

**THE RISING SCHOOLING COSTS AND THE RATE OF ABSENTEEISM
AND DROPOUT AMONG WARD SECONDARY SCHOOL STUDENTS IN
MOROGORO URBAN DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2013

CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by the Open University of Tanzania, a dissertation entitled: **“The rising schooling costs and rate of absenteeism and dropout among ward secondary school students in Morogoro Urban District”** in fulfillment of the requirements for the degree of Master of Education, in Administration, Planning and Policy Studies in the Open University of Tanzania.

.....

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Supervisor

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Date

DECLARATION

I, BEN SANGA hereby declare that this thesis is my own original work to the best of my knowledge and that it has been submitted to The Open University of Tanzania in partial fulfillment for the award of Master of Education in Administration Planning and Policy Studies (MED APPS) Degree. The dissertation has not been presented nor shall it be presented for any other award in any university or institution of higher learning.

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DEDICATION

My special dedication goes to Almighty God who gave me health, protection and blessings as well as my beloved parents Mr. and Mrs. Sanga for their love, care, blessing, inspiration and social support.

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First and foremost, I thank God the almighty, who through his blessings and inspiration enabled me to accomplish this research task. I extend my sincere thanks to my father Mr. Jacob Sanga and my mother Rahel Sanga, my sisters Upendo Sanga and Jane Sanga as well as my young brother Robert Sanga for their encouragement morally and financially.

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May the almighty God bless you all.

ABSTRACT

In recent time there has been a great concern about the rising schooling costs and rates of absenteeism and dropout among ward secondary school students. The objective of this study was to trace the increase in costs of schooling for the last five years, proportion of pupils dropping out due to costs of schooling, and examining the relationship between parental level of education, income and students dropout rates. The study employed quantitative research method in collecting and analyzing data where, documentary review guides were used to 9 heads of schools, 18 class teachers, 3 ward educational officers and 36 students as key informants of the study, from 9 sampled ward secondary schools in Morogoro Urban District. Findings revealed that, there was an increase in school expenses for an average of 51 percent from 2008 to 2012. Also, the proportion of pupils' dropout rates due to costs of schooling accounted for 24 percent as a second reason, preceded by truancy (48.8 percent) which is also quite conceivable to be contributed by students' inability to meet costs of schooling. Moreover, 55 percent and 63 percent of dropout students had fathers and mothers with only primary level of education respectively. Furthermore, 73.6 percent of dropout students had parents with poor income. This indicates that, many students quit schooling due to their poor family socioeconomic background. The study recommends to government to eliminate all unnecessary schooling costs so as to ensure maximum students' accessibility and completion rates at secondary level of education especially to students from poor families.

TABLE OF CONTENTS

CERTIFICATION	ii
DECLARATION.....	iii
COPYRIGHT	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
CHAPTER ONE	1
1.0 BACKGROUND AND STATEMENT OF THE PROBLEM	1
1.1 Background to the Problem.....	1
1.1.1 Education Financing in Tanzania.....	8
1.1.2 Opportunity Costs of Schooling.....	10
1.2 Statement of the Problem.....	11
1.3 Purpose of the Study	12
1.4 Specific Objectives of the Study	12
1.5 Research Questions	12
1.6 Significance of the Study	13
1.7 Conceptual Framework	13
1.8 Delimitation of the Study.....	16
1.9 Limitations of the Study.....	16
CHAPTER TWO	17
2.0 LITERATURE REVIEW	17
2.1 The Rising Schooling Costs in Education System.....	17

2.2	Public-Private Partnership in Education	19
2.3	Secondary Education Policies	22
2.3.1	Secondary Education Development Plan (SEDP) I	22
2.3.2	Secondary Education Development Plan (SEDP) II	24
2.4	Parents' Ability and Willingness to Pay	26
2.5	Cost Efficiency and Students' Dropout Rates	28
2.6	Students' Abilities and Rates of Absenteeism and Dropout	29
2.7	Culture and Students' Rate of Dropout	30
2.8	The Rising Schooling Costs as Relates to Dropout Rates	31
2.9	Parents Educational Level and Students' Dropout Rates	35
2.10	Parental Income and Students' Dropout Rates	38
2.11	Synthesis and Research Gap	40
	CHAPTER THREE	41
	3.0 RESEARCH DESIGN AND METHODOLOGY	41
3.1	Research Design and Methods	41
3.2	Area of the Study	41
3.3	Population for the Study	43
3.4	The Sample of the Study	43
3.4.1	The Sample of Schools Used	43
3.4.2	Number of Dropouts	44
3.4.3	Heads of Schools, Class Teachers and Ward Education Officers	45
3.4.4	Students Sample	45
3.5	Sampling Techniques	46
3.6	Instruments for Data Collection	46

3.6.1	The Rising Schooling Costs Record Guide	47
3.6.2	School Dropout Proportion Record	47
3.6.3	Record Guide on Parental Level of Education.....	47
3.6.4	Record Guide on Parental Income Level	48
3.7	Pilot Study and Validation of Research Instruments	48
3.8	Research Ethical Issues	49
CHAPTER FOUR.....		51
4.0	PRESENTATION AND ANALYSIS OF THE FINDINGS.....	51
4.1	Dropouts Background Information	51
4.1.1	Dropouts by Gender	51
4.1.2	Classes at Which Students Drop Out	52
4.2	The Increase in Costs of Schooling in the Last Five Years	53
4.3	Proportion of Pupils Dropping Out Due to Costs of Schooling.....	55
4.4	Relationship between Parental Education Level and Dropout Rates.....	57
4.4.1	Father's Education Level and Students' Dropout Rates	57
4.4.2	Mother's Education Level and Students' Dropout Rates.....	59
CHAPTER FIVE		62
5.0	DISCUSSION OF THE RESULTS.....	62
5.1	The Increase in Costs of Schooling in the Last Five Years	62
5.2	Proportion of Pupils' Dropping Out Due to the Costs of Schooling	67
5.3	The Relationship between Parental Education Level and Dropout Rates	70
5.4	Relationship between Parental Income and Dropout Rates	74
CHAPTER SIX		76
6.0	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	76

6.1	Summary of the Study	76
6.2	Conclusions of the Study	77
6.3	Recommendations of the Study	78
6.3.1	Recommendation for Action.....	78
6.3.2	Recommendation for Further Studies	79
	REFERENCES.....	80
	APPENDICES	90

LIST OF TABLES

Table 1: The Structure of Direct Costs for Ward Secondary Schools	3
Table 2: Student Dropouts by Reason and Levels in Secondary Schools	4
Table 3: Morogoro Urban District Population on Gender Basis	42
Table 4: The Sample of Ward Secondary Schools in Morogoro Urban District.	44
Table 5: Dropouts in Sample Ward Secondary Schools	44
Table 6: Heads of Schools, Class Teachers and Ward Education Officers' Sample .	45
Table 7: Dropouts by Gender and Percentage	51
Table 8: Classes When Students Dropped Out in Numbers and Percentages	53
Table 9: The Increase in Costs of Schooling from 2008 to 2012	54
Table 10: The Number and Proportion Pupils' Dropping Out of School by Reasons	56
Table 11: Father's Education Level and Students' Dropout Rates	58
Table 12: Mothers' Education Level and Students Dropout Rates.....	59
Table 13: The Relationship Between Parental Income Level and Students Dropout Rates.....	61

LIST OF FIGURES

Figure 1: Conceptual Framework for the Study.	14
Figure 2: Dropouts by Gender in Percentages	52
Figure 3: Class in Which Students Dropped Out.....	53
Figure 4: The Proportion Pupils' Dropping Out of School by Reasons	57
Figure 5: Frequency Distribution of Dropouts and Fathers' Level of Education	58
Figure 6: Mothers' Education Level of Dropout Students.....	60
Figure 7: Parental Income of Dropout Students	61

CHAPTER ONE

1.0 BACKGROUND AND STATEMENT OF THE PROBLEM

1.1 Background to the Problem

Educational service is not only expensive but also needs financial as well as non-financial commitment from providers and users. In other words, both supply and demand factors for education contribute to its costs, whether directly or indirectly. In most countries school education is predominantly financed and provided by governments. Parents' contribution to education also plays a big role (Bray 2002).

The 1980s and 1990s brought a worldwide change of emphasis in the matter of cost sharing and cost recovery in education. This change of emphasis has affected Africa as well as other regions. Policy changes have not been evident in all countries to an equal extent; but the overall thrust of trends is unmistakable. The ideas of providing free education, especially at secondary and tertiary level seem difficult in practice unless community or beneficiaries are involved in financing costs to schooling (URT 1995). The World Education Forum held in Dakar, Senegal declared that there should be partnership with stakeholders in cost-sharing and for the whole education process (UNESCO 2000).

Cost sharing needs government, private sectors, different educational stakeholders and mainly parents to commit on financing direct and indirect schooling costs (URT 1995). Direct costs are those financial inputs incurred by parents directly for education of their children, including school fees, transport fees, expenditure on

books and the like. Indirect/opportunity costs on the other hand are costs that parent sacrifices in form of earning forgone, for example the time which parents sacrifices for their children to produce at home. Schooling costs are rising day to day on equivalent to the rising of living costs.

The rising schooling cost refers to increasing of school expenses. The school expenses can be escalated by changing of fees structure and upturn of school indirect charges. Government secondary schools charge tuition of about 20,000 Tanzanian shillings per year (around US\$12). Several charges are added to tuition fees, including fees for medical, caution, security, academic, furniture, identity card, emblem and meals (Wikipedia). However, parents' responsibility in financing education to these rising schooling costs is a big burden to parents from disadvantaged groups. Bray (1996b) argued that parents' responsibility in schooling costs can be viewed with ambivalence because it can also exacerbate regional and social inequalities, and does not always operate efficiently.

These prices of educational resources differ among schools because the nature of the community and the quality of the living environment as well as the quality and quantity of education services provided vary (Wendling 1981). Sample structure of schooling costs is shown in Table 1 as an example from one of the ward secondary schools in Morogoro.

It is surprising that these costs are too high to parents with diverse economic status. The recent circular given by The Ministry of Education and Vocational Training on

overlapping of school contributions, however, instructed that; “all school development contributions, must be controlled and get permit, by all society members, school committee, school board and a particular council. Also, students should not be concern in procedures of collecting such contributions (URT, 2011)

Table 1: The Structure of Direct Costs for Ward Secondary Schools: 2013

No.	ITEM	Costs Per Tsh	Form	No.	ITEM	Costs Per Tsh	Form
1.	Tuition fees	20,000	I-IV	8.	Caution fees	5,000	I
2.	Exam fees	10,000&30,000	II & IV	9.	Graduation fees	5,000	IV
3.	Academic fees	15,000	I-IV	10.	Identity card	5,000	I
4.	Security fees	5,000	1-IV	11.	School uniform	33,000	I
5.	First aid	3,000	I-IV	12.	Desk fees	60,000	I
6.	Mock exams	7,000	IV	13.	Construction fees	100,000	I
7.	Stationery	12,000	I-IV		Total	310,000	

Source: Tushikamane Secondary School Office, March 2013

It is obvious that many parents who send their children to ward secondary schools have middle and low income levels. In 1960s to 1980s it was different whereby, costs of schooling was minimal and affordable. Chau and Caillods (1975) added that local authorities and communities did not participated in such financing, and fees were charged only in the case of foreign pupils.

These costs are burdensome to many families, especially large and poor families, single parent families, and orphans. In parallel to that, among many other factors

contributing to the students' absenteeism and dropout from school such as pregnancy, and socio cultural factors (Hyera, 2007), there are some evidences (Dachi and Garrett 2003) that the rising schooling costs are becoming the major factor influencing secondary school students' drop out rates. For example in 2011, secondary schools dropout in Tanzania was 76,002 students whereby mainly was due to truancy or absenteeism which was 72.7 percent and failure to meet basic needs or costs of schooling which was 13.9 percent as shown in Table 2.

Table 2: Student Dropouts by Reason and Levels in Secondary Schools, 2011

Reasons	Levels						Grand Total	Percent of Total
	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6		
Truancy	10528	17944	15867	10593	235	100	55267	72.7
Pregnancy	742	1458	1662	1267	23	5	5157	6.8
Death	159	205	246	173	8	12	803	1.1
Unable to meet basic needs	2868	3163	2803	1654	38	6	10532	13.9
Illness	317	280	287	168	8	14	1074	1.4
Parental Illness	48	85	94	62	1	0	290	0.4
Misbehavior	282	741	894	810	55	97	2879	3.8
Grand Total	14944	23876	21853	14727	368	234	76002	100.0

Source: URT (2011)

Dropout due to schooling costs or unable to meet basic needs, increased from 9.2 percent in 2009 to 13.9 percent in 2012. Dropout due to truancy/absenteeism increased from 68.6 percent in 2009 to 72.7 percent in 2012. Truancy/absenteeism and inability to incur the schooling costs are recently the major two reasons for

students' dropping out at secondary level. Brock and Cammish (1997) and Colclough *et al* (2000) argued that low income households cannot afford to pay for books, uniforms, and other school related expenses, which leads their children to fall into absenteeism and finally dropping out from school.

Absenteeism which is the fact of being frequently away from school, especially without good reason, is stage that precedes a dropout situation to students. U. S. Department of Education (1998) reported that students' absenteeism is a "serious problem" in many secondary schools and it is a predicting behavior towards school dropout.

Dropout rate refers to the proportion of pupils enrolled in a given grade in a given school year who are no longer enrolled in the next grade in the following school year. In defining dropout, UNESCO (2005:) proposes the description "*early school-leaving*," arguing that this means exiting the formal education system without completing the cycle or programme that was started. Marrow, (1987) defined a dropout as any student previously enrolled in a school, who is no longer actively enrolled as indicated by 15 days of consecutive unexcused absences, who has not satisfied local standards of graduation, and for who no formal request has been received signifying enrolment in another education institution.

The rise in school dropout rates and absenteeism has received increased attention in recent years and termed to be a major threat to achieve Education for All (EFA) goals (URT 1995). Children are starting primary, secondary and tertiary education in

greater numbers than ever before but absenteeism and drop out rates are significant and lead to low levels of school completion in many countries.

