

**EXAMINING THE FACTORS FOR GIRLS DROPOUT IN  
SECONDARY SCHOOLS IN MEATU DISTRICT COUNCIL**

**EXAMINING THE FACTORS FOR GIRLS DROPOUT IN  
SECONDARY SCHOOLS IN MEATU DISTRICT COUNCIL**

**By**

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**A Dissertation Submitted to the School of Public Administration and Management  
in Fulfillment of the Requirements for the Degree of Master of Science in Human  
Resource Management (MSc.HRM) of Mzumbe University**

**2016**

**CERTIFICATION**

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, thesis entitled **Examining the Factors for Girls Dropout in Meatu District Council**, in fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management of Mzumbe University.

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Accepted for the Board

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Dean of School of Public Administration and Management

## DECLARATION AND COPYRIGHT

I, Damas Juma declare that this thesis is my own original work and it has not been presented and it will not be presented to any other university for similar or any other degree award.

Signature .....

March 2016

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## **DEDICATION**

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## ACRONYMS

DED	-	District Executive Director
DEO	-	District Education Officer
DFID	-	Department for International Development
GEP	-	Girls` Education Project
HIV/AIDS	-	Human Immune Virus/ Acquired Immunity Deficiency Syndrome
MDGs	-	Millennium Development Goals
MKUKUTA/ NSGRP-		Mpango wa Kukuza na Kuondoa Umasikini Tanzania/ National Strategy for Growth and Reduction of Poverty
NAPWA	-	National Action Plan for the Women of Afghanistan
NCERDC	-	North Carolina Education Research Data CentreNational
NDPC/N	-	National Dropout Prevention Center/Network
PEDP	-	Primary Education Development Plan
SEDP	-	Secondary Education Development Plan
SPSS	-	Statistical Percentage for Social Science
SDGs	-	Sustainable Development Goals
TAMWA	-	Tanzania Media Women`s Association
UN	-	United Nations
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNRWA	-	United Nations Relief and Works Agency
USAID	-	United States Agency for International Development

VEO - Village Executive Officer

WEO - Ward Executive Officer

## **ABSTRACT**

This research aimed at examining the factors for girls` dropout in Meatu District Council particularly at Mwamalole, Meatu and Kisesa secondary schools.

The specific objectives of this research were to explore the magnitude of girls` dropout in selected secondary schools, to examine the causes of girls` dropout in selected secondary schools, to explore the measures towards girls` dropout in selected secondary schools and to identify challenges faced by education stakeholders in the provision of girls` education in selected secondary schools in Meatu District council.

Both primary and secondary methods of data collection were used, where questionnaire and Interview were the main methods for primary source and documentary review for secondary source. Questionnaires were filled by respondents of the study and Interview guide used for key informants.

Sample size of the study was 66 including 36 girls, 15 parents and 15 teachers from three selected secondary schools.

The sampling method involved probability sampling and non-probability sampling. The probability sampling involved simple random sampling for students, parents and teachers. Non-probability sampling involved the purposive sampling for headmasters, Ward Executive Officers and District Education Officer.

Data were processed by editing, coding and classifying them to get meaningful relationships. Data were analyzed by applying the qualitative and quantitative methods whereby the descriptive statistics and inferential analysis were applied. The descriptive statistics involved percentage and frequencies while the inferential statistics involved regression analysis for studying functional relationship between variables. Data presented by using statistical graphs and tables.

Generally the problem of girls` dropout in Meatu District Council is at high rate though differs from pastoralist society to farmers. Pastoralists experience a high rate of dropout as they reach a point of corrupting leaders so that girls do not report at school or quit from school for marriage. However, in order to reduce this problem, girls must highly

value education, avoid luxurious life and keep commitment. Parents must build positive interaction to teachers and other parents and closeness to their daughters. Teachers must support student engagement and engage them in active learning. The Government must initiate educational committee experts, building hostels to some schools and other schools become boarding schools and introduction of government high school for girls only.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter is an introduction of this report, it consist of nine sections. Section one is about background of the study, section two is statement of the problem, section three is objectives of the study, section four is research questions, section five is significance of the study, section six is limitation of the study, section seven is delimitation of the study, section eight is definition of key terms and section nine is the structure of the proposal.

