this study the researcher attempted to investigate the influence of parents' social economic status on community secondary school students' dropout and find out different strategies to overcome the problem.

#### **1.4 Purpose of the Study**

The purpose of this study was to investigate the influence of parents' social economic status on students' dropouts in community secondary schools in Kahama district.

#### **1.5 Specific Objective of the Study**

The study was guided by the following objectives to

- i. Examine how parents economic status influence students dropout from community secondary schools.
- ii. Assess how parents marital status influence students dropout in community secondary schools.
- iii. Identify the influence of parents' education level on student dropping out in community secondary schools.
- iv. Find out ways of controlling the drop out of students in community secondary schools.

#### **1.6 Tasks and Research Questions**

This study was guided by the following tasks with the accompanying research questions

**Task 1**

*Identify how parents economic status influence students dropout in community secondary schools.*

**Research Questions**

1. How does parents economic status influence students dropping out from community secondary schools?
2. What are the views of parents and teachers on various contributions charged in school to support community secondary school are related to student dropout?

**Task 2**

*Assess the influence of parents' marital status on students' dropout in community secondary school.*

**Research Questions**

1. How does single parenting influence students dropout in community secondary school?
2. How does single parenting influence students dropping out in community secondary schools?
3. What is the influence of polygamous marriage on students dropping out in community secondary schools?

**Task 3**

*Identify the influences of parents' educational level on students' dropout in community secondary school.*

**Research questions**

1. How does parents' education level influence student dropping out from schools?

2. What is the education level of the parents of students who dropped out from community secondary school?
3. How does parents economic status influence students dropping out from community secondary schools?
4. What are the views of parents and teachers on various contributions charged to support community secondary school are related to student dropout?

#### **Task 4**

*To find out strategies of controlling the drop out of students in community secondary schools*

#### **Research questions**

1. What are the roles of members of the community in reducing secondary schools dropouts
2. What is the role of secondary schools administrators in controlling secondary school dropouts
3. What is the role of the DEO in minimizing school dropout in community secondary schools?

#### **1.7 Significance of the Study**

This study was considered to be useful in the sense that it would provide detailed information on the reasons for students dropping out from community secondary schools; especially due to parents' social economic status as the findings would assist in devising ways for alleviating the problem. The recommendations and suggestions given were considered useful for improving children right for education and overcome the students from dropping out from schools for the benefit of the children themselves, their families

and nation. Data from this research were expected to act as a model to help education administrators such as HOS, DEO, at school level and district levels to identify the problem of students dropping out from school and take remedial measures. The study was also expected to provide valuable information about students' dropouts which would be used for further research and reference.

### **1.8 Limitations of the Study**

According to Tromp and Kombo (2006), limitation of the study is a situation and issues beyond the ability of the researcher to control. Some of the things which were barriers to smooth running of the study are the following:

#### **1.8.1 Poor Perceptions by the Community Members on the Differences Between Truancy and Dropout**

Community members could not differentiate between the two phenomena, when they talked of truancy, they meant dropout and when they talked of dropout they meant truancy. So the researcher has had hard time to explain the differences between the two terms. In short, to them the two terminologies could be used interchangeably especially in marginalized places where most of the parents are illiterate.

#### **1.8.2 Financial Constraints**

The course and study were done under private sponsorships; hence some of the respondents especially the dropout students were found in remote areas could not be reached. This situation forced the researcher to involve fewer dropout students

#### **1.8.3 Some HOS were Reluctant to Fill in the Questionnaire**

Questionnaire was not filled properly by some of the HOS. They were not cooperative. Some of the important documents that had the needed information could not be obtained.

The number of students who were dropouts from school in Dakama secondary school was not filled in the questionnaires by head of the school.

#### **1.8.4 Difficult to Find the Dropout Students**

It was also difficult to find the whereabouts of dropout students as some of them had already shifted to other places. This situation forced the researcher to involve small number of dropout in this work.

#### **1.8.5 Difficult in Measuring Variable like Income**

Some variable like income appear simple but was difficult to measure. One has to account for salaries, tips, gifts, interest on saving, appreciation on property to gauge the economic status. In a peasant village one might have to account for agricultural credit, earnings from cash crops and livestock and daily wage labor. This study has failed to measure these variable accurately and some inferences on such key indicators were speculative.

### **1.9 Delimitation of the Study**

This study was confined to ordinary level students from form one to form four in community secondary schools. The study was conducted in one (01) district out of seven (07) districts in Shinyanga region. The sample comprised five (05) schools out of twenty nine (29) community secondary schools in Kahama district hence the findings are not generalisable. Furthermore, social and economic status of people differed from one place to another in the country. Hence it was difficult to generalize the findings and conclusions from the small sample.

### **1.10 Conceptual Framework of the Study**

According to Kombo and Tromp (2006), a conceptual framework is a set of broad ideas and principles taken from relevant field of enquiry and used to structure a subsequent

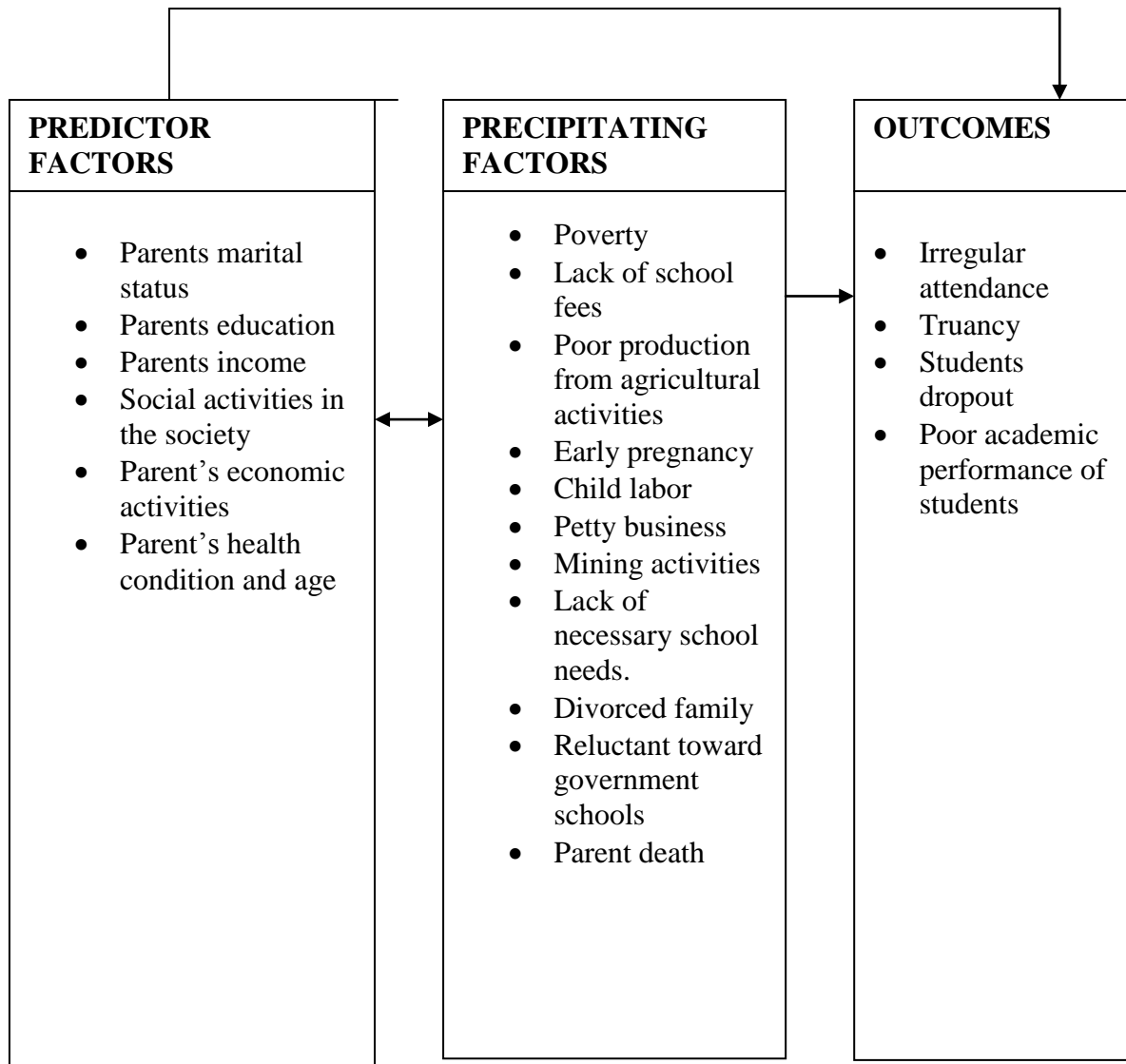
presentation. A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation. It also contributes to the formulation of the research design and giving a broad scope to thinking about the research.

The conceptual framework for this study was adapted from Millanzi (2005) who worked out on the relationship between predictor variables, precipitating variables and outcomes of dropouts. There are two sets of variables which cause students to drop out from secondary schools. These are predictor and precipitating variables. The predictor variables signals or predicts the decision to drop out from school. These include parents' marital status e.g. polygamous and single parenting, parents' level of education, parents' income and social activities in the society in which parents are involved, health condition and age of parents.

The conceptual framework of this study is summarized in Figure 1.1 and it indicates the relationship between predictor factors, precipitating variables and the outcomes to students dropping out of schools. The precipitating variables have an immediate effect on decision to drop out from school. The variables include poverty, lack of school fees, poor production from agricultural activities, early pregnancy, and lack of basic school needs, divorced families, and reluctance toward government schools, agriculture activities and petty businesses.

Examination of students' dropout in community secondary school in Kahama district considered both predictors as well as precipitating variables since they are interrelated in the process of causing students to drop out from schools and they are all centered on social economic status. For example, students living with both parents have lower dropout rate and higher graduation rate compared to students living with one parent. Students in a

home with less family resources as measured by parental education, parental occupation and family income are more likely to drop out (Lamberty and Crnic 1994).



**Figure: 1:1: Conceptual Framework Showing the Relationship between Predictor and Precipitating Variables to School Dropout**

**Source: Adapted from Millanzi (2005)**

### 1.11 Definitions of Key Terms

This section provides the definitions of key concepts as they are applied in this study.

**Social Economic Status (SES):** Social Economic Status (SES) is an economic and sociological concept which combines total measure of persons work experience of an



individual or family economic and social position in relation to others. This is based on income, parental education level, parental occupation and social status in the community such as social contact with the community, group associations and the community perception of the family (Crnic and Lamberty 1994).

Dropout: Refer to a person who leaves school or college before finishing studies (Wehmeier et al., 2005). In this study, a dropout is a student who for one reason or another fail to complete studies at a community secondary school, hence leaves school before doing Certificate of Secondary Education Examination (CSEE).

Truancy: The term refers to the practice of staying away from school without permission (Wehmeier, 2005). If the practice is prolonged it ultimately leads to total withdrawal from school and becoming a school dropout. In Tanzania, a student who is absent from school without permission in a period of three months is regarded as a truant or one who is playing truancy. But if truancy continues for ninety days (three months) consecutively, a student is expelled from school by law and is regarded as a dropout (MOEC 1997).

Community secondary school: Community secondary schools are day secondary schools built in each ward through partnership between the government and community. The idea of having community secondary schools in Tanzania originated in 1986

### **1.12 Organization of the Study**

This study report has five chapters. Chapter one deals with the background to the study, statement of the problem, purpose of the study, research questions, scope, significance of the study, limitation of the study, conceptual framework and definitions of the key terms as they have been used in this study as well as organization of the study. Chapter two

contains review of related literature while research methodology is presented in Chapter three. Chapter four contains the findings of the study, analysis, and discussion. Chapter five provides summary, conclusion and recommendations of the study. The last part of the document provides a list of references as well as instruments for data collection that were used for the study and research clearance letter.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

Kombo and Tromp (2006) define literature review as an account of what has been published on a topic by accredited scholars and researchers. It is a critical look at the existing research that is significant to the work that the researcher will be carrying out. It involves examining documents, journals and dissertation that have a bearing on the study being conducted. This chapter presents literature related to the current study concerning an understanding the influence of parents social economic status on students dropout in community secondary schools in Kahama district.

Different studies done elsewhere on the influence of parents' social economic status on students' dropout were reviewed to gain knowledge and experiences on what have been done in this area. The reviews involved studies conducted in different countries and those conducted specifically in Tanzania. This review of the studies assisted the researcher in developing appropriate methodology to guide this study but also to identify the key facets of focus gaps of the previous studies which were to be filled by this study.

#### **2.2 The Influence of Parents Marital Status on Students Dropout**

According to the findings by Lazear (2002) who conducted a study in California revealed that scientists have accumulated an impressive body of evidence showing the educational and emotional difficulties that children from single parent families and even step families face. It was found that children from families of single mother obtained fewer years of education and were more likely to drop out of high school. Offspring from single mother

families are more likely to commit criminal acts and engage in drug and alcohol use than offspring's from two parents families. The lower income of the single parent families account for only a portion of the differences between mother only families and two parents families. The influence of single motherhood is consistent across a large number of racial and ethnic groups. Children of single parents were more likely to have academic problems. 70% of children from disrupted marriage are more likely to be expelled or suspended from school than those living with both biological parents. Those living with never married mothers were more than twice as likely to have had this experience. Children with both biological parents were less likely to have repeated a grade of school.

Mullen (1960) contends that it has been identified that broken homes which may be the result of death, divorce, separation or desertion of one or both parents, may have a pervasive effect on the schooling of children. The study indicated that persistent absenteeism and dropout in primary schools involves more children from broken homes. Children from fatherless families played truant and eventually dropped out of school more than others. In African tradition, families regard fathers as pillars of the family and mothers as subordinate to the fathers and so they cannot effectively manage family responsibilities alone without fathers. Thus children from broken families where mothers are heads of household are likely to develop psychological problems and drop out of school.

Tyremen (1968) identified that broken homes which may result of death, divorce, separation or desertion of one or both parents may have influence on schooling of children. Persistent absenteeism and dropout in primary schools involve more children from broken homes. Children from fatherless families played truancy and eventually dropped out from school more than others. Auger (1970) argued that persistent

absenteeism influenced pupils from families which were fatherless and have step fathers. Pupils with no fathers are most likely to be persistent absentees and finally dropout of school more than those with fathers.

Davidoff (1987) argued that boys without fathers scored lower on achievement tests. It should be understood that fathers in families are the role models for their sons; therefore their absence became great setback. Many of them loose concentration in classes leading to poor performance and ultimately school dropout.

According to Olubadewo and Ogwu (2005), one out of every six American families is a step family and about one in three children live with a step family. He added that these families are created when divorced parents remarry. Step families consist of biological relationships with step parents, step siblings, multiple set of grandparents and what often becomes a confusing array of relatives from the old and new marriage which make communication and collaboration more difficult than ever and is likely to cause school dropout.

Omebe (2002) in Nigeria revealed that divorced and single parents find it difficult to take time and explain trouble required to negotiate with children over task assignments and joint plans. Here children in this situation lack parental love and care, affection and motivation as a result, children tend to become bored, moody and restless and feel misunderstood hence influence students to drop out of schools. Herbert (2003) cited in Mallum (2003) observed that the family deficit theory views the nuclear or two parents' families as the ideal family structure and their parenting as good for children. The other parent as a deficit to the family since his/her services would be missed, thus presents a lot of challenges to the children and put children at risk of dropping out of school.