In Benin, for example, the primary school completion rate in 2005 was 62 percent, although it increased steadily from 38 percent in 2000. In the Democratic Republic of Congo, the primary school completion rate in 2007 was 51 percent, which was the same completion rate for the country in the early 1990s, where in Bangladesh, the primary school completion rate has remained around 60 percent since 2001 (Sabates *et al* 2010).

As a result of substantial rates of drop out and non-completion of school, many children are leaving schooling without acquiring the most basic skills. For example, an average trend of drop out increased from 3.4 percent in 2005/06 to 3.7 percent in year 2008/09 in Tanzania primary schools (URT, 2009). Think tanks have referred to the problem as a “silent epidemic” (Bridgeland, *et al*, 2006) and suggest policy changes that include reduction and abolition of school fees to enable free, equal and accessible education.

However, the issue of the rising schooling costs that directly affects parents and students and sometime leads to students dropout from school (Colclough *et al*, 2000), failed to be addressed in the fact that many of developing countries have poor economy or varies in their priorities to finance education sector. Almost all developing countries are rightfully concerned about the problem of low school completion rates, both because of lost investment opportunities for society and

because of general inefficiency in the provision of public schooling (Hanushek *et al*, 2008).

Parents support in costs of schooling, especially the rising schooling costs, are significant in assisting governments in funding for education because governments alone, especially in developing countries, differ in educational priority for its free provision. In other side however, it is a big burden to students from poor families. Some studies indicate that costs of schooling especially the rising schooling costs are important factors in whether children enroll in and attend school as well as determination of students' retention, absenteeism or dropping out (Dachi and Garrett, 2003). This is because of the different levels in socio-economic status among parents in affording costs of education.

Drop out from school is an obstacle to attain education. With the expansion of regional and national economies into a global marketplace, education has critical importance as a primary factor in allowing young adults to enter the workforce and advance economically, as well as to share in the social, health, and other benefits associated with education and productive careers. The global report shows that there is a growing demand for secondary education in many countries, such that in 2004 some 502 million students were enrolled in secondary schools, an increase of 14 percent over 1999. Increases were particularly significant in the developing country regions, especially the Arab States, South and West Asia, and sub-Saharan Africa: in each, the number of secondary students rose by 20 percent or more during the period (UNESCO, 2006).

Absenteeism and dropping out of school before completing the normal course of secondary education greatly undermines these opportunities and is associated with adverse personal and social consequences. Dropping out of school is associated with numerous detrimental consequences, including low wages, unemployment, incarceration, and poverty (Wilson *et al* 2011).

1.1.1 Education Financing in Tanzania

The change in socio-economic policies in Tanzania during the 1980's forced the country to change its educational policies formerly based on socialism and self reliance principles. The government established National Education and Training Policy (ETP) in 1995 whereby exercise started in 1989 when the Ministry of Education and Culture established a task force to map out an education strategy for the 21st century. In addressing financial role to schools ETP emphasized the creation of true partnership between the state and other providers including private persons, encouraging them to establish and manage schools and provision of education and introducing cost sharing to enable parents and other stakeholders to finance for education (URT, 1995).

The Government of Tanzania (GoT) embarked on a countrywide programme (Secondary Education Development Programme) – SEDP that followed ETP principles beginning with the first phases (2004-2009) to ensure that every eligible child gets the best quality education. The programme is an outcome of Government's efforts to translate Tanzania's Education and Training Policy (ETP) and the Education Sector Development Programme (ESDP) goals into feasible strategies and actions for the development of secondary education.

There is no doubt that the implementation of SEDP has brought positive changes in secondary schools. More children are now enrolled in schools than ever before. For example in 2003 there was 57 percent of student enrolled in government schools while in 2008 there was improvement of up to 77 percent of students enrolled (URT 2004). Ward secondary schools were established through a Secondary Education Master Plan 2001-2005 (SEMP) as part of the overall Education Sector Development Programme (ESDP) which improved students' accessibility in secondary schools. The school environment has improved in the sense that new classrooms have been built, and more teachers have been recruited to cope with increases in enrolment.

In ensuring affordability and accessibility of secondary education, the Government, through Secondary Education Development Plan, targeted to reduce school fees for day students by half (URT, 2004). Currently tuition fees for day student have reduced from 40,000 shillings to 20,000 shillings. However the rising in school expenses such as transport costs, examination fees, uniform, books, and costs for pocket money were to be incurred by parents. This factor contributes to students' absenteeism and drop out rates because of some parents' inability to incur those costs as supported by Dachi and Garrett (2003).

In that sense, despite the efforts undertaken by the Government of Tanzania to improve accessibility of secondary education, over the years, there has been a growing concern throughout the country that many pupils do not complete secondary education. For example, statistics show that, out of 83,509 students who enrolled in Form I in 2001, only 60,861 students, the same as 73 percent reached Form IV in

2004. This means that 27 percent of the original cohort dropped out of school (URT, 2004c). There are group cases of dropout such as truancy and early pregnancies of school girls which Government of Tanzania is seriously working on it. However several studies (Brock and Cammish, 1997, Colclough *et al*, 2000) have shown poverty to contribute in the force for children out of school. Low income household cannot afford to pay for books, uniforms, and other school related expenses.

1.1.2 Opportunity Costs of Schooling

Apart from direct costs of education such as school fees and transport costs, opportunity costs, which are basically the costs that parents sacrifice in the form of earning forgone from child labour, are also influential to absenteeism and dropping out to some students especially those from low socioeconomic background. Yi et al (2011) found out that the rising opportunity costs correlate closely with dropout.

Parents sacrifice their money to education instead of other expenditure such as building houses, buying cars or farms, to ensure their children schooling. However the opportunity costs are very high to parents with poor socioeconomic backgrounds that may likely cause absenteeism and dropping out of their children due to their potentialities in family as they themselves act as laborers for family earnings (Li, 2003). This effect has been seen even when there are no direct costs associated with schooling, strengthening the reasoning for it being an opportunity cost effect (Angrist and Lavy, 2009). As older children are more likely to find a job that has relatively higher rates of pay, age can thus be a critical factor of opportunity cost that may induce dropout (Bhatty, 1998).

1.2 Statement of the Problem

The issue of financing education in Tanzania has been evolved over time. During Education for Self Reliance (ESR) of 1967, central government alone had a major responsibility of financing education system in Tanzania. The change in socio-economic policies in Tanzania during 1980's forced the country to change its educational policies formally based on socialism and self reliance principles. This resulted to the formulation of Education and Training Policy (1995) that emphasized on widening of financial support for education, to include efficient utilization of resources and cost sharing that includes parents' involvement in direct costs and the rising schooling costs as a stakeholder.

These rising schooling costs, which vary among schools, affect students' dropout rate in the fact that, many parents especially from low socio-economic backgrounds, fail to incur those costs due to their insufficient family resources; as the result it affects students' attendance to school and finally leads to their drop out. In 2011, secondary schools dropout was 76,002 students whereby mainly were due to truancy which is 72.7 percent and failure to meet basic needs or costs of schooling which was 13.9 percent (URT, 2012). Therefore, inability to meet the school needs was the second major factor causing secondary schools dropout rates, preceded by truancy, which can be termed as absenteeism, and it may have been contributed by parents' inability to incur rising schooling costs, and ultimately results in dropouts.

The rise of drop out in ward secondary schools in Tanzania, increases the number of unskilled and illiteracy children and youth who are not fit for self employability,

dependant and some of them engage in different offenses for their earnings as supported in Nakpodia (2010). This is why the research is interested in investigating the contribution of the rising schooling costs on dropout rate of ward secondary school students in Morogoro Urban District.

1.3 Purpose of the Study

The purpose of the study was to examine the effects of the rising schooling costs on dropout rates of ward secondary school students in Morogoro Urban District.

1.4 Specific Objectives of the Study

Specifically the study intended to:

- i. Trace the increase in costs of school in the last five years.
- ii. Assess the proportion of pupils dropping out due to costs of schooling.
- iii. Examine the relationship between parental education and dropout rates of ward secondary school students in Morogoro Urban District.
- iv. Examine the relationship between parental income and dropout rates of ward secondary school students in Morogoro Urban District.

1.5 Research Questions

This study is guided by the following questions;

- i. How have the costs of schooling increased in the last five years?
- ii. What is the proportion of pupils dropping out or absenting due to costs of schooling?

- iii. To what extent is parental level of education relating to absenteeism and dropout rates of ward secondary school students in Morogoro Urban District?
- iv. How is parental income related to absenteeism and dropout rates of ward secondary school students in Morogoro Urban District?

1.6 Significance of the Study

The results of the study were expected to help to generate knowledge on real situation of the rising schooling costs on ward secondary schools and its contribution to students' dropout rates. Secondly, establish a base for the government and educational stakeholders to make follow ups on how the schooling contributions as the strategy of financing education is implemented in ward secondary schools and the evaluation of the strategy as required. Thirdly, help policy makers and education planners to review existing educational policies and plans to find out better ways of financing ward secondary schools at the same time avoiding extreme students' dropout rates.

1.7 Conceptual Framework

Conceptual framework involves some imagination and some hypothetical thought (Omari 2011). It is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel and Ramey, 1987). It simplifies the research proposal preparation task as it gives the general focus of the study. This study was guided by a model of four categories of variables. These categories include contextual variables, predicting variables, mediating variables and outcome variable. The major components of the overall conceptual framework are summarized in Figure 1.

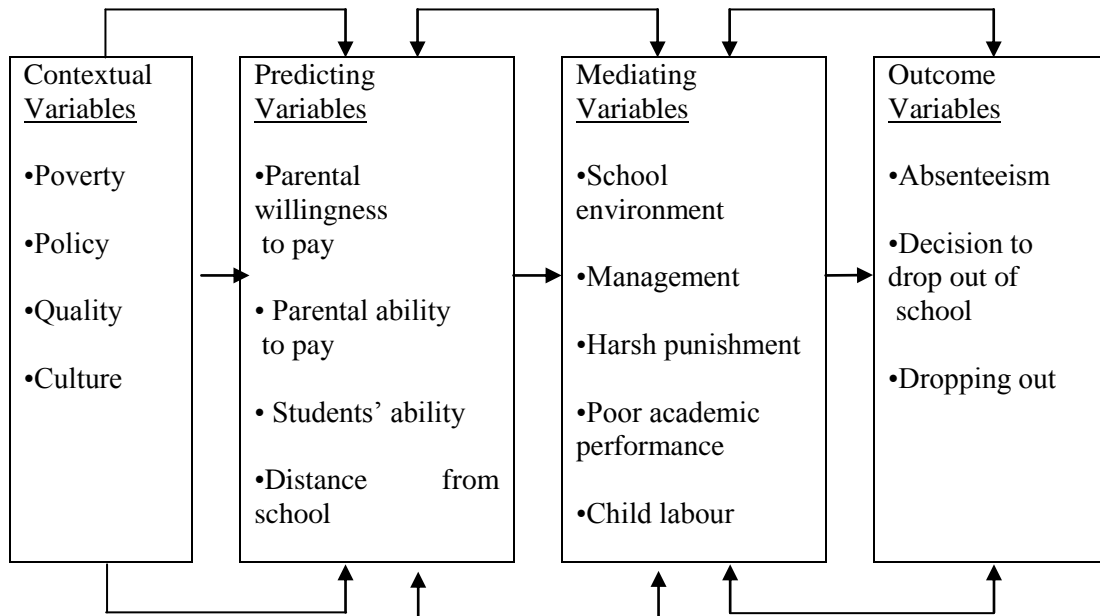


Figure 1: Conceptual Framework for the Study (Adapted from Omary, 2011)

Contextual Variables as argued by Omari (2011) are the ones that condition and circumscribe predictor variables. Contextual variables in this study included poverty, policy on education, quality of education and culture. The predicting variables comprised of parental willingness to pay, parental ability to pay, students ability as well as distance from school.

Mediating variables are those characteristics, which come as a result of pressure from predicting variables that may condition a student sooner or later before the decision is made to drop out of school. Mediating variables included school environment, school management, harsh punishment, poor academic performance and child labour. The outcome variable includes absenteeism, decision to drop out of school, and the total dropping out from school.

The study was based on the assumption that, contextual variables, which are poverty from national level, community and to the parental level, educational policy on costs of education, quality of education provided, and culture in the society such as son preferences and early marriages, may determine the predicting variables, which are parental willingness to pay, parental ability to pay, students abilities in academics and distance from school.

Predicting variables may influence mediating variables, which in turn influence the decision of a student to drop out of school. When school environment is not conducive such as lack of enough teachers, desks, books or toilet holes, may influence absenteeism and even dropping out to some students. Poor school management as well as harsh punishments to students, may develop fear to them. Poor academic performance among students, which may be influenced by students' ability and poor quality of education provided, may also cause disappointment to students, absenteeism and later quit schooling. Due to poverty of some parents, students are deciding themselves to engage in child labor for their family and personal earnings.

Rose and Al Samarrai, (2001) argued that, for family with poor socioeconomic background, there is also poor contribution to the rising schooling costs such as transport costs due to the long distance from school, which may lead to students coming to school late, and punishment to them, absenteeism and later dropping out from school.

1.8 Delimitation of the Study

The study was confined to the effects of the rising schooling costs on students' dropout rates in ward secondary schools. The researcher involved ward secondary schools at Morogoro Urban District. Also the study included heads of schools, class teachers, ward educational officers and students to provide information on dropout students and rising of schooling costs in ward secondary schools in Morogoro Urban District, which delimited the representativeness and generalizability for the whole situation at the national level.

1.9 Limitations of the Study

This study encountered some limitations such as reluctances of some respondents to give their time for responding research questions. Also financial constrains hindered the study where by it demanded some costs in collecting data which was not afforded by a researcher. Time factor also limited the study processes in the fact that, some schools were located scatted in the sense that they needed lot of time to visit and collect data for the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

Literature related to the rising schooling costs and students' absenteeism as well as dropout rates is presented in this chapter. The review of the literature focuses on rising schooling costs as the predictor variables and school absenteeism and dropout of students as the outcome.