#### **1.1 Background of the Study**

Girls` dropout in ordinary level secondary schools is globally recognized as a negative life event. It is known to be a negative life event because it leads to poverty and crimes (Thornberry et al 1985). The global experience in the field of education shows that women are lagged behind socially, politically and economically. Out of 948 million, two third are women (Meena, 1996). Dropout event includes students who are known to have left the country, students who are serving suspensions, students who are expelled, students who transfer to private schools and students who are not enrolled on day 20 because they have serious illness. For last two decades, UNESCO has recognized the existence of dropout and the member states are aware that it is the obstacle to the achievements of the targets set out by the Karachi plan in 1960 (UNESCO, 1962).

The status of dropout differs from country to country as well as family to family depending on cultural beliefs, historical background and political environment prevailing at time. Although the reasons of dropout vary, the repercussion of the decision is really similar. Dropouts typically earn less and suffer from poor health as adults. In Lebanon 25% of girls quoted early marriage as a major reason for dropout whereas 2% of all girls in Lebanon schools dropped out with early marriage

as a major reason, compared to less than 1% in the occupied Palestine territory (United Nations Relief and Works Agency (UNRWA, 2013).

Afghanistan in particular, education for girls is constrained by several factors such as lack of school facilities, lack of female teachers, insecurity and other social and political factors such as poverty and cultural beliefs on education as harmful to girls (UNRWA,2013). Brown and park (2002) put it, in rural China, the dropout rate of girls rose to 47% because of parents` inability to pay school fees. Reasons of dropout in China is not surprising because of the fact that China has a high level of poverty among the rural population, a highly competitive education system and rapidly increasing wages for unskilled labor (Glewwe & Kremer, 2006). Recent reports reveal the situation because poorer families in rural areas are unable to invest in education and less able to compete with richer students. In the United States of America, the recent analysis found that 3% of female students drop out because of disciplinary issues. Also the data between 2009-2010 shows that 28% of girl students drop out because of employment-related reasons and failure, poor academic performance and low credit accumulation constituted 35% of girl student drop out (Rumberger, 2011).

In Sub Saharan Africa, several studies in different countries show that the problem of girls` dropout is critical. Several studies in Nigeria indicate that, socio-economic factors and cultural factors are major factors which contribute to girl student dropout. Alike and Egbochuku (2009) found that, socio-economic status of girls imposes considerable constraints upon their continuing stay in school. General reasons for dropout in Nigeria as observed by Alike and Egbochuku (2009) includes; poverty 53%, poor academic performance 16%, bullying by opposite sex 10%, unfriendly school environment 09%, distance of school home 05%, pregnancy/ early marriage 04%, ill health 01%, inadequate teaching 01%, and death of parents 01%.

Several studies in Uganda found that, female receive less education than male and they tend to dropout because of economic and social-cultural reasons (Holmes, 2003). Likewise, Kasente, (2004) and Kakuru, (2003) went further explaining how early

marriage in Uganda influence girls dropout and hence, poverty. The study by MoES (2001) indicates the rate of female student dropout to be 49.4% in all government school in Uganda.

The experience in Kenya shows that, Kenya faces several challenges which lead to high rate of girls` dropout. These challenges includes; early marriages, inability to pay school fees due to poverty, hazards of HIV/AIDS pandemic, violence and drug abuse (Achoka, 2007).

In Tanzania, every government circular on education stress on quality education as a requirement for any program implementation. The National Development Vision 2025, National Poverty Reduction Strategy (MKUKUTA), Education and Training Policy all mention the importance of education for social-economic development. As the Ministry of Community Development Women Affairs and Children (2003), envisaged and mentioned the factors for dropout as pregnancies, early marriages, family poverty, society negative attitudes to girls` education in preference to boys education, taking part in initiation rites, girls poor performance, gender bias in curriculum design, and domestic workload and security associated with distant location between home and school for the day students. The current state of girl`s education in Tanzania as observed by Tanzania Media Women`s Association (TAMWA, 2010) is overshadowed by high number of dropouts which results from pregnancies to girls having affairs with government officials, teachers (young teachers) who participate in teaching practice, bus conductors, businessmen, tax drivers, fishermen and other people who are economically well off, unsupportive social system and poor learning environment and early marriages.