Paya (2008) argued that an average of 52.4 percent of all respondents in Namtumbo district pointed out that social factor like death due to HIV/AIDS and other diseases, old age of the parents or guardians account to the persistence of the problems of failing to pay school fees. He further stated that poor income is attributed by falling productivity of the food and cash crops; this resulting to school dropout.

Hyera (2007) studied the influence of social cultural values on dropout rate of secondary school female students in Tunduru district in Tanzania. The findings revealed that social and cultural values had an adverse influence on the school dropout rate of female students. Adult sexual orientation introduced in the rite of passage influenced more female students to engage in sexual behavior. Female students who wanted to leave school for marriage became pregnant as shortcuts to leave school. There were more female student dropouts from polygamous marriages than from monogamous marriage due to big size of the families and failure of parents to afford the cost of living.

Study by Millanzi (2005) revealed that there is high rate of polygamy and divorce especially in areas along the coast region. Polygamy was one of the strong factors that did not seem to change although in most cases it was caused by broken homes. Broken homes results to school dropouts. It was investigated that, problem of broken families among the female parents were not ready to allow husband to marry another wife for the reason that economic position of the husband does not allow her to add another wife.

Mau and Bikos (2000) revealed that children in divorced families are more likely to have academic problems than children in non – divorced families (like depression, anxiety) and exhibition of delinquent behaviors. Children in this situation most often have social and relationship problems as they are away found in solitary places and finding difficult to mix

and associate freely with peers. When situation like this arise, the children in this situation may not have any choice but to drop out of school.

Brock–Utne (2000) said that the introduction of school fees in Tanzania has been received as an extremely unpopular measure by the Tanzanian population. Difficulty in payment of school fees is a gender as well as a class issue. Brock–Utne (2000) found that the introduction of school fees in secondary school affects girls more than boys and much more girls from lower classes than girls from middle classes. The findings in Table 2.1 show the percentage of students reporting difficulties in paying school fees.

**Table 2.1: Percentage of Students Reporting Difficulties in Paying School Fees**

Students from	Girls	Boys
Middle class families	26.6%	12.3%
Lower class families	50%	30.3%

**Source: Brock–Utne, (2000) cited from Sumra, (1991)**

### **2.3 The Influence of Parents' Education Level, Occupation to Students Dropouts**

Various studies have been done on the influence of parents' education level and occupation to students' dropout. Barongo (2007) revealed that children, whose parents or guardians occupations were peasantry, fishing or involved in petty trade were likely to be truants and in the long run drop out from school. On the other hand children, whose parents or guardians had formal employment like teachers and nurses, were less likely to fall under the category of irregular attendance. Such phenomenon could have largely resulted from the fact that educated parents know the value of education for their children and insist them to attend school regularly. Apart from this, they are in a position to assist the students academically or find someone who can do remedial teaching to the young

ones. The trend of students dropping out from school is connected to the low educational status of the parents or relatives in the homes in which a child is growing up. Nkoma (1979) in his study on truancy and school dropout in Pangani in Tanzania revealed that, children who played truant or dropped out of school belong to not only economically poor families, but also to the parents with little formal education. It was found that educated parents tend to motivate their children in matters related to schooling and support them academically. They are very keen to make follow up visits to schools for the academic welfare of their children. Babyegeya (2002) revealed that irregular attendance and truancy is positively correlated to dropout of students from schools. There are a number of reasons that are associated with truancy and dropouts. First the degree of parents encouraging their children while at school, second ability of the parents to pay school fees and other contributions that can be required. Third, a chance of getting employment after and before completion of certain level of education. Fourth, poor physical environment of schools this indicate the inefficiency of the system. Irregular attendance and dropout are very common in some parts.

#### **2.4 The Influence of Parents' Economic Status to Students Dropout**

The World Bank (2001) study in Tanzania observed that secondary school dropouts appear to be a problem due to students' failure in completing their education circle. A number of studies indicate that dropping out of school is poverty related and among the dropout are from poor families. Remberger (1995) conducted a study on dropout in middle school in America and argued that there is no single cause of school dropout. Dropout is often a process rather than the result of one single event and therefore has more than one proximate cause. Poverty appears to influence the demand of schooling, not only because it affects the ability of households to pay school fees and other cost associated with education, but also because it is associated with high opportunity cost of schooling for



children. Croft (2002) conducted a study in Malawi and the findings revealed that household income is an important factor to determine access to education. This is so because educating a child attracts some potential costs right from the beginning during the registration of the pupils to completion. The author further explained that such cost include school fees, cost of purchase of compulsory textual materials as introduced from the school, uniforms, travel, equipment and the opportunity cost of sending a child to schools. Most studies have shown the link between household income and students' school dropout.

Cardoso and Verner (2007) conducted a study in Brazil and the findings revealed that poverty as the most common primary contributory factor for students' school dropout. All low income countries have one trait in common; they ration their education according to social stratification, where children from rich homes attain the best schools while students from poor home attain the worst school. In most poor countries of Africa less than half of all children ever get to schools. Cocough (2000) describes the link between wealth and schooling retention in more detail. He noted that amongst those who had never been enrolled in any school. Children at school were on average from better off households than those who dropped out who were in turn from richer background than school age children who had never enrolled. Children in rural areas and children in poorer homes drop out of school earlier in greater numbers and fail to make the transition to junior secondary schools compared to their peers from richer homes.

Okojie, Chiengwe and Okpokumu (1996) conducted a study in Nigeria on gender gap in access to education. The findings of the study revealed that financial constraints among others were the reason given for students' school dropout. They noted that fathers were mainly responsible for costs of their children's education such as paying school fees and

buying text books. Mothers on the other hand made some contributions depending on their financial ability. They conclude that when financial resources were scarce, it was girls who were withdrawn from school first than boys.

Bunto (2000) conducted a study on patterns and causes of school dropout in Arusha and Arumeru secondary schools and revealed that sending a child to secondary school in Tanzania cost a lot of money because education is neither free nor cheap. It is conceivable that social economic problems in the homes of many students contribute to dropout. Many families do not have regular income hence failing to meet school requirement such as school fees, uniform, meals, allowance and books. The findings by Bunto (2000) revealed that school fees were a factor that caused school dropout and this was because of poverty caused by poor social economic background.

Komba (1992) conducted a study on fees students and taxpayer equity in Tanzania and the findings revealed that school fees were strong reasons for school dropouts. The amount of fees paid determines the magnitude of dropout rate. The higher the school fees, the higher the dropout rate. It should also be observed that there are families that are unable to pay school fees and that there are other circumstance such as home environment which force student dropout from schools.

Abagi and Bali (1997) argued, that financial constraints was a single most important factor that attributed to school dropout in the slum area in Nairobi in Kenya. It was found that 64 percent of the respondents dropped out from school due to household failure to meet school expenses. Nkoma (1979) in his study on truancy and school dropout in Pangani district in Tanzania revealed that children who played truant or dropped out from schools belonged not only to economically poor families but also to the parents with little formal

education. It was found that educated parents tend to motivate their children in matters related to schooling and supporting them academically. This finding is in agreement with the findings in a study by Barongo (2007).

Barongo (2007) assessed truancy and dropout among primary school pupils in Rufiji district in Tanzania. The research findings showed that there were several reasons behind truancy and dropout. While 58.3 percent class teachers mentioned poverty on the side of parents or household to be the major cause of truancy and dropout, others (47.2%) class teachers and 100 percent head teachers indicated that the major cause was little emphasis on education by parents or guardians.

Shuma (1980) conducted a study of family background factors contributing to school dropouts in primary school in Tanzania and argued that, the question of girls pregnancies should not only be associated with age but also family background. More children from poor economic background get pregnancy than those from well off background. She added that, some girls' drop out of schools to get married so that their parents or guardians could receive dowry. The issue of early marriage and pregnancy were associated with ignorance and poor economic background. In this case poverty contributes to early marriage and teen pregnancy. Girls are also attracted by luxury and leisure which are provided by rich men. Gonza and Moshi (2002) observed that in both districts of Rungwe and Lushoto, poverty is the main cause of child labor. Poverty was analyzed by considering various social economic status of the people, especially respondents in this study. These included resources owned by people, the income, social infrastructure and expenditure. Land shortage was found to be a serious problem especially in the study area in Lushoto. According to the village government leaders, land shortage is the cause of poverty for most of the people in the villages. It was noted that most villagers do not have excess to

land; therefore people have either small farms or no land at all. Poor households own very small plots of land of between 1/8 to a maximum of ¼ of an acre, where they grow food crops and cash crops.

Dunne, Leach, Chilisa, Maundeni, Tabulawa, Turkor, Forde and Asamoah (2005) conducted a study in Botswana and Ghana on gendered school experience and its impact on retention and achievement and the findings revealed that students from low SES engaged in income generating activity due to poverty of their parents whereby in both countries dropout is proportionately higher for girls but it is of significantly greater magnitude in Ghana, with nearly 20 percent of female dropping out over the Junior Secondary School (JSS) cycle. In Botswana it is 2.4 percent with higher rate for girls (3.2%) than boys (1.6%). In both countries pregnancy has been identified as the major cause of girls' dropout. The results further show that children are forced to work for many reasons and poverty is one of the most significant causes. Life is day to day struggle for survival for the poor. Female absenteeism and dropouts were largely associated with domestic responsibilities or pregnancy. In Botswana particular students staying on their own were more likely to drop out from school.

A study conducted by Colclough et al, (2003) in Ethiopia and Guinea show that boys and girls were always specialized in different sort of work. For instance; girls specialized in domestic work activities such as preparing and cooking food, cleaning the house, fetching water and collecting firewood. Boys on the other hand were mainly involved in working on family farms, looking after livestock and engaging in income earning activities. In this case boys and girls were likely to dropout from school. The studies conducted in Ethiopia and Guinea reveal that household and domestic specialization provide a significant reason for non – attendance of girls more than boys. In both countries, the tendency was for girls

to drop out from school for family responsibilities. The current study intended to look in how parents' social economic status influences students' dropouts. Therefore it will take into consideration activities conducted by children and saw the prevailing situation in Kahama district.

Drew and Segi 2003) did a research to trace a link between activities performed by children and school dropout. The findings showed that five million children between the age of five (5) and fourteen (14) years were in the labor force in Brazil. Four million children did not attend school despite the fact that education was compulsory. The majority of these children had attended school at some stages but had later dropped out and the dropout rate was increasing at an alarming rate.

## **2.5 Strategies of Controlling Student Dropout**

Literature indicates that some parents do fail to support education of their children financially. Galabawa (2007) advocate the principle of free education especially basic education comprising primary and secondary education as a basic human right. Accordingly, the government at central or local level is obliged to grant tuition fees for basic education. Such education should be paid for by the state or to be covered under grant aided non public school system and made accessible to all people. This will solve problems of students from families with low economic status. As a result they will complete their secondary school education. The research by Drew and Segi (2003), conducted in Brazil showed that more and more teachers are becoming actively involved in sensitizing parents and local community as to the dangers of child labor activities and by encouraging them to allow their children to stay in schools and complete their education. The findings show that many forms of child labor are damaging the development of children from staying at the succeeding in schools.

## **2.6 Synthesis and Research Gap**

Studies on students' dropout from school have many related literature worldwide. It is apparent that factors for students' dropout vary across space. Most findings on students' dropout have indicated that poverty was mentioned in every work discussed. However there are other students who dropped out from schools who are not classified as students from poor families. There must be other factors why students from community secondary schools drop out from school. In all studies reviewed in Tanzania, the influence of parents' social economic status on students' dropout was not extensively documented. Most of the students' drop out studies concentrated on primary level of education and rarely on secondary level of education. For secondary school level, there are few studies on community secondary schools. The available literature has focused on a number of patterns and causes of students' dropout and influence of social cultural values and school dropout. Studies by Bunto (2002) and Millanzi (2005) focused on patterns and causes of students' dropout in community secondary schools while Hyera's study in 2007 was on the influence of social cultural values on school dropout in secondary schools for female students by considering family background as a small part. This study will take the situation holistically by concentrating on community secondary school dropout in Kahama district by assessing the influence of parents' social economic status on students' dropout in community secondary schools. All these gaps need to be filled hence the need for current study.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The research methodology of the study is described in this chapter. the description covers the research approach and research design, area of the study, unit of inquiry, sample frame, sampling and sampling procedures, techniques of data collection, validity of research instruments research ethics and data analysis procedures.

#### **3.2 Area of the Study**

This study was conducted in Kahama distract in Shinyanga region. The study covered five selected secondary schools in five wards. These secondary schools were Ulowa, Kinamapula, Dakama, Kisuke and Kishimba. This area was strategically selected due to its various social economic factors. Furthermore the area was familiar to the researcher to investigate the influence of parents' social economic status to students' dropouts in community secondary schools.

#### **3.3 Research Approach**

In this study both qualitative and qualitative research approaches were used. This was to allow triangulation approach. Triangulation is carried out by a researcher to increase the validity of the research by using several points of reference (Barlett and Burton, 2007). The researcher approached the objectives of the research from different angles and perspectives in order to gain a greater understanding by seeking the contribution of the varied groups of respondents such as continuing students, teachers, dropouts students and education leaders such as DEO.

### **3.4 Research Design**

Kombo and Tromp (2006) define research design as a scheme outline or plan that is used to generate answers to research problems. A research design can be regarded as an arrangement of conditions for collections and analysis of data in a manner that aims to combine relevance with research purposes. According to Kothari (2004) research design is a plan of action for collecting data, organizing and analyzing it with the objective of combining the relevance of research with economy in procedures. In this study descriptive survey design was used. This is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It is used to collect information about people's attitudes, opinions, habits or social issues such as education (Frankel and Wallen, 1990).

### **3.5 Units of Inquiry**

The study involved various categories of respondents. There were continuing students, dropouts' students, class teachers and academic masters. Other units of inquiry were the HOS, DEO who were supposed to have the documents containing information of students' who had dropped out from school in their schools and district respectively.

### **3.6 Validity of Research Instruments**

Frankel and Wallen (1990) define validity as the appropriateness, meaningfulness and usefulness of the inferences a researcher makes. Validity has to do with instruments and is the most important idea to consider when preparing or selecting an instrument for use, data findings and explanations in research. The study has taken instrumental validity into account by setting objectives and representative samples. It has also taken into account the use of valid questionnaire instruments, interview guide and focus group discussions. For instrumental validity the study aims to use the triangulation methods in this research



schedule, which involves the mixing of different methods and approaches to understanding a social phenomenon. These methods include documentary review, focus group discussion, interview and questionnaire. Data validity is tied to the validity of instruments in the research operation. If the questions asking people to reveal their behavior are valid instruments then the data that is retrieved by those instruments is also valid. Assuming data is valid, and then the findings and conclusion from that data will also be valid. To ensure validity of these research instruments they were reviewed by a supervisor and were piloted tested at Uhuru secondary school before data collection in the field.

### **3.7 Population**

A researcher must know the kind of information she/he wants, who has the information and where to find the persons with such information. The kinds of people that the researcher has in mind from whom information can be obtained are called population (Frankel and Wallen (1990). Kombo and Tromp (2006) define population as group of individuals, objects or items from which samples are taken for measurement. In this study the population included students who dropped out from community secondary school, their parents as well as continuing students. It also included parents of continuing students and other education stakeholders such as District Education Officer (DEO).