2.1 The Rising Schooling Costs in Education System

Before 1980's many countries including Tanzania had a centralized system of education that forced government at the central level to finance the education system. In the recent decades, school systems around the world have begun some form of decentralization, with the focus on local decision making and community/parent participation in terms of funding schools as well. Such participation approaches to school governance are justified in terms of ensuring efficient management of schools, and contributing to citizen empowerment and democratization (Cleavel, 1999).

The World Education Forum held in Dakar, Senegal declared that there should be partnership with stakeholders, not simply in decision-making, but for the whole education process, including, management teaching and cost-sharing (UNESCO, 2000). World change of emphasis towards involving stakeholders in education system in all aspects such as decision making and cost sharing enables the improvement of education provision and maximizes the outcome.

The support for parental involvement in costs of education such as transport costs, meal costs, security, stationery costs to name a few, is not isolated to the journals of academic educational research. There has been a national movement politically to encourage family involvement. “The stimulus for parental involvement was the 1965 Elementary and Secondary Education Act, which specified that parents were expected to assume a more direct role in their children’s formal education” (Hart, 1988). The Goals 2000: Educate America Act suggested that every school will promote parental involvement and participation in promoting the social, emotional, and academic growth of children” (Decker *et al*, 2000).

Dachi and Garrett (2003), argued that parents involvement in direct and indirect schooling costs are important factors in whether children enroll in and attend school. However, Brock and Cammish (1997) and Brown and Park (2002) indicate that the costs of schooling, including the rising schooling costs, is a central reason for dropping out.

Hunt (2008) argued that, many educational systems require children to pay fees to attend school. However, many educational systems in countries have abolished or reduced school fees to enable the increase number of students’ enrolment. Unfortunately, the rising schooling costs in other items, such as transport costs, meal costs, uniform costs and the like, increases the numbers of students’ dropping out from school because of parents’ inability to incur those costs as supported by research done by Dachi and Garrett (2003).

2.2 Public-Private Partnership in Education

In Tanzania, the relationships in the public- private - partnership (PPP) in education sector started during the colonial epoch, particularly in the British era, when *The 1927 Education Ordinance* was passed, and it provided for racially disaggregated schools. With it, among other provisions, came public schools for the children of the rich and/or chiefs, and private schools for the economic and political elite. It also provided exclusive schools for Europeans and Asians. Similarly, churches, (Christians and Moslems), created their own schools for their followers. Here there was no partnership but competition, exclusively and racial tensions (Omari, 2012).

After independence, in 1961, the Government of the day, passed the historically most significant *Education Act of 1962* to regulate the provision of education in the new Republic of Tanzania. The Act, directed the abolition of racial discrimination in the provision of education, streamlining of the curriculum, examinations, and the financing of education so as to achieve uniformity, hopefully for national unity. Omari (2012) added that churches still maintained some control of their schools as they appointed headmasters but had to follow same regulations and syllabus as public or Government schools.

Under Arusha Declaration of 1967 which nationalized most major means of production, *Education for Self Reliance Policy* of 1967/68 was introduced and later *The 1969 Education Act* was launched, in which all schools were nationalized. That was the end of public-private partnership in education in Tanzania (Omari, 2012). In the middle of 1980's, the Government realized that the economy could not recover

without major reforms meant to encourage the participation of the private sector in all spheres of life of the people of Tanzania. It thus instituted *The Strategy of Economic Recovery Programme* in 1986, with a focus on resuscitating the economy.

This change of policy introduced the *Education and Training Policy* (URT 1995), which emphasized on increasing role of private sectors in education system, the reduction of subsidies and the introduction of cost recovery and cost sharing, as well as enhancement of partnership in the provision of education and training, through the deliberate efforts of encouraging private agencies to participate in the provision of education. It was not until 2010 when the PPP Act No.18 of 2010 was passed in parliament to provide the legal framework for joint partnership activities. According to Taylor (2003), governments made contracts with private service providers to acquire specified service of defined quality and quantity.

The partnership was established for various reasons, including participation with private sectors in providing quality, accessible, competitive and affordable education. Through partnership, parents' choices to their children schooling widened to both government and private schools.

Among mechanisms introduced to finance education was introduction of cost sharing whereby parents who are the major beneficiaries were now obligated to pay for their children schooling. That was the major confront to parents especially those with poor socioeconomic background (Dachi and Garret, 2003).

Apart from that, in a recent study on the human resources situation in the education sector in Tanzania, Omari and Heather (2012), captured private sector litany of accusations against the state in Tanzania that included too much political interference, for example, in setting up of fees, the Junior Minister is particularly obsessed with “*ada elekezi*” fees guidelines for private schools, while failing to control indirect fees and contributions in public schools, which in fact is not only a huge burden to parents with poor socioeconomic background, but also resulting to great number of absenteeism and increasing rate of student dropout. For example, in 2011, 13.9 percent of secondary school students dropped out due to inability to meet the basic school needs and 72.7 percents of dropouts were due to truancy/absenteeism which is also quite conceivable that in that category, there are some students who could not also meet the costs of schooling (URT, 2012).

Private schools however, which actually lead in providing quality education and good performances in national exams in Tanzania as it is currently witnessed, are not friendly to students from poor economic background due to their huge school expenses demanded. For example a survey by Daily news (ON 01.12.2012) showed that fees range from six million at Feza to about two million at Aga Khan schools, giving poor parents a narrow choices. As a result majority of their students fall into ward secondary schools, which have poor studying environment.

Although Public-Private Partnership contracts gives schools more flexibility in managing and providing education and promoting competition in market for education, it fails to mechanize the issue of schooling costs, particularly how to

control indirect expenses as a result, schools themselves, both government and private, set those fees which in turn affect students from disadvantaged families such as poor, orphans, disabled, as well as students from polygamy and single-parent families, who in fact are not capable to meet those expenses, which are sometimes higher than tuition fees.

2.3 Secondary Education Policies

Education provision in Tanzania and its mode of financing has been guided by policies under which different goals and alternatives were set to accomplish particular education desires in a particular period of time. Education policies in Tanzania has been divided into two major policies (master plans) namely Education and Self Reliance (1967) and Education and Training Policy (1995) under which other incremented policies has been formed to accomplish goals and values from those two major education policies in Tanzania history.

2.3.1 Secondary Education Development Plan (SEDP) I

Secondary Education Development Plan was to be implemented in three phases of five years each, beginning with the first phase in 2004 - 2009. URT (2004) outlined the significance of secondary education in the economy; including labor force, and that, low education level increases domestic and foreign investment, lack of employment in public sectors as well as difference in earnings between primary school leavers and those who have secondary and post-secondary education is very high. This disparity suggests the existence of real shortages of educated labour force and that the economy could absorb higher numbers of them in productive work.

Expansion of the post primary education system would also directly increase the chances of children from poor families attending secondary school and thereby ultimately improve their living conditions.

The Plan (SEDP) was developed within the context of the broad Education Sector Development Programme (ESDP) and the Secondary Education Master Plan (SEMP). The Education Sector Development Programme (ESDP) prepared its overall framework for the development of the education system in 1998 covering all education sub-sectors.

ESDP aimed to attain a 50 percent transition rate from primary education to secondary education by 2003. Among its objectives includes broaden the base for education financing through cost-sharing and establishment of education funds (URT 2004). In that sense the program emphasize on the importance of widening financial base in schools, through involving parents into sharing of costs of schooling.

Secondary Education Master Plan 2001-2005 (SEMP) as given the important role of secondary education, was developed between 1998 and 2000 as part of the overall Education Sector Development Programme (ESDP). The SEMP's two main purposes were first, to achieve coherence and balance through strategic interventions in the system, taking into account both demand and supply variables and second, to pull together the scarce resources for identified strategic priorities, which included increasing access, improving equity, enhancing quality and raising internal efficiency. Among the targets of SEMP included rehabilitation of existing school

buildings through community participation aiming at improving delivery of education (URT 2004).

SEDP aimed at improving quality, access and equity, management reforms and education management system improvement as well as reducing students' dropout rate in secondary school. SEDP gets its resources not only from central government but also from parents and community. For example, SEDP introduced different strategies to accomplish its goals, and among them, an effort to improve quality education. It declared that, schools will provide lunch by the use of part of the capitation grant and parental contribution to increase student and teachers time spent in school environment. In SEDP implementation, government declared that the ward will be responsible for community resource mobilization for schools (URT, 2004).

Despite of SEDP implementation in secondary school, there has been a big absenteeism and drop out in certain areas of the country mainly due to truancy. Reasons for truancy are many; including those caused by economic hardships where by parents, particularly those from poor economic background, fail to incur the schooling costs (URT 2010).

2.3.2 Secondary Education Development Plan (SEDP) II

The Secondary Education Development Programme Phase II (SEDP II) from 2010/11 to 2014/15 is a logical and necessary sequel to SEDP I. It covers both levels of secondary education: the four year O-level cycle and the two year A-level cycle. It captures strengths, weaknesses, challenges, and opportunities created by SEDP I. It

builds from ESDP 2008-2017, annual sector reviews, ongoing Local Government Reforms, and consultative dialogues.

SEDP II focuses on the following five key areas namely; improvement of quality and relevance, enhancement of access and equity, improvement of the teaching force and teaching process, improving management efficiency and good governance and institutionalization of cross-cutting issues (URT 2010).

SEDP II will be implemented by several stakeholders, including: the Ministry of Education and Vocational Training (MoEVT), the Prime Minister's Office – Regional Administration and Local Government (PMO – RALG), Regional Secretariats, Local Government Authorities (LGAs), Ward Level Officers, School Boards and School Management Teams, Non-State Actors, and Development Partners. With the decentralization of the management and administration of secondary schools, every actor have got roles which have been revisited, clarified and delineated at all levels.

In implementing SEDP II at grassroots level, ward administration have been given the role to mobilize community resources (financial and physical) for construction of schools. In parallel to that, they are responsible for mobilization of communities and parents to ensure enrolment, attendance and retention of students. However, despite of good objectives from SEDP II and its strategies, the problem of students' absenteeism and dropping out is still a challenge. For example, in 2011, a year of PEDP II implementation there was students' dropout rate of 13.9 percent caused by

parents' inability to incur the rising schooling costs, while 72.7 percent was due to truancy/ absenteeism which may likely be caused by family poverty (URT, 2012).

The trend of educational policies in Tanzania therefore underwent changes according to the socio-economic, political and bureaucratic priorities and influences. However, policies, both national and international, seem to be contradictory in the sense that, many of those policies demanded the abolition or reduction of school fees only to reduce the parents burden, such as reduction of secondary school fees in day schools from 40,000 shillings to 20,000 shillings in Tanzania, but forgetting the rising schooling costs in other items such as transport costs, which sometimes are much higher than the schools fees itself.

In alternative to that, Vavrus and Moshi (2009) argued that, if the goals of Education for All (EFA) and domestic educational policies are to be realised, then greater attention must be paid to the entirety costs of educating children, and not only to the mandatory tuition fees.

2.4 Parents' Ability and Willingness to Pay

Steelman and Powell (1991) argued that parents' reported willingness and ability to pay, along with savings for children's future education, are shaped first by total income and the number of children who must share that income. Parents with resources can accept financial responsibility without considerable risks. This expectation is consonant with the status-attainment literature that documents a strong link between parental income and educational attainment. Parents with less at stake

economically will more readily bestow resources for education than those who potentially face financial difficulties (Steelman and Powell, 1991).

As parental aspirations have been shown to be directly linked to school enrollment and eventual educational attainment, one may posit that the stronger the parental desire for a child's educational advancement, the greater the parental willingness to pay and assumption of responsibility. Croft, (2002) argued that parents' ability, willingness and perceptions on the importance of child schooling may determine students' enrolment, retention rate at school as well as students' dropout rate depending parents' variation to incur the rising schooling costs.

Marital status of the parent also may color his or her views and behaviors. Steelman and Powell (1991) further argued that, unmarried parents may exhibit and endorse less financial responsibility for their children's education. A single-parent household will have financial constraints not typically encountered by a two-parent household, even when family income is held constant. Change in marital status, whatever the cause (death, divorce) entails financial losses not captured entirely by income. In human capital reasoning, it is relevant that the sacrifice to support a child schooling costs may be viewed as less tenable in a single-parent than in a two-parent household

Parental willingness to pay may additionally be influenced by the quality of education provided as well as that associate with child's academic progress. Parental propensity to invest in children's education are basing in part on academic achievement preceded by quality of a school such as enough teachers, books and the

like. The effect of achievement may occur indirectly via parental aspirations or may have a direct effect, net of aspirations. The human capital perspective uses academic achievement to gauge "endowments." It contends that parents are more readily to make monetary sacrifices if their children demonstrate academic prowess, because that enhances the odds of financial dividends on education investments (Liebowitz 1974).

2.5 Cost Efficiency and Students' Dropout Rates

Efficiency is essentially a comparison between inputs used in a certain activity and produced outputs (Aubyn, 2008). Parents are investing time, energy and money to their children schooling with the expectations of getting quality output such as knowledge, earnings and other social externalities. Dropping out from school interpret unwise use of resources invested in education, or inability to incur the required schooling expenses.

Parents, however, are investing in child's education in schools, which are more cost efficient that signify a reasonable cost, that relates to quality of education provided. Students' survival in school may require the use of family resources to incur the rising schooling costs to make ends meet.

According to Aubyn *et al* (2008) family income and income generating activities such as farm or other form of household-based production unit may be relevant variables in determining the choice of school, considering quality of education provided as well as survival and completion possibilities. Further, as mentioned

above, the rising costs of education such as fees, books, uniforms, and transport, in relation to family income, may form another factor limiting accessibility, quality and efficiency to secondary education.

2.6 Students' Abilities and Rates of Absenteeism and Dropout

Alexander *et al* (2001) argued that dropping out of school is a long-term process of disengagement that can be observed as early as elementary schools. When students enter school without the required knowledge and skills to succeed, they start the race a lap behind and never catch up. Investments in high-quality early childhood programs that support the emotional, cognitive, and social development of children and provide parent support programs have demonstrated a clear and consistent ability to significantly reduce dropout rates in the later years. Parents, however, must commit themselves for schooling costs to ensure happier and conducive child' schooling environment and cognitive development.