Generally, within the setting of education, the event dropout is a result of numerous relationship and interactions among key education stakeholders which includes parent-child interaction, parent-school interaction, child-school interaction and parent-parent interaction (Coleman, 1988).

## **1.2 Statement of the Problem**

Access to quality education is a prerequisite to socio-economic and political development. Conversely, low education attainment and poverty are closely associated. Tanzania is among the developing countries that has been struggling much since independence to make sure that its citizens get quality education.

Among the efforts taken by Tanzania government to enhance access to quality education includes; establishment of Education for Self Reliance, Education and Training Policy, Millennium Development Goals (MDGs) No.2 stressing on achieving primary education, The National Development Vision 2025, SEDP 1 and SEDP 11, development program such as National Poverty Reduction Strategy (MKUKUTA) and Sustainable Development Goals (SDGs) No.4 stressing on inclusive and equitable quality education and promote life- long learning opportunities for all.

Despite all these efforts, the high rate of girls dropout has been a major threat where in 2010, 65,000 students equal to 4.2% of total enrollments dropped out (URT, 2011b, p. 78). Therefore this study intends to examine the factors for girls` dropout and measures to be adopted in order to minimize girls` dropout.

## **1.3 Objectives of the Study**

### **1.3.1 The Main Objective of the Study**

The main objective of this study is examining the factors for girls` dropout in Meatu District Council.

### **1.3.2 Specific Objectives of the Study**

- i. To explore the magnitude of girls` dropout in selected secondary schools in Meatu District Council.
- ii. To examine the causes of girls` dropout in selected secondary schools in Meatu District Council.

- iii. To explore the measures against girls` dropout in selected secondary schools in Meatu District Council.
- iv. To identify challenges faced by education stakeholders in relation to girls` education in selected secondary schools in Meatu District Council.

#### **1.4 Research Questions**

- i. To what extent the problem of girls` dropout is big in selected secondary schools in Meatu District Council?
- ii. What factors contribute to girls` dropout in selected secondary schools in Meatu District Council?
- iii. What measures have been employed to minimize the problem of girls` dropout in selected secondary schools in Meatu District Council?
- iv. What are the challenges facing the implementation of measures of girls` dropout in selected secondary schools in Meatu District Council?

##### **1.4.1 Research Hypothesis**

- i. The chance of dropout is the same among families with different social-cultural and economic status.
- ii. The chance of dropout is different among families with different social-cultural and economic status.

#### **1.5 Significance of the Study**

- i. The study will bring understanding on the factors responsible for girls` dropout in Meatu District Council.
- ii. The findings generated from this study is helpful to Educational policy makers and curricular developers on what measures have been employed in minimizing the rate of girls` dropout in selected schools in Meatu District
- iii. The study brings understanding to education stakeholders including students, teachers, parents and government on the challenges of girls` education in

selected secondary schools and think of new ways to overcome those challenges.

- iv. The study acts as prerequisite factor for an award of a Master Degree in Human Resource Management.

## **1.6 Limitation of the Study**

The major limitation of this study was fear of respondents especially parents to provide clear answers concerning the study, this situation consumed a lot of time for sensitizing them. Also little has been written on measures of girls` dropout.

## **1.7 Delimitation of the Study**

This study focused on girls from three selected secondary schools in Meatu District Council which are Mwamalole, Meatu and Kisesa secondary school. These schools were purposively selected depending on statistical data of dropout whereby the school with high, moderate and low dropout rate was selected.