### **3.8 Sample Size and Sampling Procedures**

#### **3.8.1 Sample Size**

Kombo and Tromp (2006) maintains that it is not possible to deal with the whole population in research, therefore there is a need to identify a portion of the population called a sample. In this study the selection of the sample considered various factors such as the kind of information required, purpose of the study and time allocated for the

research. At this juncture, a total of 241 respondents seemed to be enough for providing relevant information for the study. In particular the sample constituted of one (1) District Education officer (DEO), five (5) Heads of schools (HOS), five (5) academic masters, Forty (40) class teachers, one hundred sixty (160) continuing students, ten (10) students who had dropped out of school, ten (10) parents of the dropout students and ten (10) parents of the continuing students. The findings in Table 3.1 show the category of the sample composition by sex and category.

**Table 3.1: Category of the Sample Composition by Sex and Category**

	Category	Numbers		Total
		Males	Female	
1.	District Education Officer	01	0	1
2.	Heads of Secondary Schools	05	0	05
3	Academic masters	04	01	05
4	Class teachers	28	12	40
5	Continuing students	80	80	160
6	Dropout students	05	05	10
7	Parents of the dropouts	08	02	10
8	Parents of continuing students	06	04	10
Total		137	104	241

**Source: Field data, 2013.**

### **3.8.2 Sampling Techniques**

A sampling technique is defined as a procedure used to select some elements of population in such a way that they present the actual characteristics of the total population (Frankel and Wallen 1990). Kombo and Tromp (2006) show that sampling is the process of selecting members from a population such that the selected group contains elements representative of the characteristics found in the entire group. Sampling procedure is a definitive plan for obtaining sample from the population. A sample is a finite part of a

statistical population whose properties are studied to gain information about the whole. When dealing with people it can be defined as a set of respondents (peoples) selected from a large population for the purpose of the survey. The study included a total sample of 241 respondents. The sampling of the participants involved purposive sampling, simple random and cluster sampling techniques.

### **3.8.2.1 Purposive Sampling**

In this sampling technique, the research purposely targeted a group of people believed to be reliable in providing the required information for the study. Frankel and Wallen (1990) define purposive sampling as a selection of individuals to participate in research by choice. Based on the specific purpose of the research, the researcher selected the sample that appeared to be representative of the population. In this study therefore the DEO, HOS, academic masters and drop out students who were available were purposively selected. One (01) community secondary school at the district headquarters where social economic status of the people was at various levels was purposely selected. The power of purposive sampling lies in selecting information rich cases for in- depth analysis related to the central issues being studied (Kombo and Tromp 2006).

### **3.8.2.2 Cluster Random Sampling**

Cluster random sampling was used in selecting the four (4) community secondary schools from marginalized places in Kahama district. This method allowed the division of school population into zones or other boundaries and random sampling in those clusters (Kombo and Tromp 2006). In this study all community secondary schools from marginalized places were divided into four (4) zones. Those schools that were found in east, west, north and south zones were placed in one list and random sampling from every zone to obtain four (4) community secondary schools out of twenty nine (29) schools. The researcher

used this technique in order to obtain a representative sample of school from all parts of Kahama district.

### **3.8.2.3 Simple Random Sampling**

According to Kombo and Tromp (2006), random sampling is a procedure by which all individuals in the defined population have an equal and independent chance of being selected as a member of a sample. Simple random sampling technique was used to select 2 streams from each class, 160 continuing students, and 40 class teachers, 10 parents of the dropout and 10 parents of the continuing students. In selecting two boys and two girls from each class from form one to form four; the following process was used in carrying out random sampling. All names of students both girls and boys were written in small pieces of paper (strips) separately from the attendance register. The pieces of paper were put into two different boxes, one for boys and others for girls. The papers with names were mixed up thoroughly and then two pieces of papers were picked from each box one after another. The student whose name was picked was included in the study. The same procedure was applied for the other respondents of continuing students' and parents of the dropout students.

## **2.8.3 Sample of Respondents**

### **2.8.3.1 District Education Officer (DEO)**

The DEO was purposively selected in the study due to virtue of his position in Kahama district. He was responsible for educational development in the district. This respondent provided key information concerning the influence of parents' social economic status to students' dropout. The DEO also provided to the researcher circulars and guidelines about education issues related to students dropping out of school.

### **3.8.3.2 Teachers**

These included heads of schools, academic masters and class teachers. Heads of schools, academic masters and class teachers were also selected by virtue of their position. They provided useful information on the influence of parents' social economic status to student's dropouts in community secondary schools. These were expected to provide important information concerning students' dropouts in community secondary schools in relation to SES of the parents.

### **3.8.3.3 Parents**

Parents who were included in this sample were those who had children in community secondary schools. The researcher got this sample from heads of secondary schools who were asked to assist in identifying parents of the children attending the sampled schools. Parents were selected in this study because of their responsibility in children's schooling. They provided information on their ensuring that they send their children to school and the influence of students' dropouts in community secondary schools. Parents were categorized into two groups. The first group was parents of the continuing students and the second group was parents of the dropout students

### **3.8.3.4 Students**

These were included in the sample as they were directly influenced by this problem of students' dropout. The students' study sample comprised form one, two, three and four students from community secondary schools. These because the students were likely to have information on the influence of parents' social economic status to students' dropouts. However the students who had dropped out of school had adequate information about students' dropouts since they had already dropped out from schools. In this study students were also categorized into two groups: The continuing students and dropout students.

### **3.8.3.5 Schools**

In the selection of schools for the study the sampling techniques of the sampled schools were purposive, random and clustered. One community secondary school known as Kishimba secondary school was purposively selected as it was located at the district headquarters and four other community secondary schools in the sample were selected by using clusters and then random sampling techniques. The four schools were located in marginalized places. These schools from marginalized areas included Ulowa, Dakama, Kisuke and Kinamapula.

### **3.8.3.6 Wards**

In the procedures of selecting the schools automatically each school fell in a particular ward. Hence the wards involved in the study were those whose schools had been selected. These wards included Ukune, Kisuke, Kinamapula, Ulowa, and Kahama Town.

## **3.9 Data Collection Techniques**

Data collection is the term used to describe a process of preparing and collecting data. Kombo and Tromp (2006) define data collection as a gathering of specific information aimed at providing facts pertaining to a particular study. In this study data were collected drawn from two major types, primary and secondary sources.

### **3.9.1 Types of data**

#### **3.9.1.1 Primary data**

Primary data are defined as original data collected from the field. These data allowed the researcher to control the information provided by the respondents rather than depending on questions and information asked by another party perhaps with quite different intentions. In this study primary data were collected through questionnaires which were

administered to heads of secondary schools, continuing students' of form three and four, academic masters, class teachers and the DEO. Face to face interviews with parents of the continuing students, parents of students who had dropped out from school and dropout students. Also focus group discussion was used to collect primary data from two streams each from form one and form two students.

### **3.9.1.2 Secondary Data**

Secondary data are those data that are already available. They refer to data which have already been collected and analyzed by someone else for some other purposes. The researcher used such data in order to gather relevant information for the study. Secondary data were obtained through documentary review such as guidelines for students' enrolments, attendance register, and students' dropout file.

### **3.9.2 Data Collection Techniques**

A researcher cannot collect data without using data collection instruments. An instrument is what is used to obtain data from the field. The researcher employed four techniques for data collection namely questionnaires, interview, focus group discussion and documentary reviews. The use of multiple techniques helps in cross checking the authenticity of information thus enhancing reliability (Kombo and Tromp, 2006).

#### **3.9.2.1 Questionnaires**

A questionnaire refer to use of written items in the form of statement or questions to which the respondent may be required to do one or more of the following; tick, select or note down their answer. Kothari (2004) contend that this method of data collection is quite popular particularly in case of large enquiries. Questionnaires consist of a number of printed or typed questions in a definite order or form. In this study, both open ended and

closed ended questions were administered to respondents to collect both quantitative and qualitative data for the study. The use of open ended questions gave the respondents freedom to express their views about student dropouts in community secondary schools. Open ended questions are useful because they elicit more detailed information since they are free to give their opinions. The use of closed ended items entailed the respondents to choose from the provided responses. The closed items were preferred because they are normally easy to fill in, take little time and effort, keep the subjects to the point, giving them a wider range of choice (Frankel and Wallen 1990).

Best and Kahn (1993) noted that the merits of using questionnaires include low cost even when the universe is large and widely spread geographically. It is free from bias of the interviewers since answers are respondents own words. However, the main demerits of using questionnaire are as follows; they can be used only when the respondents are literate. There is also the possibility of misunderstanding of those questions in the questionnaires, hence an ambiguous answer can be provided. In order to minimize the limitation of questionnaires the researcher administered them in person to all respondents of form three and four students, class teachers and academic masters; so that clarification could be provided in case ambiguous and not well understood questions. This enabled the researcher to collect all the distributed questionnaires and there were no room for some of them to be lost.

In this study questionnaires were administered to the selected heads of schools, academic masters, class teachers, form three and four students and DEO. The questionnaires for DEO, Continuing students form three and form four, HOS, academic masters/class teachers are found in appendix A, B, C and D respectively.



### **3.9.2.2 Interview**

Interview is another research instrument that was used by the researcher in collecting data. Cohen et al, (2000) maintain that interviews are two person conversation initiated by the interviewer for the purpose of obtaining relevant information for a given study. It is a research instrument for data collection that involves collection of data through direct verbal interaction between interviewer and interviewees. In this study interview guide was prepared for interviewing students who dropped out from schools together with their parents. The question was framed in such a way that the respondents were able to give out their opinions and views concerning student dropouts from community secondary schools. The interview is advantageous because it is quite flexible, adaptable and can be used for many people (Frankel and Wallen 1990). Detailed information can be obtained and well explained. Moreover an interview can gather other supplementary information and quality information by probing for more information. However the interview can be disadvantageous since the interviews may be subjective in responding to the questions and the responses being biased. The interviews guide for parents of continuing students, for students who had dropped out of schools and parents of the students who had dropped out of schools are found in Appendix E, F and G respectively

### **3.9.2.3 Focus Group Discussion**

Kombo and Tromp (2006) agree that focus group discussion is a data collection technique with the objectives of tapping relevant information from the selected respondents. Focus group discussion can produce a lot of information quickly and is good in identifying and explaining beliefs, ideas or opinions from respondents. In this study, selected students from form one and two were involved in focus group discussion. These students gave their views on the problem of secondary schools student dropping out from school and the ways that could be used to overcome the problem of dropout in community secondary schools.

This method was selected because it helped the individuals who were involved in the discussion to feel being part of the study, hence more ideas were contributed and realized. The focus group discussion guide for 8 students from one stream of form one and 8 students from one stream of form two for each school is found in Appendix H.

#### **3.9.2.4 Documentary Review**

Documentary review was used in collecting secondary data. According to Kothari (2004) secondary data means data that are already available. This involved deriving information by carefully studying the written documents. In this study some of the documents that were used to collect secondary data included attendance registers to obtain names of continuing students, file of names of students who had dropped out of schools and joining instructions forms that showed the amount of school fees and other contributions parents were supposed to pay. Denscombe (1998) argued that using documentary review as an instrument of data collection has the following advantages. First the documents are easily accessed in a well organized way and second, they are cost effective method of collecting data. One limitation of this instrument is that in some schools these documents were unavailable or misplaced during the data collection period.

#### **3.10 Research Ethical Considerations**

Bartlett and Burton (200) argue that there are always ethical considerations that must be addressed before embarking up on a research and also issues that have to be taken into account while the research is in progress. In this study a clearance letter from the Open University of Tanzania was provided and permission letter from the District Executive Director (DED) of Kahama district to gain entry permission into schools before data collection was also given. While in the field the researcher maintained confidentiality on what was said by respondents at all times. Respondents were informed that the

information they provided would be kept confidential and would be used only for research purposes and that obtained data will be stored and will be protected carefully. Research clearance letter from the Open University of Tanzania and permission letter from DED in Kahama district are found in appendix I and J respectively.

### **3.11 Data Analysis Plan**

Data analysis is the process of making sense out of one's data. It involves scrutinizing the acquired information and making inferences (Kombo and Tromp 2006). The methods which are used in data analysis are influenced by whether the research is qualitative or quantitative. In this study therefore data was analyzed quantitatively and qualitatively as discussed in the following sections.

#### **3.11.1 Qualitative Data Analysis**

Qualitative data was subjected to content analysis. Qualitative data were collected and used in interpreting, verifying and illustrating qualitative findings. According to Kombo and Tromp (2006) content analysis is a systematic procedure designed to examine and analyze the recorded information. In the process of coding and analyzing, the content of the same category were considered and treated in the same manner. Through content analysis, the researcher was able to synthesize and search for the general pattern by grouping data into meaningful categories. The information and data addressing a particular research question were put together and subdivided into to coherent categories that helped in searching for the main themes which were later analyzed according to the research questions. Parent marital status, parent education level, parent economic status and ways of controlling students dropping out in community secondary school were the themes that were analyzed. Some of the arguments from the respondents were presented as quotations. Data were coded, transcribed and labeled according to the findings.

### **3.1.1.2 Quantitative Data Analysis**

Quantitative data was analyzed by computer using Microsoft Excel programme. Consequently data were summarized, compiled and presented using frequencies tables, percentages and graphs to enable comparison and for easy interpretation. Descriptive and analytical methods were used to present the research findings.

## CHAPTER FOUR

### 4.0 PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS

#### 4.1 Introduction

This study investigated the influence of parents' social economic status on students' dropout from community secondary school. The findings from qualitative data are presented in narratives, while the findings from quantitative data are presented in figures and tables. The extent of dropouts in the five sampled secondary schools from the year 2010 to 2012 is presented in Table 4.1.