According to Druian and Butler (2001), students who come from low-income families, have low academic skills, have parents who are not high school graduates, have disabilities, speak English as a second language, are children of single parents, are pregnant or parenting teens, have a pattern of disciplinary problems or poor socio-emotional development, have been held back, or who have a history of inconsistent school attendance are all particularly at risk of dropping out. High students' academic abilities on the other hand influence their retention rate at school and are in a very minimal position of dropping out. Prevention programs can be constructed to enrich the school experience for these at-risk students early in their

school careers. Druian and Butler (2001) suggested that districts need a consistent way to find students who would most benefit from prevention programs and to target specific interventions for students with specific needs through developing data systems to pinpoint students who can benefit from prevention programming and in such a way can avoid absenteeism and dropout possibilities.

2.7 Culture and Students' Rate of Dropout

The preference to educate sons is fueled by the parents' fear of the risk involved in investing in girls' education. The study conducted by FEMSA (1997a) revealed that parents are reluctant to invest in their daughters for fear of pregnancy that would force their daughters to terminate/dropping out from school, resulting in the wastage of resources. One may briefly conclude that for many parents, especially those from low socio-economic background investing in girls are wastage of money.

The early marriage has also something to do with school dropout in many countries or societies. The Study by TADREG (1994) has shown that there are big numbers of female students who have dropped out of school due to pre-marital pregnancies. Their findings indicate that there are parents who still cherish the culture of marrying off under-age daughters for economic and social status.

The worship cultures of both the Hindus and Buddhists recognize virgin girls as goddesses, thus encouraging males to look for virgin girls for marriage (Koirala and Acharya, 2005). This value system forced the parents to struggle to protect the virginity of their daughters by controlling their movements. On some occasions,

parents were obliged to look for bridegrooms for their daughters in order to preserve their virginity and for their own social status. In this way, early marriages were encouraged and it largely increases absenteeism and drop out rate among students.

Studies done in Ethiopia and Guinea showed that boys and girls often specialize in different sorts of work. Girls specialize in domestic work, such as looking after siblings, preparing and cooking food, cleaning the house and fetching water and firewood. Boys, on the other hand, are mainly involved in working on the family farm, looking after livestock and engaging in income-earning activities. According to the patterns and activities practiced in those countries, girls help their families more than boys (Colclough *et al*, 2003). The studies conducted in Ethiopia and Guinea reveal that household and domestic specializations provide a significant reason for the non-attendance of girls more than boys. In both countries, the tendency was for girls to drop out of school for family responsibilities.

2.8 The Rising Schooling Costs as Relates to Dropout Rates

The study done by Bryk and Thum, (1989) found that socio-economic status, most commonly measured by parental education and income, is a powerful predictor of school achievement and dropout behavior in America.

Family or household income is linked to a range of factors: “when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Croft, 2002: 87-88)”. In that sense educational cost including the rising schooling costs is likely to contribute to students’ survival or dropout rates.

A study done by Chugh (2011) in Delhi, India found that, about 18 percent of the respondents reported that the most significant factor of dropout is their inability to meet the cost of schooling including the rising schooling costs. At the secondary level annual expenditure towards school fees is around Rs 400, stationery items is around Rs.1,200, cost of books is around Rs 800 and the same amount is needed for school uniform. During the survey the children and their parents talked about difficulties in paying for school fees and other school related items which seem to cost higher than school fees, especially when the father was without a job or somebody fell sick in the family.

In a research done by Colclough *et al* (2000) with educational stakeholders, including community members, parents, teachers and pupils in samples of communities in Ethiopia and Guinea about the constraints affecting the participation and performance of students in school, particularly in rural areas, found that, inability to pay the school costs, especially the rising schooling costs, was one of the ‘most important causes’ of non-attendance in both countries, with those dropping out, most frequently citing a lack of money to pay for school expenses as an important reason for dropping out.

In the study done by Rose and Al Samarrai, (2001) in Ethiopia, parents through interview often talked about difficulties in paying school costs, especially prior to harvest, when they became due; the ability to buy exercise books, pens and the necessary clothing for school also influenced whether children could enroll or were withdrawn from the first grade. Some described their children dropping out after

enrolment because they could not meet the rising schooling costs. The rising schooling costs such as registration payments, gaining copies of birth certificates needed for registration, textbooks and uniform costs, were all indirect costs many parents in Guinea found difficult to meet.

Mukudi (2004) argued that, not only do costs of schooling such as direct and extra costs lead to under-enrolment and drop out; they also limit attendance at school and lead to temporary withdrawals, nicknamed absenteeism. Research indicates children may be locked out of schools if they cannot pay school fees (Ackers *et al*, 2001 cited in Mukudi, 2004). In Boyle *et al*'s (2002) research in some areas of Uganda and Zambia, the inability to pay school fees as well as the rising schooling costs meant children withdrawing from school for periods of time, however temporarily.

The work of Ananga (2011) in Ghana showed that payment of school tuition fees may not be the main reason behind dropping out for even in educational systems that do not charge children any fees, as was now the case in Ghana they still dropout. However, it often appears to be the case that other fees apart from tuition are charged and other direct costs, for example uniforms, transport, food and the like remain to be burden to parents. Hunt (2008) argued that poor households, sometimes withdraw their children from school in order to work, as part of a coping strategy to meet costs and generate resources to support the costs of schooling.

In the study done by Dachi and Garrett (2003) series of questions were asked to parents/guardians about the financial circumstances surrounding children's school

enrolment in Tanzania. Virtually all households responding said the main barrier to sending children to school was financial and their inability to pay educational costs including the rising schooling costs such as transport costs, meal costs as well as miscellaneous school contributions.

In addressing transport problem to schools, Nicaise *et al* (2000) in their study in Thailand suggested that schools in remote areas, should assist students who have to travel more than three kilometers to school to avoid rise in students' dropouts. Parents, teachers and community leaders joined in long debates on the negative effects that could have on school attendance unless something can be done urgently.

One respondent argued that;

...The school bus is the best option for our village due to the long distance of six kilometer. Currently we are using a pick up bus owned by one of our teachers; no one else would take it. Our school is so far away that, without this school bus, no more than 30 out of 85 students would be able to come to school - only those who can afford the bus fare...

Another respondent suggested that;

...I would like the school to arrange for a minibus for all students living further than three kilometers from the school. Let the villagers who own the bus bid for it, and just pay them instead of paying daily cash to the students... (A community leader in Sri Saket)

This suggestion came as the results of inability of some parents to incur transport costs daily for their children schooling. Research done by Bari and Sultana (2011) reiterated the supply side factors that girls' education is constrained by multiple impediments including too far away school, associated transport costs with the far off school that is likely to influence drop out.

The study by Kiveu and Mayo (2009) found that stationery costs, and other rising schooling costs such as uniform and transport were among the direct costs incurred by parents. A survey conducted by the Academy for Educational Development (2003) identified five main factors that constrain secondary students' enrollment and dropout rate in Bangladesh. Four out of the five main constraints are related to costs. About 42 percent of the surveyed families cited tuition and another 20 percent cited book expenses or stationery costs as key obstacles. This means many families especially from poor economic background fails to incur the rising schooling costs including stationery costs as it results to poor academic results and may lead to students' absenteeism and decision to drop out of school.

2.9 Parents Educational Level and Students' Dropout Rates

Parents' educational attainments are very powerful predictors of their children educational attainments (Ermisch and Francesconi 2000). Researches indicate that the educational level of household members is particularly influential in determining whether and for how long children access schooling.

Ersado (2005) talks of 'the widely accepted notion that parental education is the most consistent determinant of child education'. Higher parental/household head level of education is associated with increased access to education, higher attendance rates and lower drop out rates; which is influenced by their awareness and ability to incur educational costs for their children schooling, together with ability to make follow ups on students academic progresses (Ainsworth *et al*, 2005; Ersado, 2005; cited in Hunt, 2008).

According to Knight and Sabot (1990), one of the strongest predictors of attendance at secondary school which is associated with incurring school costs, is whether or not parents have attended secondary school, be acquainted with educational costs, including the rising schooling costs in relation to its quality, and it suggests the important impact of parental education upon that of their children. In addition to that, Hunt (2008) found out that the children of poorly educated parents and children with fewer role models in higher education were more likely to drop out.

The study done by Nannyonjo (2007), showed that pupils with parents who finished senior four or senior 6 or university education had low dropout rate supported by better contributions in rising schooling costs than pupils with parents who did not finish primary or just finished primary education. It also showed good academic performance as well as the highest increase in test scores for pupils whose fathers had a university degree, which is said to be influenced by good psychological health of pupils resulted by good studying atmosphere created by parents.

Okumu *et al* (2008) in a study of socioeconomic determinants of primary school dropout, found that high academic attainment of parents significantly reduces chances of primary school drop out for both boys and girls in rural and urban areas. For a mother, this phenomenon could be attributed to the fact that educated mothers reduce the time spent doing household chores while increasing the time spent with their children, including making follow ups on students' school needs, especially academic progress that involves incurring costs like buying books and many other studying materials, which are extra schooling costs.

While for fathers it's attributed to the fact that educated fathers are also interested in their children thus they would be willing to spend more time in helping their children in academic problems as well as school related needs, such as extra schooling contributions like transport fees, meal costs and the like.

Educated fathers are as well aware of the possible returns to their children and they are more likely to have access to information on student school retention that makes little possibility in dropout rates among their children.

Belley and Lochner (2007) in their research used data from US and Canada, and found that, having a mother who completed high school significantly increase son/daughter's probability to complete high school and a very little possibility of dropping out. Foley *et al* (2009) used the Canadian data to further investigate the mechanisms behind high school dropout and shows that the partial effect of parental education is zero once measures of parental valuation of education is included in the model.

In the study done by Oreopoulos *et al.* (2003) using US Census data from 1960, 1970 and 1980 report showed that an increase in parental education by one year decreases the probability of repeating a schooling year (or grade), absenteeism or dropping out from school by between two and seven percentage points. This is due to the fact that, educated parents are aware of children schooling in academic progress and able to incur different costs of education to maximize their children academic achievements as well as their competences in society.

2.10 Parental Income and Students' Dropout Rates

Family or household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Croft, 2002).

A number of studies highlight the link between poverty and dropping out from school resulting from inability of parents to incur school contributions (Boyle *et al*, 2002; Brown and Park, 2002). Both statistical data and empirical research suggest that children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. For example, Brown and Park's research in rural China (2002) saw 'poor and credit constrained children' three times more likely than other children to drop out of primary school. Hunt (2008) argued that, for children from poorer backgrounds in particular the pressure on them to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases and costs of schooling rises.

Penrose (1998) argued that one reaction to fees and the rising schooling costs which is not well documented is that the poor may sell significant proportions of their assets more than that which is normally set aside for financing their children in order to pay fees and other charges: they switch investments from physical investments to human capital. Failure to incur school expenses may likely contribute to their dropout rate. Wealthier families according to Levhari and Weiss (1974) can afford more risk and are likely to spend more on education, including ability to incur the schooling

charges, which goes parallel with levels of quality in education. Risks are greater and less affordable for poorer families. According to Penrose (1998) poor households responses to school fees and the rising schooling costs may include; the family to reallocate from other expenditures to finance the charges, finding additional money, withdrawing from the service or dropping out from educational system, withdrawing from other services, continuing to use the service but refusing to pay fees and the rising schooling costs.

The study done by Akanle (2007) identified parental income to be a cogent factor upon which the survival of secondary school students lies. He found parental income especially low income not to be sufficient to sustain the academic and personal social life of the student in sub rural school areas which also determines the level of parents to disburse different school costs.

This to a large extent affects the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the students, which later may influence decision to drop out of school.

In the research done by Boyle *et al*, (2002) found out that students' life at school is determined by parents economic status. Students whose parents' economy is poor have limited ability to fulfill different school needs such as meal costs, transport and costs for buying books. As the results, it may lead to students' psychological problems, poor academic performance and may influence decision to drop out as well.

2.11 Synthesis and Research Gap

Studies have shown the students' dropout problem to be caused by several factors including parents' inability to incur schooling costs, social cultural factors such as early marriages to girls students as well as poor quality of education provided in community secondary schools whereby students fails their exams and fail to reach to the further grades of education.

Despite the fact that the review of literature found many studies which dealt with costs of education and cost sharing, there are very few or not at all which are specifically relating the rising schooling costs and students' dropout rates in ward secondary schools in Tanzania and the relationship between parental education and income levels and students' dropout rate, specifically in Morogoro Urban District. To address this gap, this study will focus on investigating the extent to which the rising schooling costs influences students' absenteeism and dropout rates in ward secondary school students as well as assessment of the relationship between parental education and income levels and students dropout rates in Morogoro Urban District.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

The research design and methodology for studying the rising schooling costs and the dropout rates among ward secondary school students in Morogoro Urban District are described in this chapter. It includes a description of the population and sampling procedure, area of study, instrumentation for data collection and analysis.

3.1 Research Design and Methods

Research design is the conceptual structure within which research is to be conducted. It constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2004). The study employed quantitative approach in data collection and analysis. Quantitative approach is suitable in the collection of quantifiable data. Omari (2011) argued that quantitative design is an approach in which real and hard facts or knowledge is concerned. Survey design was used to study the rising schooling costs, tracing its increase in the last five years, assessing the proportion of pupils dropping out due to costs of schooling as well as examining on the relationship between parental education and income and students absenteeism and dropping out from school. This is in line with what Omari (2011) suggested that survey design focus on the desire to understand a situation better.

3.2 Area of the Study

The area of the study was Morogoro Urban District, Tanzania. Morogoro Urban covers the area of 260 square kilometers and is one of the six districts of Morogoro

region. Other districts in Morogoro region include Kilombero, Kilosa, Ulanga, Mvomero and Morogoro rural. Morogoro urban district borders Morogoro rural to the eastern side. In Southern side it borders both Morogoro rural and Mvomero district. Mvomero districts also borders west and northern sides. Morogoro Urban is located on the lower slopes of Uruguru Mountains. On the basis of the 2002 population and housing census, Morogoro urban has a population of 227,921 of whom 113,639 were males and 115,224 were females (URT 2003), as shown in Table 3.