## **1.8 Definition of Key Terms**

### **1.8.1 Dropout**

For the purpose of this study, dropout is defined according to the definition given by NCERDC as “any student who leaves school before graduation or completion of a program of study without transferring to another elementary or secondary schools. *Cohort dropout* describes the number of dropouts from a single age group or specific grade (or cohort) of students over a period of time. *Event dropout* describes students in a particular grade span dropping out in one year divided by a number of the total students in that particular grade span. *Status dropout* denotes the proportion of all individuals in the population who are not in school and have not earned a certificate or were not enrolled at a given point in time.

### **1.8.2 Attachment.**

According to Hirschi (1969), refers to the level of affection one has for prosocial others and institutions. Youths who form close attachments to their parents and schools experience greater levels of social control contrary to youths who are less or not attached to parents and schools.

### **1.8.3 Commitment.**

According to Hirschi (1969), refers to the tendency of people not to misbehave when they know that they have something to lose.

### **1.8.4 Involvement.**

Hirschi (1969) defined the term `involvement` basing on old philosophy that `idle hands are the devil`s workshop`, in this sense, it is believed that, if people are spending their time engaging in some form of prosocial activity, then, they are not spending time in antisocial activities.

### **1.8.5 Belief.**

According to Hirschi (1969), refers to the degree one adheres to the values associated with behaviors that conform to the law, the assumption being that the more important such values are to a person the less likely he or she is to engage in deviant behavior.

## **1.9 Structure of the Report**

The study is organized into five chapters. The first chapter focus on the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and definition of key terms. Chapter two focuses on Literature review and it explores the theory underpinning the study, literature review of previous studies and synthesis. Chapter three covers the methodology through research design, area of the study, and

population of the study, sample and sampling procedures, data collection methods and data analysis. Chapter four focuses on data analysis, presentation and discussion of research findings and Chapter five cover the summary, conclusion and recommendation of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter introduces and discusses the theoretical review, literature review from previous studies and synthesis thereby articulating the significance of the current studies.

#### 2.1 Theoretical review

##### 2.1.1 Concept of dropout

For the purpose of this study, drop out is defined according to the definition given by NCERDC as “any student who leaves school before graduation or completion of a program of study without transferring to another elementary or secondary schools. *Cohort dropout* describes the number of dropouts from a single age group or specific grade (or cohort) of students over a period of time. *Event dropout* describes students in a particular grade span dropping out in one year divided by a number of the total students in that particular grade span. *Status dropout* denotes the proportion of all individuals in the population who are not in school and have not earned a certificate or were not enrolled at a given point in time.

##### 2.1.2 Causes of girls dropout

A growing body of literature shows that girls` dropout rate is higher in most parts of the world. For instance, according to UNESCO (2012), dropout rate is higher for girls in 49 countries of the world compared to boys. The high increase of girls dropout indicates that though some factors contribute to dropout to both gender, there unique factors which contribute to girls dropout than boys. In Afghanistan, education for girls is constrained by several factors such as lack of school facilities, lack of female teachers, insecurity and other social and political factors such as poverty and cultural beliefs on

education as harmful to girls (UNRWA, 2013). Brown and park (2002) put it, in rural China, the dropout rate of girl student rose to 47% because of parents` inability to pay school fees. Reasons of dropout in China is not surprising because of the fact that China has a high level of poverty among the rural population, a highly competitive education system and rapidly increasing wages for unskilled labor (Glewwe & Kremer, 2006). Recent reports reveal the situation because poorer families in rural areas are unable to invest in education and less able to compete with richer students.

The findings by Alike and Egbochuku (2009) in Nigeria concluded on poverty 53% as a major reason for girls dropout, other factors being; poor academic performance 16%, bullying by opposite sex 10%, unfriendly school environment 09%, distance of school home 05%, pregnancy/ early marriage 04%, ill health 01%, inadequate teaching 01%, and death of parents 01%.

The research findings by Kainuwa and Yusuf (2013) in Nigeria on Students` perspective on female dropouts concluded that, the major reason for female students not completing schooling to be poor economic conditions of their families which constitutes 52.1% of the respondents. Other factors are involvement in household chores, lack of school facilities, early marriage, and absence of proper security, lack of child interest, parents` illness and death, engagement in street hawking, disrespect and stubbornness and western education is against Islamic religion.