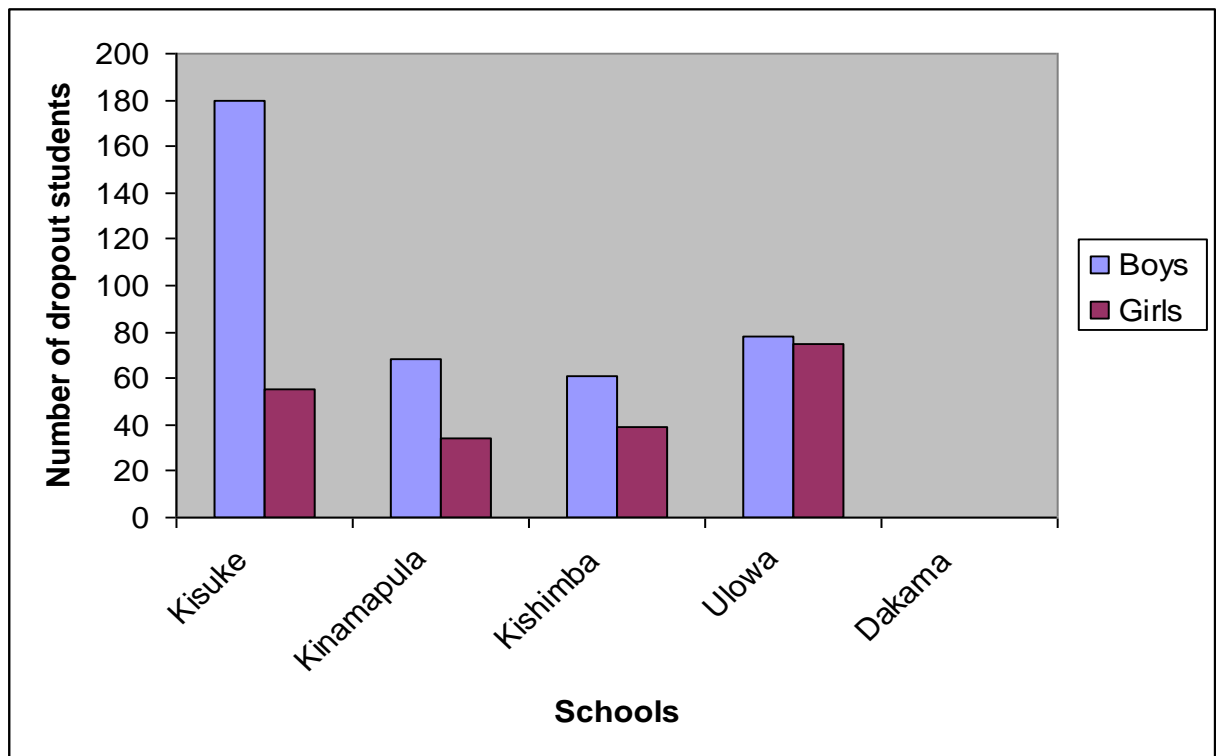
**Table 4.1: Dropout of Students from Five Sampled Community Secondary Schools from 2010 to 2012**

Schools	Numbers		Percentage of dropout students		Total
	Boys	Girls	Boys	Girls	
Kisuke	180	55	76.60	23.40	235
Kinamapula	68	34	66.67	33.33	102
Kishimba	61	39	61	39	100
Ulowa	78	75	50.98	49.02	153
Dakama	-	-	-	-	-
Total	387	203	65.59	34.41	590

Source: Field data 2013

From Table 4.1 it appears that boys significantly differ in dropout compared to girls. The findings of this study have revealed that the dropout rate of boys is higher (65.6%) compared to that of girls (34.4%) in the sampled community secondary schools. However boys and girls seem to drop out from schools for different reasons. The girls mostly drop

out of school due to pregnancy, early marriage and seeking employment as mama lishe and to become house girls in large centers of Kahama town. Boys on the other hand dropped out to seek employment as house boys, bodaboda drivers, car wash and others to mining area at Mwabomba area due to low SES of their parents. The findings in Table 4.1 is well visualized in Figure 4.1



**Figure: 4:1: Visualized of drop out of students in the sampled secondary schools**

**Source: Field data 2013**

Results indicate that a total of 590 students dropped out from the five sampled community secondary schools in Kahama district from 2010 to 2012 with the exception of Dakama secondary schools. Data of dropout students from Dakama secondary school was not filled in by the Heads of Schools as there was poor record keeping in that school. Data from Table 4.1 indicate that there are more dropouts in Kisuke secondary school and Ulowa secondary school than in Kishimba and Kinamapula secondary school. Kishimba secondary school is located at the district headquarters where the economic status of most

parents is considered good. The second school is found in Kinamapula ward. This ward is among the developing large centers in Kahama district. The other schools are in marginalized places where parents depend only on farming, poor animal husbandry and petty business of selling variety of items at Nyamilangano market.

## **4.2 The Influence of Parents' Economic Status to Students' Dropout in Community Secondary Schools**

The first research task aimed at identifying how parent's economic status influence students dropout in community secondary schools in Kahama district. The variables that were considered in this task included parents' economic status and various contributions charged to students in community secondary schools. In order to accomplish this, data were collected from respondents using questionnaires, interviews, and focus group discussions.

### **4.2.1 Findings on the Influence of Parents' Economic Status to Students' Dropout**

The findings revealed that one's economic background status strongly influenced students' attendance in schools and finally dropout from school. Farming was associated with poor or low social economic status that led to inability of the parents to pay school fees and other contributions. Farming in Kahama is associated with low social economic status of the parents because people are still cultivating using poor methods of cultivation such as use of hand hoes, do not use fertilizers and use of poor seeds.

The land is infertile in large parts of the district. Those few parents with livestock can cultivate their land by using oxen. From an interview, one of the dropouts from Kishimba secondary school who was found working at the car wash admitted that he dropped out from school because of the financial problems of her parents. He had this to say:

*I have decided to drop out from school because my parents had no money to pay for my school fees and other contributions such as buildings, desks and uniforms. This is why you see me here and not in school.*

**Table 4.2: Occupations of Parents or Guardians of the Continuing Students of Form Three and Four**

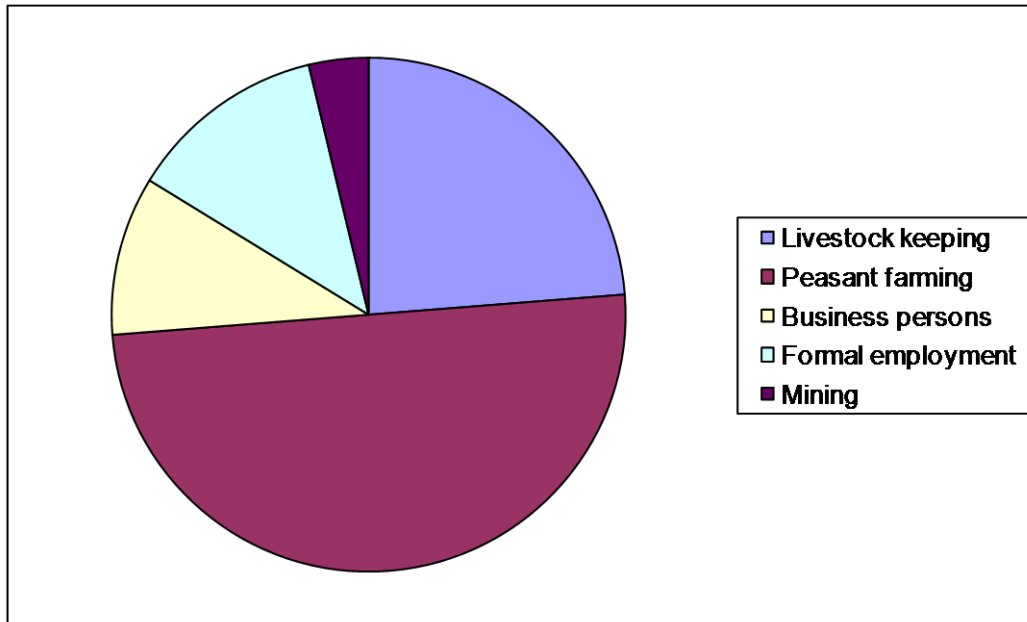
Occupation	Continuing students (n=80)	
	Frequency	Percent
Livestock keeping	19	23.75
Peasant farming	40	50
Business persons	08	10
Formal employment	10	12.5
Mining	03	3.75
Total	80	100

**Source: Field data 2013**

This finding is supported by Segi (2004), Shuma (1980) and Drew (2003) who contend that parents' economic status led to inability to pay school fees and other contributions. These led parents to send their children to engage in income generating activities and this resulted to children terminating their education prematurely. Dropouts and continuing students in the sampled community secondary schools were required to state the occupations of their parents/ guardians. This study revealed that parents/ guardians occupations could have an influence on children's school attendance and finally dropping out from school. The occupations of the parents/ guardians also involved children in those activities performed by parents or guardians hence influencing their attendance in schools. Table 4.2 contains a summary of parents' occupations of the continuing students in Kahama district.



The findings in Table 4.2 on the occupations of parents or guardians of form three and four continuing students are well illustrated in Figure 4.2



**Figure 4.2: The occupations of the parents or guardians of the continuing students of form III and Form IV**

**Source: Field data 2013**

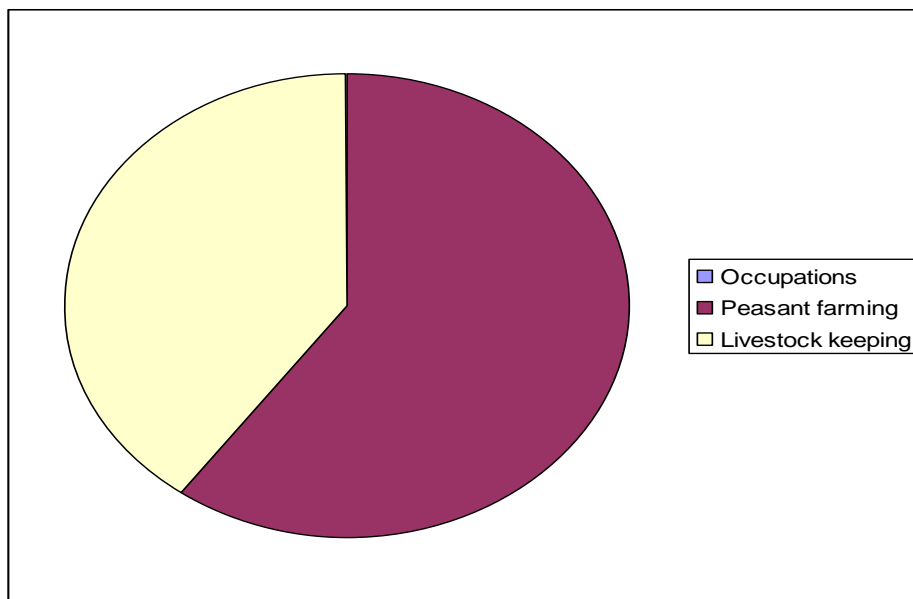
The majority of the parents were reported to be engaged in peasant farming (50%) and nineteen parents/guardians (23.75%) kept livestock such as cattle and sheep while minority, three (3.8%) were in mining activities at Mwabomba, eight (10%) were business persons and ten (12.5%) were formally employed as policeman, nurses, accountants and teachers. Through interview with dropouts students from the sampled community secondary schools were also required to state occupation of their parents/guardians. Data in Table 4.3 show occupations of the parents or guardians of drop out students in the sampled community secondary schools.

**Table 4.3: Occupations of Parents or Guardians of Dropout Students in the Sampled Community Secondary Schools**

Occupation	Dropouts (N=10)	
	Frequency	Percent
Peasant farming	6	60
Livestock keeping	4	40
Total	10	100

**Source: Field data 2013**

The information/data from Table 4.3 is well illustrated in Figure 4.3



**Figure 4:3 Occupation of Parents or Guardians of Dropouts**

**Source: Field data 2013**

From Figure 4.3 the findings indicate that, the leading economic activity of the parents/guardians of the dropout students was farming (60%). Farming was followed by four parents/guardians (40%) who were involved in keeping livestock. The results reveal that children whose parents or guardians' occupation was peasant farming and livestock

keeping were more likely to drop out from school. This is because peasant farmers still depend on availability of rainfall which is unpredictable. They still also used outdated technology of cultivation such as the hand hoes and oxen and did not apply fertilizers. On the other hand children from animal keepers dropped out from school because they were required by their parents to graze their animals, so during drought seasons they had a tendency of shifting to other places searching good pastures for their animals and hence drop out from school.

This study also revealed that most children whose parents or guardians are business persons or had formal employment like teachers, nurses or police officers were less likely to fall under this category of dropping out from schools. Business persons and employees with good salaries were in a good financial position to cater for the needs of their children. As a result, they were able to send their children to good private secondary schools and those few in community secondary schools were less likely to drop out from school.

The study also revealed that many parents had farms of their own but the land was infertile and parents used old methods of cultivation such as the use of hand hoe and oxen. The lack of modern methods of cultivation resulted in low production per acre, which has caused poverty in the society. Due to this situation parents/guardians have failed to provide school basic needs to their children while daily food provision was also a problem to some parents. The results were students dropping out from school. Parents who kept animals also had low education inspirations in such a way that they could not sell their animals to educate their children. There were higher incidences of dropout rate among students from parents with low income than among students whose parents had higher income status. Interviews with parents of the dropout students and the finding from focus group discussion with form one and form two students revealed that parents of dropouts

were also responsible to provide all necessary basic needs of their families while at the same time they were required to pay all school requirements for their children. Low income of the parents was a great barrier to student schooling. It was argued that parents did not have enough money to pay for school fees and other contributions from their various social economic activities. Some parents of the dropouts (40%) had five to ten cows and goats but they could not sell their livestock in order to get money for education of their children. Students from such families were at risk of dropping out from school. A dropout student from Kisuke secondary school had the following to say:

*My family owns a small farm which is infertile and these few animals you see here. We don't have anything more. Both my parents are farmers and hence their income is also small. Paying school fees and other contributions for my schooling is a problem in my family and my father can't agree to sell cows for my education.*

A similar response was given by another dropout student from Dakama secondary school who also revealed that low income of the parents influenced students to drop out from community secondary schools as she stated:

*I agree that low income from my parents' economic activities is a barrier for them to pay my school fees and other contributions such as building cost, desks and tables, salaries for watchman or security guard and others. The little money they get is for our daily survival needs only.*

All respondents revealed that parents income was very small compared to the cost of education such as paying school fees of Tshs 20,000 per year and other contributions, which ranged from Tshs 45,000 to Tshs 165,000 for continuing students and form one student respectively. Insufficient money from parents' economic activities was seen as a hindrance factor to students schooling at community secondary school in Kahama district, which led to students' dropouts in the district. This argument is supported by the quotations above which indicate the level of poverty of some parents had to the extent that

paying school fees and other contributions had been a problem. Children from parents with low income ended up by dropping out from schools. This finding is supported by the finding by Remberger (1995), Croft (2000) and Cardose whose findings contended that poverty appear to influence the demand of schooling as it affects the ability of households to pay school fees and other costs associated with education. This study is also somehow different from the discussed studies because some parents who keep animals are reluctant to sell their livestock such as cows, goats and sheep in order to get money for the education of their children because most of them do not see the immediate value of education. This is true when they take reference from those who continued with schools and lastly ended with failure or no employment.

#### **4.2.2 The Findings on the Influence of Contributions Charged to Students in Community Secondary School**

**Table 4.4: The status of Payments of School Fees and other Contributions**

Schools	Complete	Percent	Not completed	Percent
Kisuke	12	75	04	25
Kishimba	15	93.75	01	6.25
Dakama	16	81.25	03	18.75
Ulowa	16	81.25	03	18.75
Kinamapula	15	93.75	01	6.25
Total	68	85	12	15

**Source: Field data, 2013**

Through questionnaires, continuing students in the sampled secondary schools both form three and four were asked to state if they had completed school fees and other

contributions in the previous years (2012). Table 4.4 summarizes the number of students who had completed paying fees and those who had not completed school fees and other contributions in the five sampled community secondary schools.

The results show that sixty eight (85%) of the continuing students had completed paying their school contributions while twelve (15%) failed to complete their payments which ranged from Tshs 45,000/= to Tshs 165,000/= per year depending on the class level. Both forms two and four had extra contributions than form one and three as these two classes had mock and national examinations. It was discovered that school fees and other contribution charged in community secondary schools were affordable by 85 percent of parents or guardians in Kahama district and the other 15 percent parents or guardians with low SES hence difficult in paying school fees and other contributions. There were higher incidences of dropout rate among students from parents with low income status than among students whose parents were of higher income status.

The researcher also discovered that to most pastoralists' societies in Ukune, Kisuke and Ulowa wards had high SES but school attendance for their children had not been well maintained as they were always moving from one place to another in search for pastures together with students from these community secondary schools. This in some ways led to persistence of poor attendance in class which also accounted to poor performance and finally dropout in most secondary schools in the district. Almost all ten (10) dropouts interviewed commented that school fees and other contribution were the only reason for them to drop out from school as their families could not afford to pay school fees and other contributions since they had low SES status. All respondents from questionnaires, interview and focus group discussions indicated that few poor families are paying school fees and other contributions as it was mandatory by law or circular of the Ministry of

Education and Vocational Training (MOEVT) but they had hard time in paying. The suggestion given was that school fees and other contributions should be reduced or education should be provided free. Generally the study contends that money obtained from parents' economic activities was not enough to cover families and school expenses. This forced children to engage in income generating activities. Through questionnaires which were administered to the HOS, academic masters and continuing students' of form three and four, focus group discussions with form one and form two students and interview with drop out students, the findings show that, there are different economic activities performed by drop out students. It was obvious that dropouts were in struggle for daily earnings to meet their needs including family needs.