Table 3: Morogoro Urban District Population on Gender Basis

Males	Females	Total
113639	115224	227921

Source: URT (2003)

In Morogoro urban, mixed tribes reside in this district as it is highly urbanized although Waluguru are indigenous. Administratively, Morogoro urban has one division, 19 wards, and 275 streets. Wards found in Morogoro urban include Sabasaba, Uwanja/Taifa, Uwanja/ndege, Mji mpya, Kingo, Mji Mkuu, Sultan area, Mafiga, Mwembesongo, Kichangani, Kilakala, Boma, Mbuyuni, Mazimbu, Mlimani, Kingolwira, Bigwa, Kihonda and Lukobe.

Morogoro urban as supported by URT (2007), is chosen because, it is at the centre and strategically is located at the junction point of major roads from Dodoma and Iringa to Dar es Salaam and Arusha. This makes possibility of containing different

kind of people around the country who may also vary in their socioeconomic life and in that sense may likely to provide the sample which were representative to the country at large.

3.3 Population for the Study

According to Omari (2011), population is the totality of any group of units which have one or more characteristics in common that are of interest to the researcher. It involves a larger group of people, institution or things that have one or more characteristics in common on which a study focuses. It consists of all cases of individuals or elements that fit a certain specification (Kothari 2004). The target population for this study included all ward secondary schools population and all ward secondary school dropout students' population in the last five years in Morogoro Urban District. The researcher included all dropout students in the sample from all selected schools within the last five years i.e. from 2008-2012.

3.4 The Sample of the Study

A sample is a small group or subset of the population, which a researcher selects for the purpose of the study and from which generalization is made about the characteristics of the population (Ary *et al*, 1996).

3.4.1 The Sample of Schools Used

By 2012, Morogoro urban had a total of 21 ward secondary schools. For this study, data was collected from nine (9) purposeful chosen ward secondary schools, three (3) schools from Morogoro urban, three (3) schools from semi-urban and three (3)

schools from rural areas found within the district. This social sample unity as supported by Kothari (2004) included members relevant for information particularly heads of schools, class teachers and ward educational officers and students. Table 4 shows ward secondary school involved in the study.

Table 4: The Sample of Ward Secondary Schools in Morogoro Urban District.

No.	Urban	Semi-Urban	Rural
1	Uwanja wa Taifa	Kihonda	Tushikamane
2	Sua	Kola hill	Mji Mpya
3	Mafiga	Nanenane	Kingo

3.4.2 Number of Dropouts

Secondary school dropouts are the students who dropped out of school for various reasons. The study was designed to involve all dropouts in the last five years, from 2008 to 2012, from sampled schools. A list of names of dropouts was prepared from the admission registers that were available at headmasters' offices. According to the nature of the study, dropouts' information was provided by heads of schools in assistance of class teachers. Table 5 shows the ward secondary school dropouts.

Table 5: Dropouts in Sample Ward Secondary Schools

No.	Sampled Schools	SEX	
		Males	Females
1	Uwanja wa Taifa	3	4
2	Sua	5	6
3	Mafiga	6	8
4	Kihonda	5	6
5	Kola Hill	4	6
6	Nanenane	6	9
7	Tushikamane	8	10
8	Mji Mpya	9	12
9	Kingo	9	9
	Total	55	70

3.4.3 Heads of Schools, Class Teachers and Ward Education Officers

The study involved all heads of schools as main informants that was selected from nine (9) sampled schools assisted by class teachers and ward education officers to participate in the study purposely for information provision. All head teachers in the selected schools was included in line with Ary *et al* (1996) that one can select a sample from a list of schools are then include all teachers. However, numbers of class teachers and ward education officers who assisted heads of schools were infinite depending on accomplishment of information required. The heads of schools in assistance from class teachers and ward education officers are responsible for leadership of their schools and were expected to provide vital information on dropout rates and its reasons, parental information on their income and education, as well as information on the rise of schooling costs for the last five years. Table 6 shows heads of schools, class teachers and ward education officers involved in the study.

Table 6: Heads of Schools, Class Teachers and Ward Education Officers' Sample

INFORMANTS	SUM
Head of Schools	9
Class Teachers	18
Ward Education Officers	3
Total	30

3.4.4 Students Sample

The study involved the total of 36 ward secondary school students, four (4) from each sampled school. They provided information on the increase in costs of schooling in three items; transport costs, stationery costs as well as uniform costs.

3.5 Sampling Techniques

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002).

The study employed purposive sampling technique for the sampled schools in which all its units of study such as all dropout students population for the last five years and units for information provision which were heads of schools, class teachers and ward education officers as well as students were included. According to Omari (2011), purposive sampling techniques involve picking units most relevant or knowledgeable in the subject matter and study them. The process involved purposive sampling where by the researcher picked the names of the schools, which were most relevant for the study, basing on urban schools, semi-urban and rural schools found within the district by picking three of them from each group. A list for all 21 ward secondary schools was made available at the District Education Office.

3.6 Instruments for Data Collection

This section provides a description of the instruments used in the data gathering process. The study used four data gathering techniques, for there is no single technique that is adequate in itself in collecting valid and reliable data on a particular problem (Patton, 1990). The study involved documentary reviews on addressing four objectives of the study in which heads of schools, assisted by class teachers and ward educational officers were the main informants.

3.6.1 The Rising Schooling Costs Record Guide

This technique was used to collect information from official documents from every sampled school in order to gather information about the increase in costs of schooling in the last five years. The researcher designed documentary review guides to the school administration (Appendix 1) and to the students (Appendix 2), which was used to fill in, the information. The tables are provided as the guide, designed to collect data on increasing schooling costs for each item in the last five years, from 2008 to 2012.

3.6.2 School Dropout Proportion Record

The instrument was used to collect data on the proportion of pupils dropping out due to the rising costs of schooling and to other reasons including truancy, pregnancy, illness, parental illness, death and indiscipline. The researcher supplied documentary review guides to the school administration, which was used to fill in the information. The tables provided was designed to collect data on numbers of pupils dropped out from school for different reasons including that of the rising schooling cost for five years, from 2008 to 2012 (Appendix 3).

3.6.3 Record Guide on Parental Level of Education

From selected sampled schools, this technique was used to collect data on educational levels of parents of each dropout student. Researcher provided documentary review guides to be filled by head of schools in assistance from class teachers and ward educational officers on parents' educational levels of dropout students (Appendix 4). The reason was to examine the relationship between parental

education level and students' absenteeism and dropout rates. This was done in the fact that heads of schools, teachers and ward education officers are closer to parents in school matters and to the community environment hence they had such information.

3.6.4 Record Guide on Parental Income Level

Information on income levels of parents of each dropout student from selected sampled schools was collected by this technique. Researcher provided documentary review guides to be filled by heads of schools, in assistance from class teachers and ward educational officers on parents' income levels of dropout students (Appendix 5). Income categories were determined by household possessions and parents' trend of paying school contributions. The aim was to examine the relationship between parental income and students' dropout rates. Heads of schools, class teachers and ward educational officers were crucial to provide such information as they are nearer and knowledgeable to parents in school matters such as their trend of paying school fees and familiarity to the community environment hence they were expected to have such information.

3.7 Pilot Study and Validation of Research Instruments

Validity is the ability of a measuring instrument or research study to measure what it claims to measure (Kothari, 2004), and if items carry the same meaning for all respondents (Best and Kahn, 2006). Since there is no single data collection technique that is by itself sufficient in collecting valid and reliable data, the study used four data collection techniques for each research objective. These procedures refer to the

strategy of using different kinds of data collection instruments, in which one instrument complement another. The main task of the researcher was to look at the relevance, consistency and validity of the instruments to be administered for ease elaboration, clarification, and proper implementations.

The pilot study was done before the field of study where by the research instruments were pre-tested at Tushikamane secondary school. This was because the school was assumed to have similar characteristics to the rest of ward secondary schools intended for the study. The researcher sought recommendations from supervisor to improve clarity of wording and removal of ambiguities. Researcher also gave elaboration on the purpose of the study and clarification of unclear items.

3.8 Research Ethical Issues

Ethical procedures for conducting research were observed during the process of preparations and conducting the field study. Before conducting data collection in Morogoro Urban District, the researcher sought a letter of permission from the Open University of Tanzania. A letter from Vice Counselor office was obtained in order to introduce researcher to various areas or authorities that the study was conducted (Appendix 6). The permission letter from The Open University Tanzania was followed by official letters from Regional Administrative Secretary (RAS) for permission to enter his/her region for study (Appendix 7). Therefore RAS introduced researcher and empowered to school selected for the study. The researcher also observed confidentiality and privacy of information provided by respondents. Respondents were assured that all information provided by them will be confidential

for the purpose of the study. Moreover, the researcher was accordingly acknowledged all scholarly work and data consulted including books, journals, theses and field data.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF THE FINDINGS

Presentation and analysis of the findings in relation to the purpose of the study, research objectives and research questions is presented in this chapter. Quantitative data analysis was done by using the Statistical Package for Social Science (SPSS) for window software package version 16.0. Frequencies were run to determine the percentage of responses for various items.

4.1 Dropouts Background Information

Dropouts' information collected on the study included sex and classes when students dropped out.

4.1.1 Dropouts by Gender

Out of 125 dropout students founded, 70 were girls which were 56 percent of the total sample and 55 were boys which made 44 percent. It is obvious that these ward secondary schools have a big number of girl's dropouts compared to boys. Table 7 shows dropouts by gender and percentages.

Table 7: Dropouts by Gender and Percentage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	55	44.0	44.0	44.0
	Female	70	56.0	56.0	100.0
Total		125	100.0	100.0	

Graphically, the results are displayed in Figure 2.

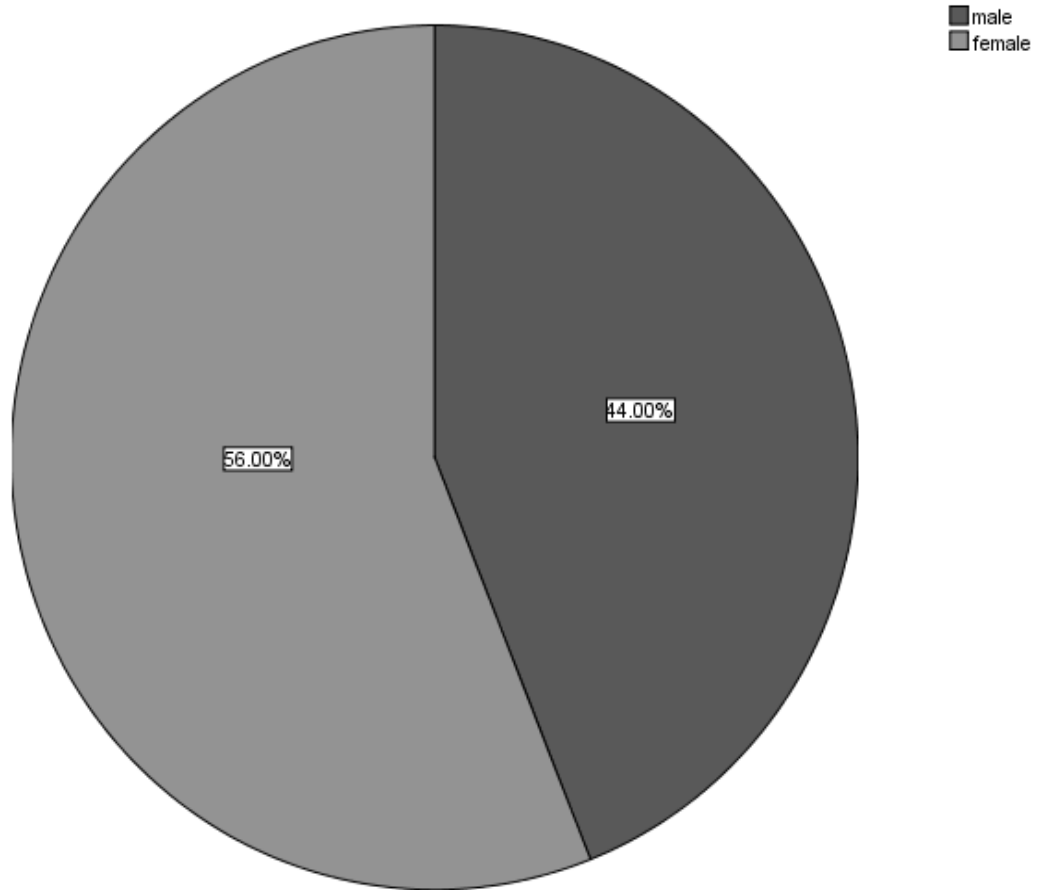


Figure 2: Dropouts by Gender in Percentages

4.1.2 Classes at Which Students Drop Out

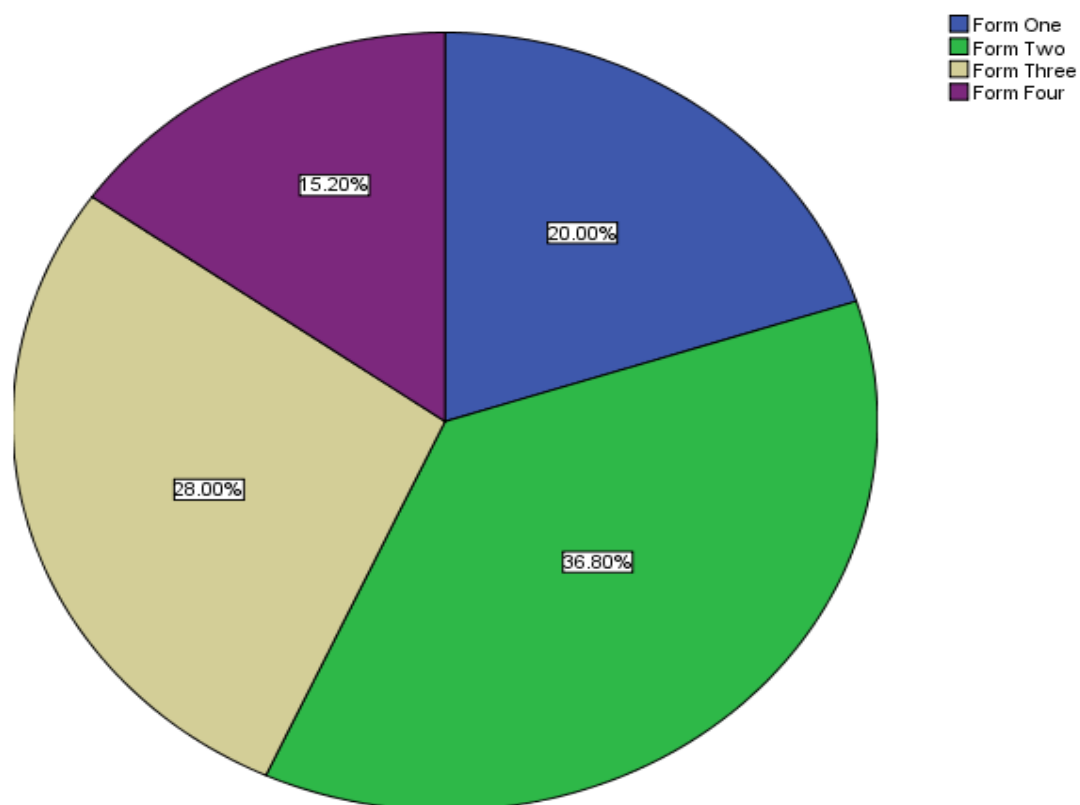
Regarding the classes at which students quit schooling, out of 125 dropouts, 25 students dropped out in Form One, which amounted for 20 percent, 46 students dropped out in Form Two, which made 36 percent, 35 students dropped out in Form Three, which was 28 percent and 19 students dropped out in Form Four, which accounted for 15.2 percent. Table 8 simplifies the results on classes when students drop out in numbers and percentages.