According to Mpyangu et al., (2014) long distances make children drop out of school. Sparsely populated areas have schools that are 10 km away from the clusters that people live which is a very long distance and this discourages children from going to school because in most cases they are caught for late coming which calls for punishment and also by the time they get to school they are extremely tired. These findings reveal that, students walk 20 km to and from school, this situation make students to become much tired and fail to capture what is taught at school.

However, Nekatibeb (2002) found that school distance is the foremost obstacle for girls' education in many countries in Africa. Also a large number of studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the length of time and energy needed to cover the distance for children with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters. School distance gives the motivation to girls to stay in school (Ananga, 2011)

The study by Molosiwa and Moswela (2012) in Botswana positioned on school teenage pregnancy as the main reason for girls to discontinue from school in large number. For example the findings show that in 2007 a total of 1057 girls discontinued from school. The author went further showing that, the reason behind the school teenage pregnancy depend on the status of the family whereby girls from economically rural disadvantaged families willingly or unwillingly get into relationships expecting monetary benefits contrary to economically well-off and girls in urban areas who have more exposure and varied types of information relating to health and sexuality.

Also according to UNICEF report (2007) in Nigeria on girls' education, poverty and economic issues, early marriage and teenage pregnancy, inadequate school infrastructure and cultural and religious misinterpretation are the main issues that prevent girls from going to school. With almost 70% of the Nigerian population living below the poverty line, girls are often sent to work in the markets or hawk wares on the streets. Early marriage and teenage pregnancy also prevents girls from going to school. Many Nigerian parents especially in large families with limited resources enroll their boys in school rather than girls. Some parents also keep their daughters out of school due to misinterpretation of Islamic religion. The experience in Kenya shows that, Kenya faces several challenges which lead to high rate of girl student dropout. These challenges includes; early marriages, inability to pay school fees due to poverty, hazards of HIV/AIDS pandemic, violence and drug abuse (Achoka, 2007).

The study by wudu and Getahu (2009) in Ethiopia on trends and causes of female students dropout from teacher education institutions of Ethiopia, respondents were asked through close and open-ended question to list the possible factors that cause female students to drop out, the response from respondents included; lack of female role model teachers, lack of assertiveness training for female students, lack of guidance and counseling services, teachers` gender sensitiveness in the classroom, anxiety, poor time management, homesickness, sexual harassment by boys and sometimes teachers, pregnancy and economic problems which restrain them to get education materials, cosmetics, and recreation . This situation makes them to engage in different risk activities.

Chugh (2011) explains that children living in slums of New Delhi revealed that India`s patriarchal society gives less importance to girls` education due to the socio-cultural and economic barriers prevailing in the society. If poor households cannot send all the children to school, then they will most likely give boys precedence over girls. Girls are especially discouraged to attend schools from the onset of puberty and early marriage. Added to this are factors like the presence of exclusively male teachers, distance and not-so-safe road to school, and separate toilet for girls. This is supported by the case studies of Renu and Meena on insecurity during walking to school. “Renu, a good looking girl, dropped out in Grade X, and Meena left in Grade IX as they were teased by the boys on their way to school. Renu who lives in Baljeet Nagar walks about 25 to 30 km to reach school. Two boys were following and teasing her every day. She told her mother about it, her brother started dropping her on the bicycle. This happened for fifteen days after which she tried to go alone, but the same boys started following her. On hearing this, her mother did not allow her to continue in school, even though she was good in studies. She may continue through the open school as her father wants her to study at least up to the graduation level. Similarly Meena was harassed by the boys while she traveled to school. She got frightened and stopped going to school”.