#### **4.2.3 Dropouts Economic Activities**

In this study various economic activities performed by dropout students and continuing students were identified.

##### **4.2.3.1 Family work**

The study findings revealed that children accompanied their parents or guardians with low SES in doing family work such as household chores including washing, cooking, cleaning the premises and farm work during rainy season. One dropout from Kinamapula secondary school narrated that;

*I left secondary school to help my mother who was sick from an unknown disease. I used to help her with all activities such as washing, cooking and fetching water and during rainy season I used to help with farm work.*

##### **4.2.3.2 Mining activities at Mwabomba area**

The study findings revealed that some drop out students from the sampled secondary

schools moved to Mwabomba mining area which is located at Masumbwe in Kahama district where gold minerals were extracted locally. Respondents such as HOS, academic masters and class teachers mentioned this area as a threat to children's education. The minerals found in this area have enabled residents to get money and have shown to have benefited large number of people in the society hence causing students drop out from these community secondary schools in order to involve themselves in mining activities.

#### **4.2.3.3 Involvement in petty businesses around the bus stand**

The findings of the study revealed that some continuing students during weekend performed petty businesses such as selling vegetables around streets and fruits at bus stand. Also petty business was conducted by dropout students in order to get money to sustain their life due to low SES of their parents. Dropouts were found to be involved in selling vegetables, fruits, groundnuts and sweet potatoes as economic activities for earning a living. The study found that dropouts were working to increase family income and support the family.

#### **4.2.3.4 Involvement in manual work**

The study findings revealed that dropout students were doing cheap labor in farming during the rain seasons, fetching water for mama ntilie (mama lishe) and car wash. Due to various social economic activities in Kahama district, there are many places of Mama Lishe whereby people with low social economic status to get food there. One dropout students from Kishimba secondary school who were interviewed was found at a car wash center where they were given hard work but were paid very little.

#### **4.2.3.5 Domestic servants**

Dropouts from marginalized (rural areas) secondary schools were working as domestic servant commonly known as house girls or house boys. Most of the drop out boys from



marginalized secondary schools were fetching water and collecting grass to feed cattle as the main job in town. Due to poverty, parents decided to send their children to work as domestic servants instead of going to school. One of the dropout students from Ulowa secondary school who was interviewed said that:

*My parents died three years ago and I had no one to support me in paying school fees and other contributions. Therefore, I was forced to drop out from school and engaged in domestic servant in Kahama town.*

In this case children were responsible for taking care of their families, a role that had to be met by their parents. Dropouts struggled to meet individual and basic family needs including food, clothing and others. This findings revealed that there is high dropout of male students than female students as indicated in Table 4.1, because families with low income, children were needed in their homes to perform different tasks which would give them material benefits to the families economy.

#### **4.2.3.6 Involvement as motorcycle drivers**

Dropouts from community secondary schools at the district headquarters were working as motorcycle drivers, commonly known as bodaboda drivers. Through questionnaires that were administered to the class teachers and continuing students. The findings showed that six (75%) of class teachers at Kishimba secondary school reaveled that most of their students who dropped out from school from parents with low SES were bodaboda drivers at town center. Bodaboda has nowadays become as a popular means of transport in different towns and cities. Bodaboda has influenced youth, especially students to drop out from schools and engage in it, as its one of the income generating activities.

### **4.3 The Influence of Parents' Marital status to Students' Dropouts**

The second task aimed at assessing the influence of parents' marital status on students' dropout in community secondary schools. The research questions aimed at gathering

views from various respondents such as heads of schools, academic masters, class teachers, students and the DEO in Kahama district. The variables that were considered in this task included single parenting and polygamous marriage.

#### 4.3.1 Single Parenting Families

The researcher aimed at gathering information on the existence of single parenting families in the community where students lived. The questionnaires were administered to HOS, class teachers, continuing students of form three and four and academic masters in the five sampled secondary schools. A summary of respondents on the presence of single parenting families in the community are found in Table 4.5

**Table 4.5: Existence of Single Parent Families in the Community**

Respondents	Present		Not present	
	Frequency	Percent	Frequency	Percent
HOS (N=05)	05	100		
Academic masters (N=05)	04	80	01	20
Class teacher (N=40)	38	95	02	05
Continuing students (N=80)	66	82.5	14	17.5
Total (130)	113	86.92	17	13.08

**Source: Field data (2013).**

The research findings show that one hundred and thirteen (86.92%) respondents agreed that there were single parents families in their areas while seventeen (13.08%) respondents indicated that there were no single families in their localities. In the five sampled community secondary schools, heads of schools provided lists of orphans students who lost one or both of their parents as one of the indicators of single parenting families in the

community. The researcher was interested to explore the extent to which single parenting families in the community before asking how single parent families influenced students' dropouts. The findings have indicated that there are single parenting families in Kahama district which are caused by separation, divorce and unprecedented pregnancies, leading to a child without known the legal father. Separation and divorce is a common behavior to the eyes of people in Kahama district as it exists all over the district. The separation and divorce are caused by misunderstandings between husbands and wives due to alcoholism (gongo), misuse of family resources such as selling family resources in order to get money for taking alcohol. The other cause of single parent family include deaths of the parents due to diseases such as HIV/AIDS which is highly spread in Kahama town due to various social economic activities of the people in the district including mining at Buzwagi gold mine and the town is along the high way road to Burundi and Rwanda, so there is high spread of AIDS.

#### **4.3.2 The Findings on the Influence of Single Parent Families to Students Dropout in Community Secondary school**

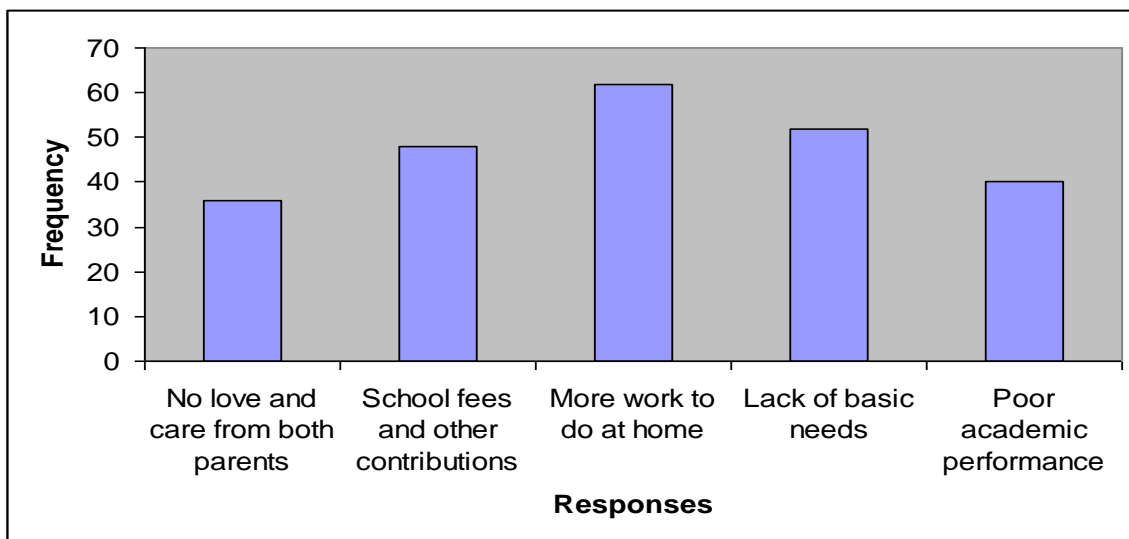
**Table 4.6: Reasons for Students from Single Parents Dropping Out**

Responses	Continuing students (N=80)	
	Frequency	Percentage
No love and care from both parents	36	45
School fees and other contributions	48	60
More work to do at home	62	77.5
Lack of basic needs	52	65
Poor academic performance	40	50

**Source: Field data (2013)**

The study findings indicated that single parenting families resulted school dropouts. Through questionnaires that were administered to the continuing students to gather information about the influence of single parent families to students' dropout in community secondary schools. The findings on the influence of single parent families to students' dropouts in the sampled community secondary schools are found in Table 4.6.

The findings in Table 4.6 are well illustrated in Figure 4.4



**Figure 4.4: Influence of Single Parent Family on Students' Dropouts**

**Source: Field data (2013)**

The influence of single parent families on students dropouts were identified by sixty two (77.5%) continuing students. They indicated that the problem of doing more work at home were a leading factor followed by lack of basic needs, which was mentioned by fifty two respondents (65%) and school fees and other contributions, which were mentioned by forty eight respondents (60%). Poor academic performance and no love and care from both parents were the least factor mentioned by forty respondents (50%) and thirty six respondents (5%) respectively. The results show that children from divorced families were staying with their mothers without other income generating activities, apart from agricultural activities, causing them to have low SES. It is therefore evident that more

children from divorced families are at a higher risk of dropping out of school due to failure to get school fees and other contributions than those whose families are not divorced. It should be noted that students drop out of school because of separation of parents. In most cases single parents fail to pay school fees and other contributions charged in these community secondary schools due to low SES. Two dropout students from Kisuke and Ulowa had similar views on the influence of school fees and other contributions to single parent with low SES said:

*We dropped out from school in the first term of form two this year after our mother failed to pay school fees and other contributions. There was no other alternative way my mother could pay the school debts. Therefore I decided to drop out from school.*

The parent of the dropout who was interviewed said:

*I was always apprehensive in sending my children to school as I did not have money that was enough to sustain my families and at the same time of paying school fees and other contributions. I decided that it was better for them to stay at home and engage in income generating activities.*

These quotations confirm that single parent families can influence student to drop out from community secondary schools. Students are affected psychologically when frequently told to go home to collect school fees and other contributions which are not available. Through documentary review, the study revealed that new students in most secondary schools pay between Tshs 146,000 and Tshs 194,000 per year and the continuing students pay an average of 45,000/= per year. Such contribution is not a small amount for a single parents in rural areas who get average of Tanzania shillings 250,000 per year (Field data 2013). The findings are similar to what Abagi and Bali (1997) who observed in the study on antecedents of gender specific school wastage in Kenya, that financial constraint was a single most important factor that attributed to school dropout in

slum areas in Nairobi, Kenya. It was found that 64% of the respondents dropped out from school due to household failure to meet school expenses. Another reason mentioned by the continuing students that contributed to students' from single parent families with low SES to drop out from schools was lack of basic needs such as food at home, school uniforms, pens, exercise books and textbooks. One continuing student from Kishimba secondary school argued that; students can drop out from school because his/her mother fail to provide money for him/her or to purchase his/her basic needs. The explanation above implies that students can decide to leave school if his/her needs are not met as no students is allowed to attend school without exercise books, uniforms and other contributions for buying desks and tables. This becomes a challenge to parents who are supposed to accomplish these needs before the children have to report to school.

In a single parent family more work is done by the children. The work included doing domestic chores such as fetching water, cleaning the house, crop cultivation, preparing food and collection of firewood. Questionnaires which were administered to class teachers in the sampled schools revealed that in single parent families more work is done by the children. All class teachers (100%) agreed that in single parents' families more work are done by the children. The explanation indicates that the dropouts were given too much work to do at home that they failed to continue with schooling. Poor academic performance in school was reported among students from single parent families hence school dropout. Children from these families were forced to perform many activities at home which led to poor school attendance. The poor academic performance of these students was reported because these students could not revise their school work while at home and also had poor concentration on their studies in the schools. The parents of these students were always busy fighting for daily survival. There was no time to make follow-ups on students' academic progress and during rainy season these students had irregular

attendance in schools. All these resulted to increased poor performance in school and finally students dropped out from school. One head of school explained that:

*Children from single parent families are faced with many challenges. They usually come late to school or sometime they don't attend school at all and at the same time they perform poorly in their examinations.*

From the above quotation, it can be argued that irregular attendance in schools is partly due to more activities done by students at home. It was found that children were victims of divorce leading to dropping out of school. Most of the respondents who participated in the focus group discussion with the continuing students of form one and form two said that these children were taken to live with their relatives such as grandparents who could not afford school expenses. The continuing students' viewed that such parents were not taking their responsibilities of educating their children; as a result the task was left to the grandparents.

#### **4.3.3 Polygamous Marriage**

This study also wanted to gather information about the existence of polygamous marriage in the community in Kahama district. Questionnaires were administered to HOS, academic masters, class teachers and continuing students of form three and four. Interviews were conducted to parents and dropout students' to gather data. The data showed that polygamous marriage existed in the community in Kahama district. The study identified that six (60%) parents of the dropouts had a polygamous marriage, with regard to continuing students, forty five (56.25%) confirmed that they were from polygamous marriages.

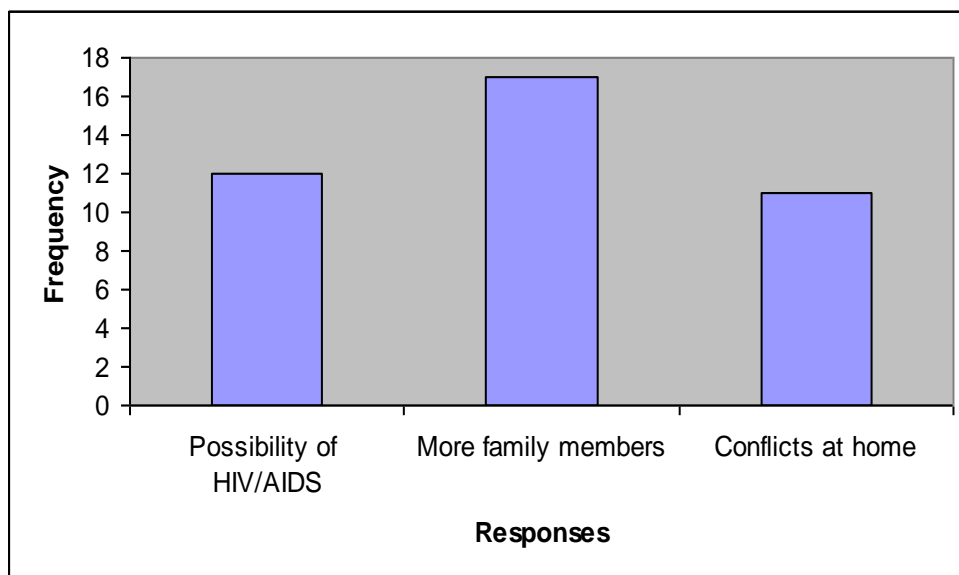
#### 4.3.4 The Findings on the Influence of Polygamous Marriage to Students Dropout

**Table 4.7: The Influence of Polygamous Marriage on School Dropout Suggested by Class Teachers**

Responses	Class teachers (N=40)	
	Frequency	Percentage
Possibility of HIV/AIDS	12	30
More family members	17	42.5
Conflicts at home	11	27.5

**Sources: Field data (2013)**

The data from Table 4.7 is well illustrated in Figure 4.5



**Figure 4.5: The Influence of Polygamous Marriage on School Dropout**

Through questionnaires that were administered to the class teachers, academic master and continuing students as well as focus group discussion with continuing students indicated that polygamous marriage had an influence on student dropout. Seven (70%) of parents of the dropouts who were interviewed responded that due to polygamous marriage leading to more family needs which could have an influence on students' dropouts. Parents of the dropouts and continuing students who were interviewed identified the possibility of



HIV/AIDS transmission to children in polygamous marriage that had an effect on students' schooling. Responses of class teachers on the influence of polygamous marriage are summarized in Table 4.7

Polygamous marriages are associated with the growing size of families over which some parents have no ability to control. Through focus discussion with continuing students, they suggested that to engage in polygamous marriage increased family cost that male parents could not afford. The head of school from Kinampula secondary school argued that polygamous marriage places a heavy economic burden on the family. He expressed his concern about how difficult to maintain the welfare of both wives and children in such a large family with few resources. The findings revealed that polygamous marriage enhanced conflicts in the families that led to bad relationship among family members. Normally, the fathers were biased towards the women they loved most and provided support for their children. It was found that these male parents could rarely cared about school demands of the children from the unloved mothers. One class teacher from Dakama secondary school said;

*The decision to marry many wives causes a lot of conflicts in the family. Most wives of polygamous families do not live in harmony with one another. There is tension between wives of the father especially if one of the wife's children did not manage to join secondary school. Such women could not agree the use of family resources to educate children of other women.*

This finding indicated that when parents are in conflict, great misunderstandings occur and it is the children who become victims and their education is affected negatively, finally resulting to students dropping out from community secondary schools. The findings from this study also revealed that marriage between divorced parents create a marriage of a spouse with children and this led to the creation of step family which comes with

numerous expenses. Where the financial burden becomes large it may lead to children dropping out of schools. However, polygamous marriages also enhanced transmission of diseases such as STDs and HIV/AIDS to the members of the family, especially children not born in hospitals/clinics. Continuing students from Kishimba secondary school who participated in the focus group discussion argued that, polygamous parents do not satisfy their children financially especially girls. This resulted girls to engage in love affairs with people who were in good financial positions. The important idea is that when basic school needs of young girls were not adequately met, they engaged in love affairs and hence were at risk of contracting STDs including HIV/AIDS and early pregnancies. Pregnancy in girl children would automatically lead to school dropout.