Table 8: Classes When Students Dropped Out in Numbers and Percentages

	Frequency	Percent	Valid Percent	Cumulative Percent
Form One	25	20.0	20.0	20.0
Form Two	46	36.8	36.8	56.8
Form Three	35	28.0	28.0	84.8
Form Four	19	15.2	15.2	100.0
Total	125	100.0	100.0	

This indicates that many students dropped out of school largely in Form Two.

Graphically, the results are displayed in Figure 3.

**Figure 3: Class in Which Students Dropped Out**

4.2 The Increase in Costs of Schooling in the Last Five Years

The study traced the schooling costs by items in the last five years, which were common in almost all sampled schools, and finds its increase from 2008 to 2012 to

see whether there were increases in cost burden that may likely contribute to students' drop out. Table 9 shows how costs were increasing from 2008 to 2012.

Table 9: The Increase in Costs of Schooling from 2008 to 2012

Cost Item	YEARS		Difference	Percent Increase
	2008	2012		
	Tsh	Tsh		
Transport Costs	300	600	300	100%
School Uniform	16,000	23,000	7,000	43.8%
Stationery Cost	7,000	12,000	5,000	71.4%
Tuition Fees	20,000	20,000	0	0%
Security Costs	3,000	5,000	2,000	66.7%
Desks Fees	50,000	60,000	10,000	20%
Caution Fees	5,000	7,000	2,000	40%
Identity Card	3,000	5,000	2,000	66.7%
Mock Exam Fees	10,000	15,000	5,000	50%

Tuition fees remained constant at 20,000 shillings from 2008 to 2012. However, there were high increases in other extra schooling costs such as transport costs. This increased from 300 shillings to 600 shillings, a rise of 100 percent as given by buses or "daladala". School uniform increased from approximately 16,000 shillings to 23,000 shillings, an increase of 43.8 percent. Stationery costs increased from 7,000 shillings to 12,000 shillings, an increase of 71.4 percent. Security costs and identity

card fees rose from 3,000 shillings to 5,000 shillings for each one, an increase of 66.7 percent. Desks fees rose from 50,000 shillings to 60,000 shillings, an increase of 20 percent. Caution fees rose from 5,000 shillings to 7000 shillings, an increase of 40 percent as well as mock exams fees which rose from 10,000 shillings to 15,000 shillings, a rise of 50 percent. The annual direct cost of schooling per student annually is approximately more than 150,000.

These expenses are heavy burden to students from disadvantaged families, and are likely cause students dropping out from school due to their inability to incur the costs. These costs were supposed to be increased with the consent of the school committee and the District Education Authority but it can not self evident that these procedures were followed in all schools.

4.3 Proportion of Pupils Dropping Out Due to Costs of Schooling

There are diverse reasons for students' decision to drop out of school, including an inability to incur schooling costs, truancy, pregnancy, death, illness, parental illness, as well as misbehaviors (URT, 2012).

In this study, as given in Table 10, out of 125 dropout students from 2008 to 2012, 30 students dropped out due to inability to incur schooling costs which amounted to 24 percent. Pregnant dropouts were 14 which accounted for 11.2 percent and truancy dropouts were 61 which, accounting for 48.8 percent. A dropout student by death was 1 which amounted 0.8 percent. 5 students which made 4 percent dropped out due to illness. A dropout by parental illness however was 1 student which involved 0.8

percent. Misbehavior also contributed to 13 dropout students which accounted for 10.4 percent.

The data show that the two major reasons for students' dropout rates were truancy (48.8 percent) followed by schooling costs (24 percent). This data are not quite different from those given in URT (2012) that, there were about 72.7 percent of dropout students in secondary school due to truancy, followed by 13.9 percent of dropout students due to unable to meet the basic school needs. It is also quite conceivable that in the category of truants, there are some students who could not also meet the costs of schooling.

Table 10: The Number and Proportion Pupils' Dropping Out of School by Reasons

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rising Schooling Costs	30	24.0	24.0	24.0
Pregnancy	14	11.2	11.2	35.2
Truancy	61	48.8	48.8	84.0
Death	1	.8	.8	84.8
Illness	5	4.0	4.0	88.8
Parental Illness	1	.8	.8	89.6
Misbehavior	13	10.4	10.4	100.0
Total	125	100.0	100.0	

Figure 4 gives the distribution more clearly in the form of Pie Chart.

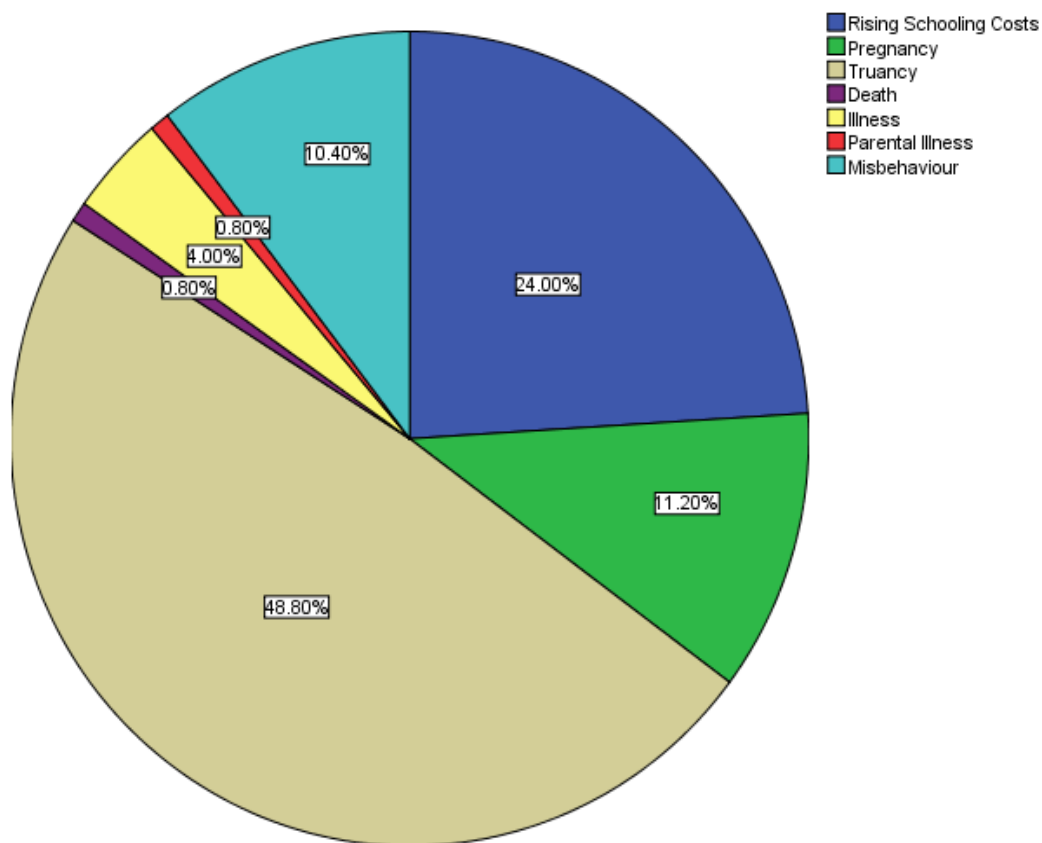


Figure 4: The Proportion Pupils' Dropping Out of School by Reasons

4.4 Relationship between Parental Education Level and Dropout Rates

The study collected information on parental education level of dropout students by including education levels of both female and male parents.

4.4.1 Father's Education Level and Students' Dropout Rates

Regarding the father's level of education for the dropout students, the results are given in Table 11. Out of 125 male parents, 69 had primary level of education which accounted for 55.2 percent, 28 male parents of dropout students had secondary level

of education, which made 22.4 percent of the total sample, while 5 parents were diploma holders, which made 4 percent, and surprisingly there were no parents having a degree level of education. However, 23 dropout pupils did not have male parents, which accounted for 18.4 percent.

Table 11: Father’s Education Level and Students’ Dropout Rates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	69	55.2	55.2	55.2
	Secondary	28	22.4	22.4	77.6
	Diploma	5	4.0	4.0	81.6
	Absent	23	18.4	18.4	100.0
	Total	125	100.0	100.0	

Figure 5 gives the distribution more clearly on dropouts and their fathers’ level of education in the form of a Bar Chart.

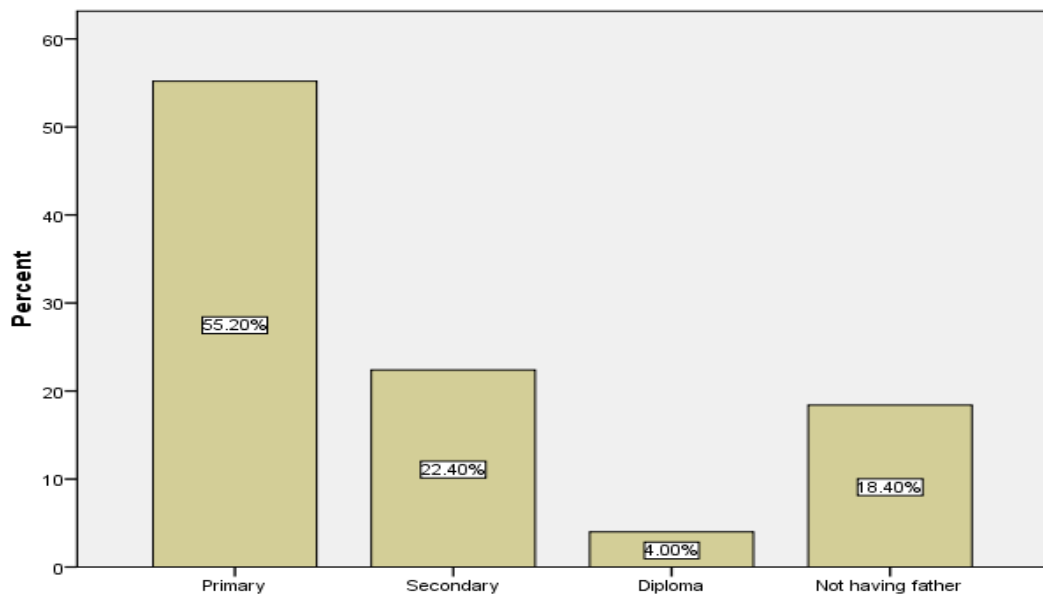


Figure 5: Frequency Distribution of Dropouts and Fathers’ Level of Education

The data reveal that, over 50 percent of students who drop out have fathers with primary level of education only. This just suggests that ward secondary schools are for poor parents.

4.4.2 Mother's Education Level and Students' Dropout Rates

Table 12 presents the data for education level of mothers of dropout students. Out of 125 female parents, 79 had primary school level of education, which was 63.2 percent, 17 female parents of dropout students had secondary level of education, which made 13.6 percent of the total sample. There were no female parents having a diploma and a degree level of education. However, 28 dropouts did not have female parents which accounted for 22.4 percent. Therefore, most of the dropout students have mothers with primary school level of education which contribute to their children' high dropout rates.

Table 12: Mothers' Education Level and Students Dropout Rates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	79	63.2	63.7	63.7
	Secondary	17	13.6	13.7	77.4
	Absent	28	22.4	22.6	100.0
	Total	124	99.2	100.0	
Missing	System	1	.8		
Total		125	100.0		

Again, the results are presented graphically in Figure 6.

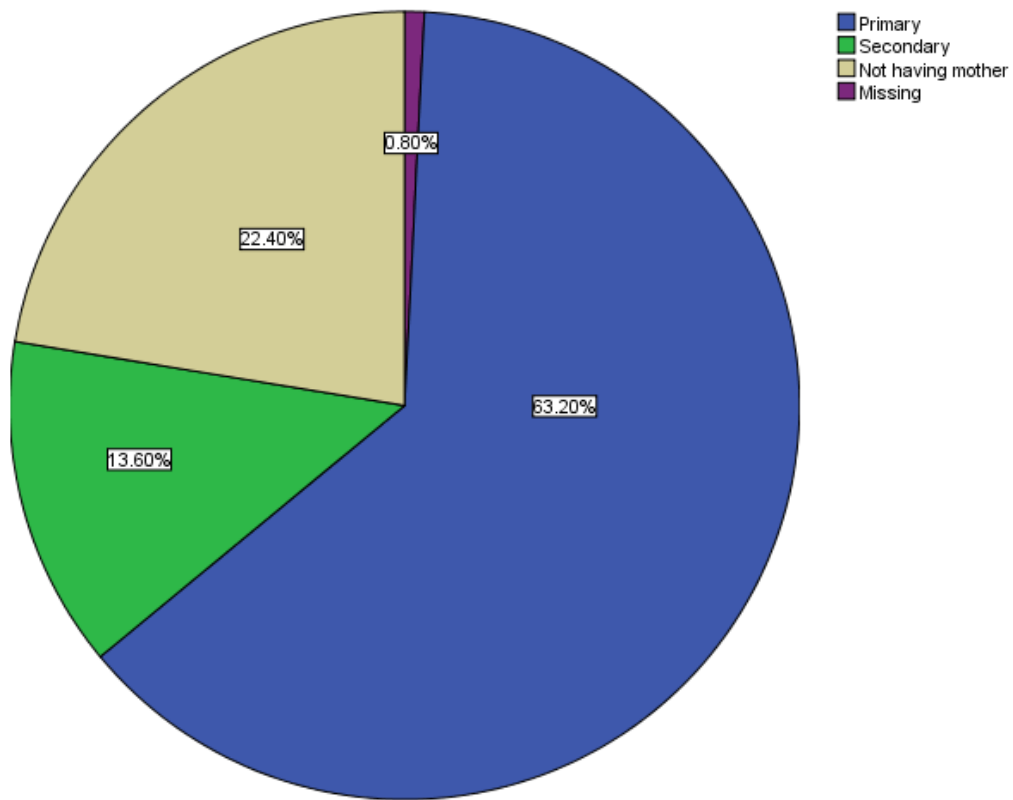


Figure 6: Mothers' Education Level of Dropout Students

4.5 The Relationship between Parental Income Level and Students' Dropout Rates

The results from the study showed that most of the parents of dropout students from the sampled school had poor income as shown in Table 13. Out of 125 parents of dropout students, 92 parents or 73.6 percent had low income. Parents of dropout students with middle income were 33, which accounted for 26.4 percent. Income categories were determined by household possessions and parents' trend of paying school contributions. Therefore, low parental income level relates largely to the students' dropout rates.

Table 13: The Relationship Between Parental Income Level and Students Dropout Rates

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low	92	73.6	73.6	73.6
Middle	33	26.4	26.4	100.0
Total	125	100.0	100.0	

These results are also presented in pie chart form in Figure 7.

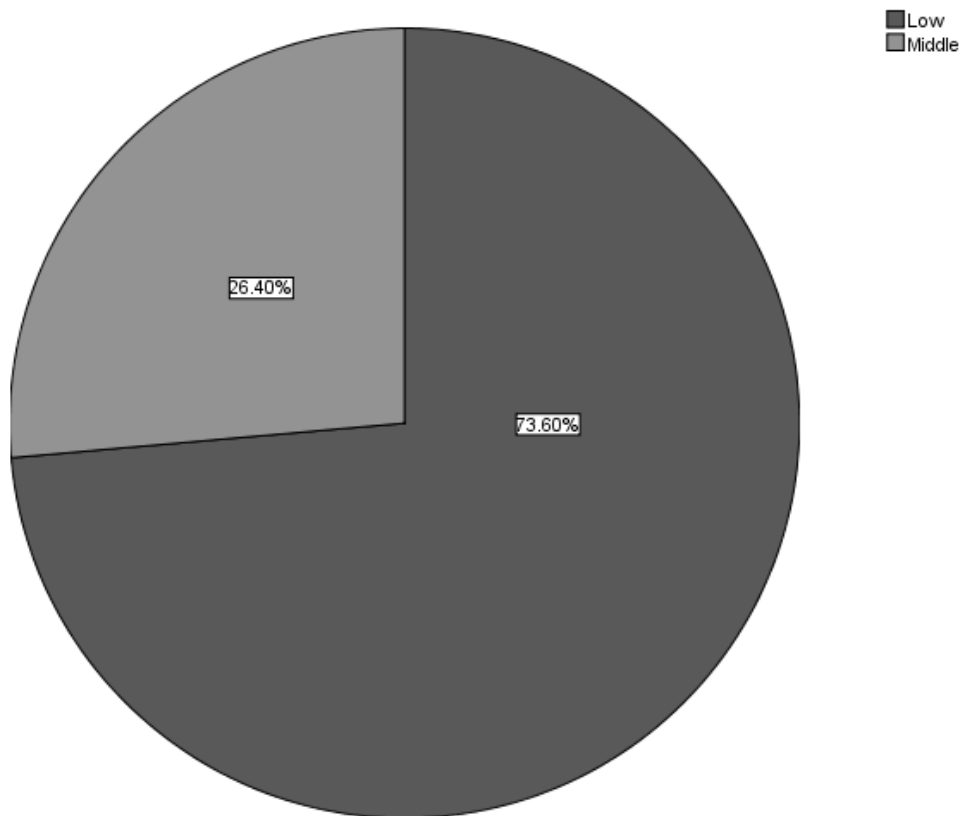


Figure 7: Parental Income of Dropout Students

CHAPTER FIVE

5.0 DISCUSSION OF THE RESULTS

5.1 The Increase in Costs of Schooling in the Last Five Years

The results revealed that, tuition fees remained constant from 2008 to 2012, however there is highly increase in schooling expenses in extra schooling costs such as transport costs that increased for 100 percent. Many ward secondary schools in Morogoro urban are not located in their respective wards or where larger population is. For example, Tushikamane and Mjimpya secondary schools are located in Lukobe ward which is found in the periphery of the district instead of being in Sabasaba and Mjimpya wards respectively. Hence, many students are obliged to use buses to go to schools every day. The current bus fees to school is approximately 600 shillings compared to 300 shillings during 2008 as a go and return expense. The annual transport cost hence, is approximately 138,000 shillings in which students from poor families cannot afford this cost oftenly.

These results were also supported by Nicaise *et al* (2000) who revealed that a huge burden of transport expenses to students. In alternative to that in their study in Thailand they suggested that schools in remote areas should assist students who have to travel more than three kilometers to school to avoid rise in students' dropouts specifically those from poor families.

In schools of this kind where parents differ in their economic status and many of them have low income levels, busing system to their students as the practice of

assigning and transporting students to schools in such a manner as to redress prior social segregation of schools, or to overcome the effects of residential segregation on local school demographics, would be a solution against students' difficulties to reach at schools. In United States of America, since 1970s and 1980s to date the same mandatory bus plan were used to many school districts and brought good results such as integration of school age ethnic minorities with the larger community. The study by Steven and Welch (2006) in U.S.A revealed that currently, most segregation occurs across school districts as large cities have moved significantly toward social balance among their schools.

It was also revealed that, some cost items, particularly desks are often not enough at schools although each student is obligatory to incur its expense during his/her registration in first grade or Form One. Once more, when students complete Form Four, the desks or desk expenses are not returned back to students or parents even though desks shortage is frequently observed at schools. It is quite believable that, desks expenses and the similar cost items incurred by parents are not used for specific purposes. This may also be contributed by rarely repair and maintenance of desks and comparable school assets that results to its insufficiency. It is important to consider the use of good quality timber that can last for 20 or more years before the replacement.

Schools should consider proper use of school expenses collected by parents, as well as repairing and maintaining of school properties, and in that way, parents' burden to incur unnecessary costs of schooling will be diminished and dropout rates due to

inability to incur school expenses will be ended. On shortage of desks, more proactive approaches need to be adopted by Ministry of Education and Vocation Training such as increasing school grants to finance for desks.

Parents are also responsible to pay for stationery expenses. The study found that, in each school year, students are required to collect reams papers to academic offices in which, its expense rose by a half comparing to last five years. In fact, reams paper collected in some school are highly misused and are not matching to the real needs such having regular weekly, monthly and terminal exams. According to experience from some sampled school, at the end of each school year, many reams paper became unused and influences unwise use of them, such as some teachers to use papers as plates to carry “*maandazi*” and “*chapati*” during breakfast at their staffrooms. In parallel to that, some teachers used to take ream papers for their home uses extravagantly. This is not fair at all especially to poor parents who sacrifice their little money to pay for that item for their children schooling.

Furthermore, this item is too expensive nearly to school fees. Many parents especially with poor income, single parent families as well as polygamy families are not well capable to incur this cost as the result; students are often being sent home to collect such charge. Its outcome as argued by Dachi and Garrett (2003) study is poor school attendance, poor academic performance as well as the students’ decision to drop out of school.

From that experience therefore, government, District Education Authorities and schools should recognize the need to eliminate this cost item to release parents from

that burden. In alternative to that, government should give big priority to education that includes provision of enough grants to secondary schools that will help to purchase enough stationery material for academic purposes instead of disturbing parents. This is for the purpose of increasing student accessibility and maximizing their retention rates as well as completion rates at secondary level of education.

Expenses in school uniform as well are rising over time depending on fluctuation in cost of life. In some sampled schools, school uniforms were prepared by school administration where students were required to collect money for such service. In other sampled schools however, students buy uniform by themselves. While buying a uniform instead of expensive branded clothes may seem like an economical solution to parents, it may sometimes actually be even more expensive, especially to parents with poor economy. While students who are free to wear casual clothes at school usually use the same outfit for an entire day, students who are enrolled in a school that imposes a uniform tend to wear two outfits: a uniform during school hours and a casual one after school, forcing parents to spend even more money on clothes.

In fact, school uniform is expensive than people may possibly think, especially in single-parent families and polygamy families where children at school age are many in single household, orphan children and all students from disadvantageous groups. Their parents perceive school uniform costs as a huge task to accomplish.

The study by Boyle *et al* (2002) revealed that, some parents, due to poverty are just capable to buy school uniforms once, especially when a student is registering to first

school grade, as the result, in further grades their school uniforms actually became old, dirty and not good-looking anymore that makes them look inelegant, poor, and having low status and they became segregated in school environment and at society as well. That may lead to consequences such as severe punishment by teachers due to their untidiness; poor school attendance; psychological problems and finally student may decide to drop out of school. Government and schools should reduce unnecessary school expenses in items, such as exam fees, and stationery fees so that parents can afford school uniform expenses.

Researcher also found an increase in miscellaneous schooling costs which are directly paid to schools in almost all sampled schools such as, security costs, identity card fees, mock exams fees, and caution fees. Obvious the increase in those costs affected students with poor family, single parents, and less educated parents who in fact, are the one sends their children to ward secondary schools. As in line with Akanle (2007) study, the survival rates at school for students of the kind are very low and their school completion rates are only for luck.

The finding is also supported by Rose and Al Samarrai (2001) study in Ethiopia where by parents through interviews often talked about difficulties in paying school costs, especially prior to harvest, the ability to incur desks expense, buy exercise books, pens and the necessary clothing for school also influenced whether children could enroll or were withdrawn from the first grade. Some described their children dropping out after enrolment because they could not meet the schooling costs such as registration payments, textbooks and uniform costs.

Dropping out of school before completing the normal course of secondary education greatly undermines opportunities such as labour market competition, social and health benefits and increase in productivity of an individual. Quit schooling is as well associated with numerous detrimental consequences, including low wages, unemployment, incarceration, and poverty (Wilson *et al* 2011). This is not only the cost to an individual, but also to the government and community at large.

5.2 Proportion of Pupils' Dropping Out Due to the Costs of Schooling

The study revealed that many students were dropping out of school due to the two major reasons, truancy (48.8 percent), followed by the costs of schooling (24 percent). It is also quite conceivable that in the category of truants, there are some students who could not also meet the costs of schooling. The majority of heads of schools argued that, many parents in their schools have poor economy, and they are inconsistently paying school contributions, as a result, this influences their children' quit schooling. URT (2012) found that, inability to incur schooling costs in secondary schools accounted for the second major factor contributing to student dropout (13.9 percent).

The study is supported by the research done by Colclough *et al* (2000) with educational stakeholders (community members, parents, teachers and pupils) in sample communities in Ethiopia and Guinea about the constraints affecting the participation and performance of students in school, particularly in rural areas, found that, an inability to pay the school costs was one of the 'most important causes' of

non-attendance in both countries, with those dropping out, most frequently citing a lack of money to pay for school expenses as an important reason for dropping out.

Hale *et al* (1998) in their study revealed that, limited economic resources are highly related to school dropout rates, but sometimes the relationship appears to be indirect. Parents with limited economic resources, low education level, single parenting, and with behavior problems are more likely to view school negatively, to have minimal involvement with school contributions and to place little value and follow-ups on child' school attendance and achievements. Siblings as well as parents are likely to influence a student's decision to drop out of school. Students who have a sibling who dropped out of school are at much higher risk of dropping out themselves.

In an effort to reduce number of dropouts, particularly those with an inability to incur schooling costs, schools can collect data about student trends of paying school expenses, performance and characteristics related to dropping out in order to identify potential problems early in the student's school experience and thus refer students for specific prevention efforts. In line with this, Hale *et al* (1998) in their study suggested mechanisms such as tracking student school attendance, test scores, behavior, participation in activities, school attitudes and family participation in school events which can provide information to identify students most at risk for later dropping out.

Prevention activities on dropout problem may also include incentives and supports in paying schooling expenses, especially to disadvantages students. This can be done by

individuals, government, private sectors, non-governmental organizations and religious organization as well, in order to improve attendance, establishing programs to encourage parent involvement as well as early intervention for academic difficulties that may determine survival rates at school. It is also necessary for the government to eliminate avoidable school charges to enable majority of students to complete their schooling with high rates.

The study also recognized some students who dropped out due to pregnancy, although not in a big rate. It is possible however to find a link between pregnancy and schooling costs. Many girl students are in danger of being impregnated especially those from poor families, for the desire to get financial support and luxurious things like meals, transport, clothes, pocket money and the like, from men, so that they can live comfortable life at school. United Nations Tanzania (2010) argued that, poverty relates closely to girls' dropout. In order to meet their basic needs, upscale their living conditions, and/or get money, clothes or school fees, young girls engage in sexual relationships with older men who do not want to have children with the young girls, but use them for their sexual enjoyment. These relationships often lead to unwanted and unplanned pregnancies, forcing girls often into unsafe abortions, and quite conceivable they are at high risk of dropping out of school.

Out of that circumstance, education will provide girls with better social awareness in both school environment and within a society, increases employment opportunities and thus contributes to a prospering economy and reduces poverty that may possibly

contribute their dropping out. The combination of secondary as well as higher education, increased earning abilities, political and social empowerment and enhanced capacity to participate in community governance is a powerful instrument for helping break the poverty cycle and hence decreases possibilities of students' dropout rates over generations.