Through interviews with parents of the continuing students at Kishimba secondary school, it was indicated that many parents have died due to HIV/AIDS in Kahama town wards. This indicated that more children were at risk of losing their parents as well as dropping out from school. This study concurs with the findings by Millanzi (2005) who observed that there is high dropout rate of polygamous parents. Polygamy was one of the strong factors that caused school dropouts.

#### **4.4 The Influence of Parents Educational Level to Student Dropouts**

Objective four of the study aimed identifying the influence of parents' education level to students' dropouts from community secondary schools in Kahama district. The data were collected from the continuing students, class teachers, academic masters, drop out students and parents of dropout students by using interviews and questionnaires to gather information about parents' education level.

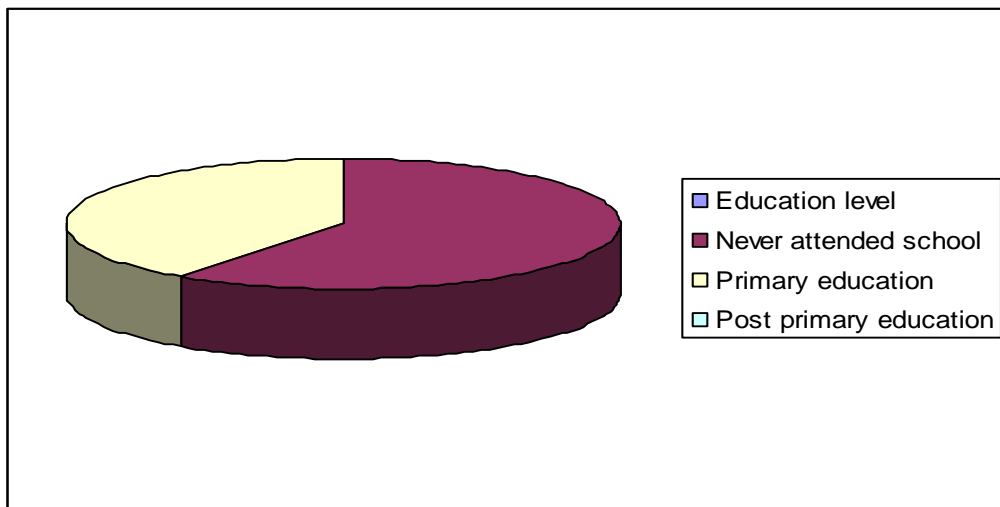
#### 4.4.1 Parents Education Level

**Table 4.8: Level of Education of Parents of Dropouts**

Education level	Responses from interview (N=10)	
	Frequency	Percentage
Never attended school	6	60
Primary education	4	40
Post primary education	-	-
Total	10	100

Source: Field data (2013)

The information data in table 4.8 is well illustrated in Figure 4.6



**Figure 4.6: Educational level of parents of dropout students**

Source: Field data (2013)

The study revealed that most parents had never attended schools, especially in marginalized places and few were of primary level of education and post primary education. Table 4.8 summarizes the results on the level of education of parents.

Data in Table 4.8 indicate that the majority of parents of the dropout students, six (60%) had never attended primary schools and four parents (40%) had received primary

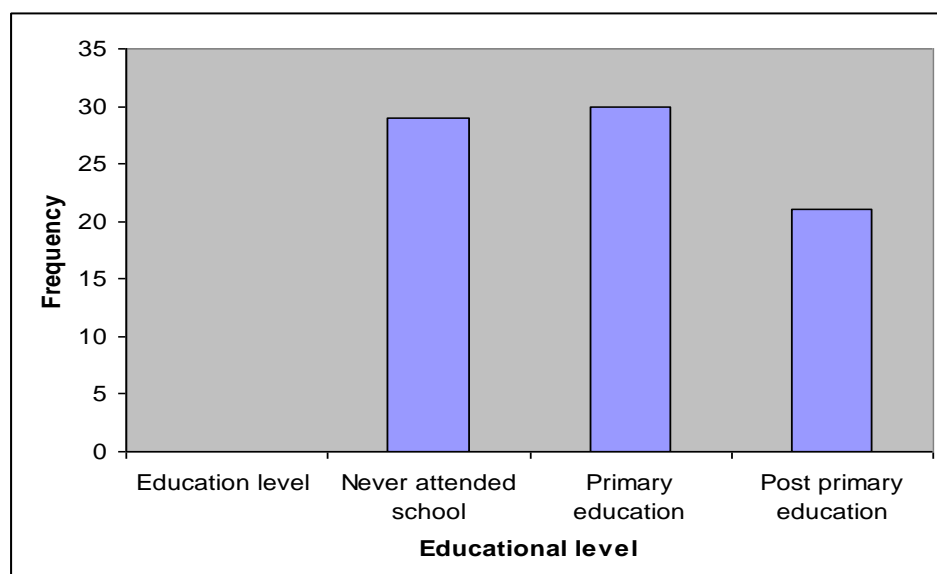
education only. None of dropouts parents ever schooled beyond primary school education level. The education level of parents of the continuing students was obtained through questionnaire administered to form three and four students. Table 4.9 contains a summary of the responses from the continuing students form three and four.

**Table 4.9: Level of Education of Parents of Continuing Students’ form three and four**

Education level	Continuing students (N=80)	
	Frequency	Percentage
Never attended school	29	36.25
Primary education	30	37.5
Post primary education	21	26.25
Total	80	100

**Source: Field Data (2013)**

The data in table 4.9 is well illustrated in Figure 4.7



**Figure 4:7: Educational level of parents of continuing students**

**Source: Field Data (2013)**

#### **4.4.2: The Findings on the Influence of Parent Education Level to Students Dropouts**

Parent level of education had shown to have an influence on children's schooling. Most of the student dropouts who had been interviewed (60%) were coming from parents who had never attended school, followed by 40% of students who were coming from parents who had primary education level. There were no dropout students who were coming from parents with post primary education level. One parents of the continuing students of Ulowa secondary schools argued that:

*Many parents in this area had never attended school due to historical background as they were no primary schools in their areas since independence. When their children drop out from school they feel normal as most of them do not see the immediate value of education. This is true when they take reference from those who continued with school and lastly ended with mass failures in national examination like those results of 2012 or no employment.*

Respondents argued that most of the children from uneducated parents are more likely to drop out from schools because illiterate parents or parents with low education depended on their individual economics activities such as agriculture, lacked knowledge on the significance of education and lack a closer supervision and support of their children. From these views one's level of education alone can result in school drop out of children from community secondary schools. On the other hand children from educated parents are not likely to drop out from school. Dropping out from school is connected to one's financial position. Most of educated parents are formally employed in different sectors, hence they are able to pay school fees and other contributions.

This finding is also supported by Barongo (2007) who revealed that children, whose parents or guardians occupations were peasantry, fishing or involved in petty trade were likely to be truants and in the long run drop out from schools. On the other hand children

whose parents or guardians had formal employment like teachers and nurses were less likely to fall under the category of irregular attendance. Such phenomenon could have largely resulted from the fact that educated parents know the value of education for their children and would insist them to attend school regularly. Apart from this, they are in a position to assist the students academically or find someone who can do remedial teaching to the young ones.

The research findings indicated that, most respondents from form one and two who participated in the focus group discussions viewed that, uneducated parents did not encourage their children to go to school as they would find it better for them to stay at home and assist them with household chores. The study findings revealed that students from educated parents were more likely to continue with school because educated parents act as role models for their children at home and continued providing their children with formal education at home, while students from uneducated parents only depended on formal education from school only and are more likely to drop out from school. Furthermore it was found that parents with low education neglected to make follow up of their children's education and schooling, hence resulting to school dropout.

#### **4.5 Strategies of Controlling School Dropout in Community Secondary Schools**

This objective aimed to find out strategies would lead to controlling school dropouts in community secondary schools in Kahama district as perceived by the different categories of respondents of the study. Data were collected from the respondents using questionnaires, interviews and focus group discussions.

##### **4.5.1 Role of Secondary School Administration**

Through questionnaires HOS were asked about their roles in reducing students' dropout in community secondary schools. Four HOS (80%) claimed that there should be parents and

teachers associations as one of the important way to control school dropout in these community secondary schools. Heads of schools from the sampled schools claimed that there had meetings with parents and ward executive officers (WEO). Through parents and teacher associations' students' behavioral problems, academic issues, truancy and other related issues would be discussed and communicated. During graduation ceremonies parents were educated on the importance and value of education to their children. The problems found with parents were that same parents whose children played truancy and dropped out from school did not attend these meetings regularly or did not attend these meetings at all.

Furthermore HOS had different meetings with ward leaders and district leaders such as DEO, DED on how school environment could be improved so as to make these schools attractive to students. One HOS had this to comment on this issue:

*The government and parents should cooperate and work together to alleviate poverty and improve the status of these ward oriented schools so as to restore hope for the parents on the quality of education provided by these schools. Cooperation among community members is important. Families with low social economic status and those with high social economic status need to cooperate and help one another on matters connected to students schooling.*

#### **4.5.2 Suggestions from Parents of the Continuing students and Dropout Students on how to Reduce Students Dropout**

Parents of the dropout and continuing students were asked what the community and government should do to reduce students' dropouts. Table 4.10 summarized the responses of parents. Figure 4.8: Suggested Strategies by Parents of Reducing Students' Dropout. Eighteen respondents of the parents (90%) suggested that there should be free education for children of poor families to be provided by the government to control the

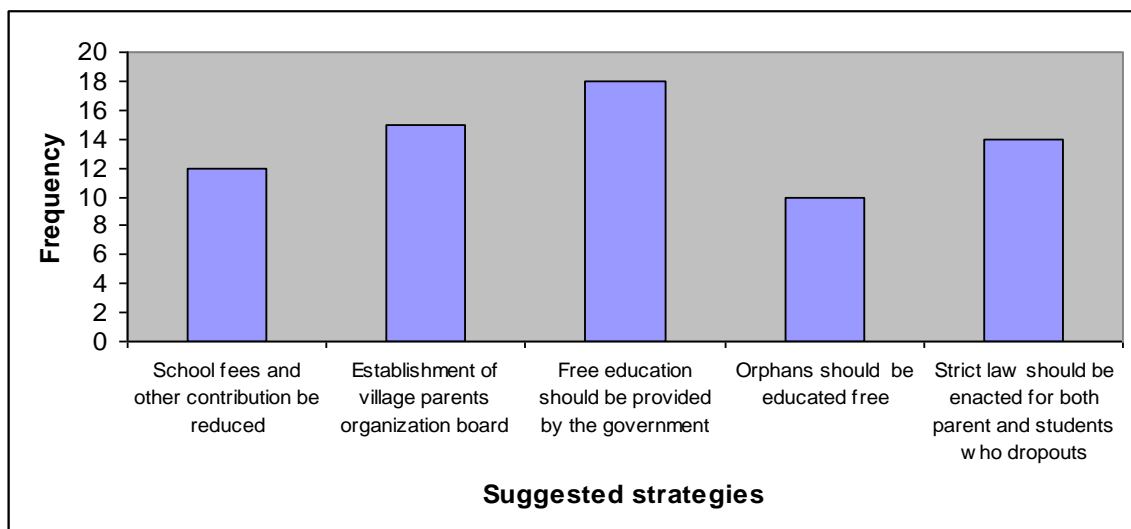
problems of school dropouts. Community secondary school students should be provided with exercise books, pens, textbooks, school fees and other contributions and uniforms. Through questionnaires and focus group discussion, continuing students were also asked what the community and the government should do to reduce school dropout. Table 4:11 summarizes the responses of continuing students.

**Table 4.10: Strategies of Reducing Student Dropouts**

Strategies	Parents responses (N=20)	
	Frequency	Percentage
School fees and other contribution be reduced	12	60
Establishment of village parents organization board	15	75
Free education should be provided by the government	18	90
Orphans should be educated free	10	50
Strict laws should be enacted for both parent and students who are dropouts	14	70

Source: Field data (2013)

The data in Table 4.10 is well illustrated in Figure 4.8



**Figure 4.8: Suggested Strategies of Reducing Students' Dropout by Parents**

Source: Field data (2013)



**Table 4:11: Strategies of Reducing Students' Dropouts**

Strategies	Parents responses (N=20)	
	Frequency	Percentage
Importance of education should be given to the community through adult education classes	08	10
Provision of free education by the state	35	43.75
Students at risk of dropping out of schools should be supported by community and government	12	15
Child labor to students should be barred	05	6.25
Construction of hostels	20	25
Total	80	100

**Source: Field data (2013)**

Thirty five continuing students (43.75%) responded that education should be provided free by the state. Twenty continuing students (25 %) advocated that hostels and dormitories should be constructed. Twelve continuing students (15%) responded that students at risk of dropping out of school should be supported either by the community or government by been provided with basic needs as a students. Eight continuing students (10%) responded that parents needed to be educated on the importance of education. Five continuing students (6.25%) argued that employment of children less than 18 years should be actively barred. Government must provide free education as this will aim at providing education at very low cost to students from the low social economic status so that they will complete form four. It is evident from the findings that many students left school because of financial capabilities of their parents since the majority of them are from parents with low SES whom could not afford to pay school fees and other contributions charged in these community secondary schools, together with other factors such as pregnancy, child labor, illiterates on the part of the community members and others.

Parents must be educated on the importance of education generally and secondary education in particular so that they could use their resources fully to educate their children, because most of them do not see the immediate value of education something which is not possible. Today's investment in education will lead to future benefit in education. This study has revealed that, most of the parents who keep livestock are reluctant and are not ready to sell their livestock for education of their children. Further, poor parents need to be empowered by providing them with small and medium enterprises education to increase their incomes so that students from low social economic status parents' and orphaned children may be retained in community secondary schools. Questionnaires were also administered to class teachers who were asked to give their suggestions on ways of controlling students' dropouts. Thirty four out of forty class teachers (85%) suggested that school boards need to sensitize all villagers on the importance of secondary education as parents need to be educated on investing into their children's education as not wastage of resources and time. Villagers will be encouraged on the program to help one another between those with low social economic status and high social economic status in all matters related to education of their children.