5.3 The Relationship between Parental Education Level and Dropout Rates

The study revealed that, most of parents of dropout students are less educated, while very few of them had secondary and diploma education. From that finding one can therefore argue that, less educated parents are contributing highly to their children' school dropout. Hill *et al.*, (2002) argued that, parents with lower levels of education may not feel capable of assisting their children or playing a role in their academic life including payments of schooling costs as they may not understand the material or feel comfortable with their abilities. As a result, it endangers their children' survival rates at school.

Regarding the nature of parents, particularly in ward secondary schools, many of them, especially those with primary level of education, do not have the habit of finding information on children schooling on time. They are always people of deadlines.

For example, in some sampled schools, heads of schools revealed that some parents failed to pay examination fees on recommended dates due to the failure to find and access information. As a result, their children failed to attempt exams and finally

dropped out of school. In parallel to that, parents with low education levels, are poor, and have big number of children in a family, hence have very little time on their children schooling, and their ending is always bad.

On the other side, parents with higher levels of education are more attentive to education matters; they frequently make follow-ups on children's academic progress, school expenses information and in such a way they reduce chances for their children' dropping from school. In line with that, Nannyonjo (2007) study revealed that pupils with parents who finished Senior Four or Senior Six or university education had low dropout rate than pupils with parents who did not finish primary or just finished primary education. In addition, parents with a higher education level pass on certain expectations about the importance of education to their children and put pressure on their children to ensure they are safe from failure and dropping out of school.

Educated parents are also influenced by the quality of education provided that associate with child's academic progress. Parental propensity to invest in children's education are basing in part on academic achievement preceded by quality of a school. Educated parents are easily recognizing and have more information on whether schools have enough teachers, books and the like comparing to uneducated ones. According to Liebowitz (1974), educated parents are more readily to make monetary sacrifices if their children study in quality schools and demonstrate academic prowess because that enhances the odds of financial dividends on education investments. The most obvious example is that, better educated parents

may simply live in neighborhoods with better schools, perhaps as a deliberate strategy to improve opportunities for their children. This is different to the sampled schools which are ward secondary schools whereby its education quality is very low. There are few teachers especially science teachers few books and lack laboratories. These schools are mostly comprised of uneducated and poor parents whose childrens' survival, completion and pass rates are for fortune.

Parental level of education is also associated with believes and behavior upon the success of the student. Parents with low level of education as revealed in this study have little expectations toward their children success, hence put little efforts on their children schooling, than parents with high education level on matters such as responsiveness to students schooling in academic progress and payments of school contributions, which are strong determinants of students' access, retention rates, completion rates or dropout rates. Eccles (1993) study support the findings by arguing that, parents' education influences their viewpoint and deeds, leading to positive or negative outcomes for children and youth at schools. Parents' abilities to form accurate beliefs and expectations regarding their children's performance are essential in structuring educational environment to students so that they can keep away from dropout possibilities and excel in post schooling endeavors.

The study was also surprised to find out majority of mothers of dropout students had primary level of education while very few of them had reached secondary level of education. Mothers are very significant to ensure children schooling goes smooth and it is highly associated with their education levels. Mothers with high education are

more willing, aware and able to support children schooling than those with low education. Andrabi *et al.* (2009) argued that children have more study hours at home and perform better, and get necessary schools need if their mother have some education. This became possible due to close supervision a child gets at school environment and home from educated mother. Children with uneducated mothers are at risk of performing poorly, have poor school attendance and little time for their private studies at home and finally may be influenced to drop out of school.

This finding is supported by Okumu *et al* (2008) study who found that educated mothers reduce the time spent doing household chores while increasing the time spent with their children, including making follow ups on students' academic progress and school needs, including incurring costs like buying books. Belley and Lochner (2007) in their research used data from US and Canada, and found that having a mother who completed high school significantly increase son/daughter's probability to complete high school and a very little possibility of dropping out.

The researcher discovered that, additional level of parental education reduces highly the rates of students' dropout. For example in this study male parents who reached secondary level and diploma contributed few pupils who dropped out than those with primary education level. This finding is supported by Oreopoulos *et al.* (2003) using US Census data from 1960, 1970 and 1980, whose report showed that an increase in parental education by one year decreases the probability of repeating a schooling year (or grade), absenteeism or dropping out from school by between two and seven percentage points. This is due to the fact that, educated parents are aware of children

schooling in academic progress and able to incur different costs of education to maximize their children academic achievements.

Single parent families are also contributing to students dropout rates to some extent. The studies found nearly quarter of dropout students do not have either father or mother. By considering the heavy burden of paying schooling costs, single parents families especially with poor socioeconomic background, find difficulties in maintaining their children' school progress as it results in big number of dropout student from that social class. Steelman and Powell (1991) in support of the finding found that, single-parent households have financial constraints not typically encountered by a two-parent house- hold, even when family income is held constant. They further argued that, the sacrifice to support a child schooling costs may be viewed as less tenable in a single-parent than in a two-parent household.

5.4 Relationship between Parental Income and Dropout Rates

It was unbelievable that majority of parents of dropout students had low income level. In other words they were economically poor, while only few of them had middle income levels. It is obvious that poor parents had got limited family resources with unlimited wants and needs to the extent that they failed to pay for schooling costs. With that research finding, one is correct to say that low parental income level is closely relates to students' dropout rates. Students from low income families have high probability to drop out of school due to different circumstances including inability to incur the schooling costs as well as their high opportunity costs to their families.

The same research results were given by the study done by Akanle (2007) who identified parental income to be a cogent factor upon which the survival of secondary school students lies. He found parental income especially low income not to be sufficient to sustain the academic and personal social life of the student in sub rural school areas, which also determines the level of parents to disburse different school costs. This, to a large extent, affects the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the students which later may influence students' decision to drop out of school.

In support of the research outcome, Penrose (1998) in his study found that poor households responses to school expenses may include; the family to reallocate from other expenditures to finance the charges, finding additional money, withdrawing from the service or dropping out from educational system, withdrawing from other services and sacrificing to education, continuing to use the service but refusing to pay fees and other extra schooling expenses. This circumstances which faces low income families, reduces chances for students to complete their schooling.

CHAPTER SIX

6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary of the Study

The main objective of the research, titled “The rising schooling costs and the rates of absenteeism and dropout among ward secondary school students in Morogoro Urban District”, was to examine the effects of the rising schooling costs on dropout rates among ward secondary school students. Its specific objectives include; (1) tracing the increase in schooling costs in the last five years, (2) assessment of the proportion of pupils dropping out due to the costs of schooling, (3) examination of the relationship between parental education levels and dropout rates among ward secondary school students in Morogoro Urban District, (4) examining of the relationship between parental income and dropout rates among ward secondary school students in Morogoro Urban District.

The study employed quantitative research method in collecting and analyzing data where, documentary review guides were used to 9 heads of schools, 18 class teachers, 3 ward educational officers and 36 students as key informants of the study, from 9 sampled ward secondary schools in Morogoro Urban District.

Findings revealed that, there was an increase in school expenses for an average of 51 percent from 2008 to 2012. Also, the proportion of pupils’ dropout rates due to costs of schooling accounted for 24 percent as a second major reason, preceded by truancy (48.8 percent), which is also quite conceivable to be contributed by students’

inability to meet costs of schooling. Moreover, 55 percent and 63 percent of dropout students, which were the majority, had fathers and mothers with only primary level of education respectively. Furthermore, 73.6 percent of dropout students had parents with poor income who were obviously failed to incur school contributions consistently.

6.2 Conclusions of the Study

On the basis of the results of this study, the researcher was able to reach at the following conclusions on the effects of the rising schooling costs on dropout rates among ward secondary school students in Morogoro Urban District:

- There was an increase in the costs of schooling in the last five years i.e. from 2008 to 2012 especially to the extra schooling costs such as transport fees, school uniform costs, stationery fees, caution fees, security fees as well as examination fees. Due to this inconsistency of schooling expenses over years, students from poor socioeconomic backgrounds are much affected in such a way that they fail to meet the school requirements and increases their possibility to drop out of school.
- The schooling costs contribute largely to students' dropout rates. It accounted for the second major factor contributing students to quit schooling before completion of their last grade.
- There is close relationship between parental education level and dropout rates of ward secondary school students in Morogoro Urban District. Majority of students who are dropping out from school had parents who are less educated. This is associated with parents' low awareness on their children schooling,

poor contribution to the schooling costs as well as less follow-ups on students' academic progresses. As a result their children are dropping out in high rate. On other side, students with educated parents have wide chances to complete their secondary education.

- Parental income relates closely with students' dropping out from school. Majority of students, who dropped out from school, had parents with low income level. Obvious, poor families are not capable to meet school requirement sufficiently and on time due to the limited family resources and their unlimited wants and needs. With the increase of schooling costs over time, many poor families fails to pay for their children schooling successfully as the result, their children perform poor academically, they are psychologically disturbed, they are poorly attending at schools and finally the decision to drop out from school is made.

6.3 Recommendations of the Study

Based on the research findings and the conclusions drawn in the preceding section, two categories of recommendation are made:

6.3.1 Recommendation for Action

- Government should eliminate all unnecessary schooling costs to ensure maximum students' accessibility and completion rates at secondary level of education.

- Policy makers and education planners should review existing educational policies and plans to find out better ways of financing ward secondary schools at the same time avoiding extreme students' dropout rates.
- Educational stakeholders such as government, Non-Government Organizations, individual people and community in general should identify students from poor economic background and provide them assistance in paying costs of schooling.

6.3.2 Recommendation for Further Studies

This study was specifically carried out in Morogoro Urban District to find out the effects of the rising schooling costs on students' dropout rates. However, further studies are needed to find out how all those expenses increased are spent at school level, as well as which one among extra schooling costs could be eliminated without compromising education quality.

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2011.8

APPENDICIES

Appendix 1:

The Guide in the Costs of Schooling for the Last Five Years for Staff

School Name.....

Costs Items	Years				
	2008	2009	2010	2011	2012
	Amount cost per Tsh	Amount cost per Tsh	Amount cost per Tsh	Amount cost per Tsh	Amount cost per Tsh
School fees					
Desks fees					
Security costs					
Identity card					
Caution fees					
Mock exams fees					
Others					
1.					
2.					
3.					
Total costs					

Appendix 2:

The Guide in the Costs of Schooling for the Last Five Years for Students

School Name.....

Cost Items	Years				
	2008	2009	2010	2011	2012
	Amount Cost per Tsh	Amount Cost per Tsh	Amount Cost Per Tsh	Amount Cost per Tsh	Amount Cost per Tsh
Stationery					
Transport fees					
School Uniform					

Appendix 3

The Guide on Proportion of Pupils Dropping Out due to Costs of Schooling:

To Head of Schools

(Fill numbers of dropout students according to reasons)

School Name.....

Absenteeism and Dropping Out by Reasons	Years				
	2008	2009	2010	2011	2012
	No. of dropouts	No. of dropouts	No. of dropouts	No. of dropouts	No. of Dropouts
Rising costs of schooling					
Pregnancy					
Truancy					
Death					
illness					
Parental illness					
Misbehavior					
Others (Specify)					
Total No. of Dropouts					

Appendix 5

The Guide on Parental Income Level for each Dropout Student:

**To Head of Schools in assistance of Class Teachers and Ward Educational
Officers**

(Write dropouts names and tick to appropriate spaces provided)

School Name.....

No	Dropouts	Parental Income		
	Name	Upper	Middle	Low
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Appendix 6

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>
 Ref. No. HD/E/221/T.12



Tel: 255-22-2668992/2668445 ext.2101
 Fax: 255-22-2668759
 E-mail: drpgs@out.ac.tz
 6th June, 2013

The Municipal Director,
 Morogoro Municipal Council,
MOROGORO.

RE: RESEARCH CLEARANCE

This is to certify that the bearer of this letter, **Mr. Ben Sanga**, is a bona fide student of the Open University of Tanzania who is currently pursuing a MED APPS degree program in the Faculty of Education. The student has completed his course work and successfully defended her research proposal and has been given permission to go into the field and collect data. Her research title is **“The Rising Schooling Costs and the Rate of Absenteeism and Dropout among Ward Secondary School Students in Morogoro Urban District.”**

The student's plan includes visits to the following secondary schools: Uwanja wa Taifa, SUA, Mafiga, Kihonda, Kola Hill, Nanenane, Tushikamane, Mji Mpya and Kingo. You are, hereby, kindly requested to allow the student to carry out the research in your Municipality. The field work is scheduled to start on the 7th June, 2013 and end July 2013. Any assistance in this endeavour will be highly appreciated.

Yours faithfully,

OPEN UNIVERSITY OF TANZANIA

pp. 

Prof. Shaban A. Mbogo

Director – Research, Publications and Postgraduate Studies

Appendix 7

RESEARCH PERMIT LETTER

HALMASHAURI YA MANISPAA MOROGORO

Simu/Fax Na: 023 – 2614727
 Simu ya Upepo "Mji"
 Barua pepe: info@morogoromc.go.tz.
 Tovuti: www.morogoromc.go.tz
 Unapojibu tafadhali taja:



Ofisi ya Mkurugenzi wa Manispaa,
 S.L.P 166,
MOROGORO,
TANZANIA

Kumb. Na. E.10/MMC-78/VOL.II/33

Tarehe: 06 Juni, 2013

Mkuu wa Chuo,
 Chuo Kikuu Huria Tanzania,
 S.L.P. 23409,
DAR ES SALAAM

YAH: KIBALI CHA UTAFTI

Husika na kichwa cha habari cha hapo juu, sanjari na barua yako ya tarehe 06 Juni, 2013.

Napenda kukujulisha kuwa kibali kimetolewa kwa mwanachuo **BEN SANGA** kufanya utafiti katika Halmashauri ya Manispaa Morogoro kwa gharama zake mwenyewe ili kukamilisha mafunzo yake .

S. A. Kalyomunda

**Kny: MKURUGENZI WA MANISPAA
 MOROGORO**

Nakala: Ben Sanga,
 S.L.P. 23409,
DAR ES SALAAM

**R.N.Y. MKURUGENZI WA MANISPAA
 MOROGORO**