Through focus group discussion with continuing students of form one and two, suggested that, this school boards should help orphaned children and all other children in difficult conditions to be assisted in getting free education. This organization should include experts such as doctor and nurse to educate the parents on the importance of family planning through adult classes at each wards and every village. The boards should also work with families problems such as divorce and separation. This will enable members of the society to work as a team. Another strategy for controlling students' dropouts in community secondary schools was to improve the school and home environment to be conducive for teaching and learning so that students will obtain higher grades in their

examination. Some students from low SES have no money even for buying kerosene for private study at home as a result decided to leave school because of poor academic performance in schools. A dropout from Ulowa secondary school had this to comment:

*I dropped out from school because I thought that I am going to fail my examination like my fellow students who completed form four in our school by scoring division zero due to lack of conducive environment for learning both at school and home.*

The narration above implies that students from low SES lack basic needs such as books, money to buy kerosene for private study and attend remedial class as they no enough teachers especially science teachers as a result students decided to drop out from these schools because of poor academic performance and due to lack of conducive environment for teaching and learning.

It was suggested that pregnant girls be returned to school after delivery. The study indicated that there are more girls who get pregnancies especially of parents with low SES. The reason for the dropout was that these students lack essential school needs and lived in rented rooms around the school compounds and therefore they became free from parent authority and engaged in love affairs. This is because there were no dormitories in community secondary schools. This is challenge to the government as the respondents suggested that the government enact a law which will allows teenage mothers to return to school after delivery.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains the summary of the study, the conclusion and recommendations for action and for further research.

#### **5.2 Summary of the Study**

This study was meant to explore the influence of parents' social economic states on students' dropouts in community secondary schools. The study was guided by four research tasks namely; assess the influence of parents' education level on students' dropout from secondary schools, assess the influence of parents' marital status on students' dropout, examine how parents' economic status influenced community secondary schools students dropout and finding out strategies of controlling school dropout from community secondary schools.

The conceptual framework that guided this study was adapted from Millanzi (2005) who worked out on the relationship between predictor and precipitation variables leading to outcomes. The reviewed literature concentrated on parents' marital status and students' dropouts, parents' education level to student dropouts, parents' economic status to students' dropouts and strategies of controlling students' dropout in community secondary schools.

This study employed both qualitative and quantitative approaches. Data were collected using interviews, questionnaires, focus group discussion and documentary review. The

population sample involved in the study was 241 respondents, categorized into 160 continuing students, 40 class teachers, 10 parents of continuing students, 10 parents of the dropouts, 10 dropout students, 05 academic masters, 05 HOS and 01 DEO. These were selected through random and purposive sampling techniques. The qualitative data were subjected to content analysis and quantitative data were analyzed through the use of computer software called Microsoft Excel.

The summary of the study findings indicated that limited financial resources at home prevented parents from concentrating on education of their children. The available resources were mainly used for subsistence purposes. This study revealed that children whose parents or guardians occupation was peasant farming and livestock keeping were more likely to drop out from school. This is because peasants in Kahama were still using outdated technology of cultivation such as the use of hand hoes, oxen and with no application of fertilizers to their land which is infertile in large parts of Kahama district, have low SES. Children from those parents who kept livestock were likely to drop out from school because pastoralists have the tendency of moving with their children during dry season to search for pastures of their animals. Low social economic status of parents due to low income was a barrier to students schooling because parents were unable to provide their children with necessary school requirements such as uniforms, pens, exercise books, school fees and other contributions on items such as building desks. As a result of this situation the students dropped out from school.

The study findings have indicated that there were many single parents and polygamous families in the district. These families failed to provide basic school needs for their children. Polygamous marriages were directly linked with students dropout because it resulted into growing size of families over which parents had no ability to provide with

basic needs and also it enhanced conflicts in the families. There was tension between husbands with their wives, especially if one of the wives' children did not manage to join secondary schools. The women could not agree to use family resources to educate children of other wives. Polygamous marriage also enhanced the transmission of HIV/AIDS to the family hence children became orphans with no body to support their education and finally dropped out from school.

It was revealed from this research that, students from parents with low SES have poor academic performance in community secondary schools due to limitations to access resources for education which finally causes students to drop out from school. Data have indicated that most of the sampled parents and parents of the continuing students had never attended school. Few had attended primary schools and post primary schools. It was found that parent education level had an adverse influence on children schooling and this was connected to other factors such as financial position of the parents. However it was indicated that all dropout students interviewed during the study indicated that their parents had never attended primary school education and few had primary level of education. It was claimed that there were students in these community secondary schools who could not write and read and parents with low social economic status and low education had their children schooling in these community secondary schools. Parents with high education level and high social economic status send their children to better and highly performing private secondary schools such as Queen of Family Girl's secondary School, Under Lake Secondary School, St. Paul Secondary School and Rwepasi secondary school.

The study also revealed that students from parents with low SES are forced by circumstances to engage in income generating activities in the society which negatively influence students to drop out from schools. These activities were mentioned by

respondents included mining activities at Mwabomba area, family work, involvement in petty businesses around bus stand, involvement in manual work, working as domestic servants and involvement as motorcycle drivers commonly as bodaboda drivers.

Respondents suggested several ways of controlling students' dropouts in community secondary schools. These included returning pregnant girls to schools after delivery, improving school and home environment for teaching and learning so that students can obtain high grade in their examination and establishment of village parents' education board to sensitize to all villagers on the importance of education to the children.

#### **5.4 Conclusion**

Limited financial resources at home, single and polygamous families, influenced the proper functioning of the families in matters related to education to the students in community secondary school in Kahama district. The results included failure of paying school fees and other contributions; conflicts in homes due to tension between husbands with their wives, especially if the children of one wife did not manage to join secondary schools. Also polygamous marriage enhanced transmission of HIV/AIDs to neither community hence students remain orphans with nor body to support their education. Students from parents with low SES were forced to engage in income generating activities that negatively influence students to drop out from school. These were domestic servant, involvement in petty businesses, involvement as a bodaboda drivers, involvement in mining extraction, negative peer pressure between students schooling in community secondary schools with youths who are not schooling.

#### **5.4 Recommendations**

Based on the research findings and conclusion the following recommendations are made:

#### **5.4.1 The AIDS/HIV Information**

This study recommends that HIV/AIDS education programmes should be provided based on a series of workshops in the villages not only in large cities and town. It is essential that the workshops take place in the communities so that opinions are heard in the most natural and realistic setting. Combating the HIV/AIDS epidemic will require behavior changes which can only be achieved if individuals and communities are themselves involved in planning for that change. The current study recommends that the proven effectiveness of condoms in preventing HIV/AIDS transmission should be acknowledged and their use should be actively be promoted for prevention of STDs including HIV/AIDS as well as a family planning technique in polygamous marriages.

#### **5.4.2 Political Commitment**

This study recommends that the government and donors should recognize that students drop out in Tanzania has reached a crisis level, but one which can be combated with forceful and committed actions. The highest level of government officials should support the fight against students' dropout in highly visible and constructive ways in order to mobilize all segments of the population although administered by a small unit in the Ministry of Education and Vocational Training (MOEVT). All possible measures should be taken to keep the cost of education low; improving learning environment of these community secondary schools to be conducive both teachers and students so that students can performs better academically.

#### **5.4.3 Construction of Dormitories/hostels in Community Secondary Schools**

Community members, MOEVT and Prime Minister's Office, regional administration and local government and those at district levels (DEO and DED) should join their efforts to build dormitories or hostels in all community secondary schools to rescue students from



negative peer pressure from their friends who are not schooling to dropout from schools and also to rescue travelling distance of students coming from far away from schools and those living in rented rooms (ghettos).

#### **5.4.4 Community Members should be Educated on the Significance of Education to their Children**

Leaders at various levels from the MOEVT to district, ward and village need to sensitize parents on the importance of education of their children for future development of education to the nation through adult classes, normal gathering and mass media such as the use radio stations. In this programme religious leaders should be involved so that they participate also in educating the community members on the importance and value of education. Parents should be provided with proper parenting education on how to treat and handle their children during parental conflicts.

#### **5.4.5 Each School board Need to Establish its Own Strategies**

Each school board need to find its own strategies of controlling students dropouts in community secondary schools. Such school board is required to sensitize members of the community to establish effective bylaws against school dropouts.

#### **5.4.6 Guidance and Counseling Services should be provided**

Schools and education authority should provide every school with guidance and counseling services to counsel students with coping and adaptability problems from home and school. This service is very important to children from polygamous families.

## REFERENCES

- Abagi, O. & Bali, S. K. (1997). *A comparative study of antecedents of gender specific school wastage in Kenya. Bridged researches report No 29. Research priorities for the education of girls and women in Africa*. Nairobi: Academy Science publishers.
- Auger, G. A. (1970). *Absenteeism in primary schools in Tanzania: A report on Combined research project studies*. No 2 Dar es Salaam: Institute of Education
- Babyegeya, E. B. N. K, (2002). *Educational planning and administration*. Dar es Salaam: The Open University of Tanzania
- Barongo, G. (2007). *Assessment of truancy and dropout among Primary school pupils In Rufiji district*. Unpublished M.A (Education) dissertation: University of Dar es salaam.
- Bartlett, S. & Burton, D. (2007). *Introduction to education studies*. London: SAGE Publication Ltd.
- Best, J. & Khan, J. (1993). *Research in education*. Boston: Allyn and Bacon
- Brock- Utne, B. (2000). *Whose education for all*. New York: Falmer Press.
- Bunto, T. N. (2000). *Pattern and causes of school dropout in Arusha and Arumeru Secondary schools*. Unpublished M.A (Education) dissertation: University of Dar es Salaam.
- Cardoso, A. R. & Verner, D. (2007). *School dropout and push – out factors in Brazil: The role of early parenthood, child labor and poverty. IZA discussion on paper No. 2515 Bon*: Institute for study of Labors (IZA) <http://garj.org> 25/5/2013-01:07pm
- Chiuri, W. L, & Kiumi, J. K. (2005). *Planning and Economic of Education*. Nairobi: Pangolin Publishers Ltd.

- Cocough, C. (2000). *Under enrolment and low quality in African primary Schooling*.  
[Http://Eneji et al.pdf](http://Eneji et al.pdf) 28/6/2013-10:54
- Cohen, L, Manion, L. & Marrison, K. (2000). *Research Methods in education*. London:  
 Root ledge
- Colclough, C, Al- Samanai, S, Rose, O & Temborn, M (2003). *Achievement Schooling for  
 all in Africa, commitment and gender*. Alderslot: Ashgate
- Croft, A. (2002). *Pedagogy in school context: An intercultural study of the quality of  
 Learning, teaching, and teacher education in the lower primary classes in  
 Southern Malawi*. Unpublished PHD thesis Brighton: University of Sussex.  
<http://Eneji et al.pdf> 28/6/2013-10:42pm
- Davidoff, L. (1987). *An introduction to psychology*. New York: MC Graw Hill
- Denscombe, M. (1998). *The good research guide for small scale social research Project*.  
 Buckingham: Open University Press.
- Drew, N. & Segi, Y. (2003). *Roles of Teachers and their organizations*. Geneva:  
 International Labour Organization.
- Dunne, M., Leach, F., Chilisa, B., Maundeni, T., Tabulava, R.& Turkor, N.  
 (2005). *Gendered school experiences: The impact on retention and achievement  
 in Botswana and Ghana*. Brighton: Department for International Development.
- Forojalla, S. B. (1993). *Educational Planning for Development*. London: Macmillan Press  
 Ltd.
- Frankel, J. S & Wallen, N. E (1990). *How to design and evaluate research in Education*.  
 New York: MC Graw Hill company.
- Galabawa, C. J. (2007). *Financing industrialized countries and lesson from Tanzania  
 Papers in education and development, No 272007 Vol. 8. Pg7-18*
- Gonza, J. J & Moshi, P. (2002). *Children working in commercial agriculture (tea): A  
 rapid assessment*. Geneva: International Labour Office.

- Hyera, R. K. (2007). *Influence of social cultural values on dropout rate of secondary School female students in Tunduru district*. Unpublished M.A dissertation: University of Dar es Salaam
- Komba, W. L (1992). *Fees, students and taxpayers equity in Tanzania (Mainland) Secondary schools*. Unpublished M.A dissertation: University of Dar es Salaam.
- Kombo, D. K & Tromp, D.L. (2006). *Proposal and thesis writing: An introduction*. Nairobi: New Age Antinational Published
- Kothari, R. C. (2004). *Research methodology and techniques* (2<sup>nd</sup> Ed). New Delhi: New Age Antinational Publisher
- Lamberty, G. & Crnic, K. (1994). *School readiness conference: Recommendations*, Wikipedia, the free encyclopedia. 12/07/2012-12:10pm.
- Lazear, E. P. (2002). *Education in twenty first century*. California: Hoover Institute
- Mallum, J. O. (2003). *Mothers educational status and children performance*. J. Niger. Society of Education psychology 2 Pg 38-45
- Mau, P & Bikos, S. (2000). *A study of the parents' role in career decision process*, J. Occupational Guidance Quarterly 27:137-143
- Millanzi, J. E (2005). *Patterns and Causes of dropout in community secondary schools In Lindi rural district*. Unpublished MA dissertation: University of Dar es Salaam.
- Ministry of education and Vocational Training (1997). *Kiongozi cha Mkuu wa shule Sekondari Tanzania*. Morogoro: Mzumbe book Project.
- Mullen, F. A. (1960). *Truancy and classroom disorder as symptoms of personality Problem*. Journal of educational psychology. Vol 4 pg3-11
- Nkoma, P. (1979). *Truancy and dropout in Tanzania mainland primary schools in Pangani district*. Unpublished M Ed dissertation: University of Dar es Salaam.
- Okojie, C. E. E., Chiengwe, O. & Okpokumu, E. (1996). *Gender gap in access to education in Nigeria*. Nairobi: Academy Science Publisher

- Olubadewo, A. & Ogwu, B. A. (2005). *Influence of parents socio economic status on students academic performance. Implication for the planning of universal basic education program*. Ilesa: Jola Publishing Co. Ltd.  
<http://garj.org/garjah.25/5/2013-10.02am>
- Omari, I. M. (1998). *Access and equity in secondary schools in Tanzania*. Dar es Salaam. Ministry of Education and Culture
- Omebe, S. E. (2002). *Counseling parents for effective provision of learning environment for the Nigerian Child*. In B.U.N Okonkwo and R.O.Okoye (eds)  
[http://garj.org/Eneji et al 25/5/2013 11:02 am](http://garj.org/Eneji%20et%20al%2025/5/2013%2011:02%20am)
- Paya, H. V. (2008). *Factors and effects for failure to pay school fees in secondary School in Tanzania, case of Namtumbo district*. Unpublished dissertation: University of Dar es Salaam
- Remberger, R. W. (1995). *Dropping out of middle school. A multi level analysis of Students and schools*. *American education research Journal* 32-583-625.  
 Wikipedia, the free encyclopedia 12/7/2012-12:10pm
- Rumberger, R & Ah Lime, S. (2008). *Why students' dropout of school: A research of 25 years of research*, California: University of California.
- Schultz, T.W. (1972). *Investment in Education*, New York: University of Chicago Press 1.
- Shuma, R. J (1980). *Family background factors that contribute to dropout rates in Tanzania primary schools: A survey of Pare in Same district*. Unpublished M.A (Education) dissertation: University of Dar es Salaam.
- Tyerman, M. J. (1968). *Truancy*. London: University Press Ltd.
- UNESCO (2005). *"Scaling up" good practices in girl education*. Paris: UNESCO
- United Republic of Tanzania (1995). *Education and Training Policy*, Dar es Salaam: Ministry of Education and Culture.

- United Republic of Tanzania (2004). *Basic education statistics in Tanzania*; Dar es Salaam. Ministry of education and Culture.
- United Republic of Tanzania (2009). *Basic education statistics in Tanzania*. Dar es Salaam: Ministry of Education and Vocational Training.
- United Republic of Tanzania (2010). *Basic education statistic in Tanzania*. Dar es Salaam. Ministry of Education and Vocational Training
- Wehmeier, S., McIntosh, C., Turnbull, J. & Ashby, M. (2005). *Oxford advanced learners' dictionary* (7<sup>th</sup> Ed); Oxford: Oxford university press.
- World Bank (2001). *Engendering Development: World Bank Policy research Report*. Washington DC: Oxford University Press.
- World Bank (2005). *Expanding opportunities and building competencies for young People: A new agenda for secondary school education*. Washington DC: World Bank.

[illegible]

	Total										
2011	Dropouts										
	Total										
2012	Dropouts										
	Total										

How does social economic status of parents influence school dropout in Kahama district?

.....

What do various governments circulars say about students who fail to pay school fees and other contributions.....

What activities in the society which negatively influence students' dropout in secondary school?.....

How does single parent family influence students education? .....

Dos parents level of education lead to school dropout from those community secondary school? .....

What steps are taken or should be taken to minimize the problem o f school dropout in community secondary in the district?.....

Thank you very much for your cooperation



THE OPEN UNIVERSITY OF TANZANIA

FACULTY OF EDUCATION

APPENDIX B: QUESTIONNAIRE TO CONTINUING STUDENTS OF  
FORM THREE AND FORM FOUR

This questionnaire seeks information on the influence of parents' social economic status on students' dropout in community secondary school in Tanzania. You are kindly requested to respond to the questions by filling in the space provided, giving short answers or putting a tick ( ☐ ) against the appropriate statement. The information you give will be treated confidentially and used for the purpose of the study.

Your age is \_\_\_\_\_ years

Gender: male ( ☐ ) female ( ☐ )

In which class are you in? \_\_\_\_\_

Do you know what school dropout is?

Yes ( ☐ ) No ( ☐ )

Have you completed paying your school fees and other contributions for the last year 2012?

Yes ( ☐ ) No ( ☐ )

If the answer in question 5 above is No How much is left? Tsh \_\_\_\_\_

How many times have you been told to return home to collect school fees and other contribution in last year 2012? Once ( ☐ ) Twice ( ☐ ), Three times ( ☐ ), several times ( ☐ )

Which of your parents are alive, both parents ( ☐ ) father only ( ☐ ) mother only ( ☐ )

What is the education level of your father? Not attended school ( ☐ ),

primary school (    ) secondary school (    )

certificate (    ) diploma (    ) degree (    )

What is the education level of your mother?

No attended school (    ) primary school (    ) secondary school (    )

Certificate (    ) diploma (    ) degree (    )

How have your parents supported your daily life \_\_\_\_\_

What is your father's job? \_\_\_\_\_ and mother's  
job \_\_\_\_\_

Do you know a boy or girl who has dropped out of school?

Yes (    ) No (    ) in which ward \_\_\_\_\_ village  
\_\_\_\_\_ school \_\_\_\_\_

Can you give some of reasons why they dropped out of school \_\_\_\_\_

---



---



---



---

Are there fathers with more than one wife in your society? Yes (    ) No (    ), If yes,  
how does this influence student's attendance of their  
children? \_\_\_\_\_

Are there any activities in the society which negatively influence students and result in  
dropout in secondary schools?

---



---



---



---

18. What things do you dislike mostly in these ward secondary schools?

---

---

---

THE OPEN UNIVERSITY OF TANZANIA

FACULTY OF EDUCATION

### APPENDIX C: QUESTIONNAIRE FOR HEADS OF SCHOOLS

This questionnaire seeks information from you on the influence of parents' social economic status on students' dropouts in community secondary schools in Tanzania. You are kindly requested to respond to the questions by filling in the tables, giving short answers or putting a tick ( ☒ ) against the appropriate statement. The information you give will be treated confidentially and used for the purpose of the study.

#### A. Information about the school

School Name -----

School Registration Number -----

School Type: Boys only ( ☐ ), Girls only ( ☐ ), Co-education ( ☐ )

Table 1: Number of form 1 – 1V Student in the school 2012

FORM	I		II		III		IV		Total students	
SEX	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

#### B. Form 1 – 1V Students enrolment in School by form and sex from

2009 – 2012

Year	Form and sex										
	Form									Total	
	Sex	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2009	Reg										
	Total										
2010	Reg										
	Total										
2011	Reg										
	Total										
2012	Reg	6									
	Total										

Key: Reg=Registered

C. Dropouts information by form and sex from 2009 – 2012

Years	Form and sex										
	Form									Total	
	Sex	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2009	Dropout										
	Total										
2010	Dropout										
	Total										
2011	Dropout										
	Total										
2012	Dropout										
	Total										

## D. School fees and other contributions 2009 – 2012

Years	Expected Amount		Amount Paid		Amount not paid	
	School fees	Other contribution	School fees	Other contribution	School fees	Other contribution
2009						
2010						
2011						
2012						

What do you do with students who fail to pay school fees and other contributions?

\_\_\_\_\_

Do you have children from broken families (divorced or separated) in your School?

\_\_\_\_\_

Are there dropouts from broken families? \_\_\_\_\_

Comment on the income of parents in this society. \_\_\_\_\_

What other factors influence school dropout in your school? \_\_\_\_\_

What activities in the society which negatively influence school attendance and leading dropouts? \_\_\_\_\_

How does the parent level of education influence student dropout from school? \_\_\_\_\_

How does polygamous marriages influence students dropout from school? \_\_\_\_\_

9. What can be done to reduce and ultimately eliminate school dropout from community secondary schools \_\_\_\_\_

Thank you for your cooperation

THE OPEN UNIVERSITY OF TANZANIA

FACULTY OF EDUCATION

#### APPENDIX D: QUESTIONNAIRE FOR ACADEMIC MASTER/CLASS TEACHERS

This questionnaire seeks for information on the influence of parents' social economic status on students' dropout in community secondary schools in Tanzania. You are kindly requested to respond to the questionnaire by filling in the gaps, giving short answers or Putting a tick ( ☒ ) against the appropriate statement. The information you give will be Confidential and used for the purpose of the research

Name of your ward is -----

Gender: Male ( ☐ ) or Female ( ☐ )

Level of education:

Not attended school ( ☐ ), primary ( ☐ ) secondary ( ☐ )

Certificate ( ☐ ) Diploma ( ☐ ) Degree ( ☐ )

Do you have any child schooling at one of the ward secondary school in the district? Yes ( ☐ ) No ( ☐ )

If yes, in which school and class is your child?

School \_\_\_\_\_ , Class \_\_\_\_\_

5. Do you know any child from your school/class who dropped out of school?

Yes ( ☐ ), No ( ☐ )

If the answer is yes, state how social economic status of the parents has influenced such students to dropout from school \_\_\_\_\_

(i) Where do school dropouts go? \_\_\_\_\_

(ii) What type of activities is performed by school dropouts? \_\_\_\_\_

(i) How does the marital status of the parents influence students dropouts from school?

\_\_\_\_\_

How does parent level of education and polygamous marriages influence students'

dropout from school? (i) Level of education \_\_\_\_\_

(ii) Polygamous marriages \_\_\_\_\_

What were the social and economic reasons for the student's dropout from school?

Social reasons \_\_\_\_\_

Economic reasons \_\_\_\_\_

What are other reasons for school dropouts in this area and the districts as a whole? \_\_\_\_\_

As an academic master/Class teacher, what do you think should be done to alleviate the problems of school dropout in Tanzania \_\_\_\_\_

Thank you very much for your cooperation, your contribution is highly valued



THE OPEN UNIVERSITY OF TANZANIA

FACULTY OF EDUCATION

# APPENDIX E: INTERVIEW GUIDES FOR PARENTS/ GUARDIANS OF CONTINUING STUDENTS.

This interview guide seeks information on the influence of parents' social economic status on students' dropouts in community secondary school in Kahama. You are kindly requested to respond to the questions asked. The information you give will be treated confidentially and used for the purpose of the study.

What is the name of your ward

How many wives do you have? (This is for male parent only) \_\_\_\_\_

What is the level of your education? \_\_\_\_\_

What is your occupation? \_\_\_\_\_

Do you have any child schooling at one of the ward secondary school in the district?

\_\_\_\_\_

If the answer above is yes, in which school and class is your child?

What are the social and economic reasons for the students' dropout in community secondary school? \_\_\_\_\_

How social economic status of the parents influence students to drop out from school?

\_\_\_\_\_

Where do school dropouts go? \_\_\_\_\_

What types of activities are performed by school dropouts? \_\_\_\_\_

How does a divorced and separated family's influence student drop out from school?

\_\_\_\_\_

How do parents level of education influence students dropping out from school?

How does polygamous marriage influence students dropping out from school?

What are other reasons for students' dropouts in community secondary school in this area and the district as a whole? \_\_\_\_\_

What do you think should be done in order to alleviate the problem of students' dropping out in this area? \_\_\_\_\_

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX F: INTERVIEW GUIDE FOR STUDENTS WHO HAVE DROPPED OUT OF SCHOOL

This interview guide seeks information on the influence of parents' social economic status on students' dropouts in community secondary school in Kahama district. You are kindly requested to respond to the questions asked. The information you give will be treated confidential and used for the purpose of the study.

What is the name of your former secondary school?

What are the advantages of secondary education to you and your society?

Mention the economic activities performed by your parents.

What is the major income activity of your parents?

Do you think that school fees and other contributions charged at secondary school are unaffordable for your parents or guardian?

What suggestions can you give about school fees and other contributions charged at secondary school

Describe how your parents support your daily life?

Are you from single wife family or a family with more than one wife?

How has this situation influenced your education?

After dropping out of school, which activities were you doing?

.

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX G: INTERVIEW GUIDE FOR PARENTS/ GARDIANS OF STUDENTS  
WHO HAVE DROPPED OUT OF SCHOOL

This interview guide seeks information on the influence of parent's social economic status on students' dropouts in community secondary school in Kahama. You are kindly requested to respond to the questions asked. The information you give will be treated confidentially and used for the purpose of the study.

How many wives do you have? (This is for male parents only)

How many children do you have?

What is the level of your education?

What is your occupation?

What is the importance of secondary education to your child and the community?

If your family is of more than one wife, do you think that this is a reason for your child to drop out from secondary school?

What is the child doing since he/she dropped out of school?

What can you comment about school fees and various contributions charged in community secondary schools?

Is there any activity in community which influences student's school attendance?

What action have you taken for school dropout of your child?

What do you think the government and the community should do to eliminate/ parent students' dropouts from community secondary school?

Thank you very much for your attention and cooperation

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX H: FOCUS GROUP DISCUSSION GUIDE FOR FORM ONE AND  
FORM TWO SECONDARY SCHOOL STUDENTS

Dear participants, I am conducting a research on the influence of parent social economic status on student's dropout in community secondary schools. I request you to assist me in discussing various issues related with school dropout. We shall seek information on various issues in form of questions and answers as well as discussions.

Please feel free to participated

I think you are aware that there are students among you who have for various reasons abandoned school for here in your school and other schools in Kahama District? Give reasons for school dropouts

Let us now talk about the following facts and how they lead to school dropout

The size of the family

Death of parents

Polygamous marriage

Divorced family

Single parent family

Parent's level of education

Parent's employment

Parent's income

Activities in society which negatively influence school attendance.

Distance from school to home

Availability of hostels

School fees and other contributions charged in secondary schools.

3. What suggestions should be done to eliminate or reduce school dropout in Kahama district and other places in Tanzania \_\_\_\_\_

## APPENDIX I

## RESEARCH CLEARANCE LETTER

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF RESEARCH, PUBLICATIONS, POSTGRADUATE**  
**STUDIES**

P.O. Box 23409  
 Dar Es Salaam, Tanzania  
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445 ext.2101  
 Fax: 255-22-2668759  
 E-mail: [drpgs@out.ac.tz](mailto:drpgs@out.ac.tz)

Ref. no. HD/E/221/T.11

23<sup>rd</sup> April, 2013

The District Executive Director,  
 Kahama District,  
**KAHAMA.**

**RE: RESEARCH CLEARANCE**

This is to certify that the bearer of this letter **Mr. Francis Maziku** is a bona fide student of the Open University of Tanzania pursuing a MED APPS degree programme in the Faculty of Education. The student has presented his research proposal to a panel of experts and has been allowed to proceed with data collection in the field. The title of his research is **"The influence of parents social economic status on students drop outs in community secondary schools: The case of Kahama District"**. The research will begin on the 2<sup>nd</sup> May, 2013 and end on the 30<sup>th</sup> June 2013.

You are, therefore kindly requested to allow the student to collect data in the community secondary schools within your District. Any other assistance will be highly appreciated.

Yours faithfully,

**THE OPEN UNIVERSITY OF TANZANIA**

pp.

Prof S.A. Mbogo

**Director – Research, Publications and Postgraduate Studies**

## APPENDIX J

**HALMASHAURI YA WILAYA YA KAHAMA***(Barua zote zipelekwa kwa Mkurugenzi Mtendaji (W))*

Mkoa wa Shinyanga  
 Simu Nambari: 028-2710110  
 Fax Na. 028-2710100  
 Website [www.Kahamacouncil.go.tz](http://www.Kahamacouncil.go.tz)  
 Email No.mkurugenzi@kahamacouncil@yahoo.co



Ofisi ya Mkurugenzi Mtendaji (W)  
 Halmashauri ya Wilaya  
 S.L.P. 50  
 KAHAMA

Tarehe: 10 Mei, 2013

Kumb. Na. KDC/P.20/01/63

Wakuu wa Shule

Shule za

- " Kisuke
- " Kinamapula
- " Dakama
- " Isaka
- " Ulowa

**YAH: NDUGU FRANCIS MAZIKU**

Mtajwa hapo juu ni mwanafunzi anayesoma chuo kikuu huria mwkaa wa pili katika fani ya Elimu,

Mahitaji ya digrii yake yanataka afanye utafiti juu ya "Athari za kijamii na kiuchumi kwa upande wa wazazi zinavyochangia wanafunzi kuacha shule".

Kwa kuwa shule yako ipo kwenye mtiririko huo, basi ofisi ya Mkurugenzi Mtendaji (W) inataka utoe ushirikiano wa kufanikisha mada tajwa.

Hakikisha mnakabidhiwa ripoti (Research findings) baada ya kazi yake kuisha ili iweze saidia kwa siku za usoni.

Nakutakia utekelezaji mwema.

  
 Egidius Kahendaguza  
 Kny MKURUGENZI MTENDAJI (W)  
 KAHAMA MKURUGENZI MTENDAJI (W)  
 KAHAMA

Nakala kwa:-

Maafisa Watendaji wa Kata  
 Kata za Kisuke, Kinamapula,  
 Dakama, Isaka na Ulowa