### **2.1.3 Measures of girls dropout**

To address the issue of dropout requires a better understanding of why girls drop out. Different literatures reveal that, the act of dropping out is a result of numerous factors related to students, parents, schools and government at large. Therefore solutions to girls` dropout must base on interaction between students, parents, teachers and government. Different measures of girls` dropout have been adopted in different areas as pinpointed hereunder:

In Nigeria, UNICEF (2007) initiated Girls` Education Project (GEP) which came out with several interventions to enhance girls` education. These interventions includes: Raising national awareness in girl-child education and increase political and financial commitment through advocating and sensitization of policy makers at all levels as well as parents, school authorities, girls and other leaders, developing schools` technical capacity and pedagogical skills to create a girl-friendly environment that enhance the participation of girls and improves learning outcomes, collaborating with the government and other stakeholders in reviewing existing the curriculum and teaching materials for gender sensitivity, promoting the employment for more female teachers to serve as role models and mentoring out-of-school girls, monitoring and evaluating girls` education programs, strengthening inspectorate, promoting synergy between girls` education programs, poverty alleviation program, service delivery-on a partnership basis with all stakeholders providing more girls` schools, improved facilities such as instructional materials, water and girls` toilets, developing school based teacher development programs to help building teachers` capacities and skills, Students` Tutoring, Mentoring and Counseling Programs.

The report findings by UNESCO (1984) in China reported several measures to girls` dropout including developmental motivation, improving school facilities, removing bad influences, using flexible measures such as provide several teaching sites for one school, adopting a variety of forms in running schools such as full-time programmes, part-time programmes, morning and evening classes and special permission to come with young

brothers and sisters, helping students to overcome some particular difficulties on their way to school and quality education including quality teaching staff and strengthening management.

The report by UNESCO (1984) in India reported on what measures employed by Indian government to rescue the problem of dropout in secondary schools. Among the observed measures was free and compulsory education, provision of schooling facilities, creation of necessary infrastructural facilities, incentive schemes for students such as mid-day meals, supply of uniforms, supply of free textbooks and stationary and attendance scholarship for girls, improvement of curricula and learning materials and programmes for enhancing the competence of teachers such as training programmes for in-service teachers, alternative strategy for in-service teacher training and revision of the elementary teacher education curriculum. Following the importance of enhancing girls' education, the government of Afghanistan in 2007 came with National Action Plan for the Women of Afghanistan (NAPWA) aiming at improving women's access to education and educational infrastructure, addressing issues of safety and security, reducing illiteracy, promote alternative education, alternative learning and vocation training, addressing special factors which impede women's access to education, improving the structure of education and utilizing education to promote the overall wellbeing of women.

#### **2.1.4 Challenges to girls' education**

Girls have been victimized by several factors in their struggles towards education. Scholars have been active on the matter by pointing several factors which constrain girls' education. For instance the experience in DFDI's 25 priority countries shows five major challenges which bring difficulties for girls to access education. These challenges include poor school environments, conflict and social exclusion including basis of caste, ethnicity, religion or disability.

Afghanistan in particular, Afghan women and girls in different provinces and outlying areas of the country in rural and urban zones find themselves deprived of all natural and human rights including education because of the presence of groups and persons devoid

of all human morality involving in kidnapping, rape and human trafficking by selling girls in foreign markets particularly in Pakistan and the Gulf states as well as forced marriage. Because of war and insecurity Afghan women have to remain prisoners in their homes in order to protect their honor and reputation and they are obliged to hide their faces and eyes from these despicable thugs (Intili and Kissam, 2006).

According to NDPC/N on rural school dropout issues in Mississippi, girls` education is challenged by funding structures to support education, student population, transportation related issues, quality professional staff, school buildings and support facilities, family participation and investments in education (Smink and Reimer, 2007).

The report by UNICEF (2009) in Ghana reveals different barriers on girls` education. The findings showed that the efforts of providing education to girls is constrained by absence of school infrastructure, the distance to school, the unavailability of child friendly resources, human factors such as the proportion of trained teachers, instructional time on task; and the teaching and learning processes involving the type of classroom methodology and language of instruction

In USA retention of girls at secondary schools is challenged by several factors such as low-income families, racially isolated schools in low-income communities, poor school attendance, academic failure, recruiting and retaining qualified teachers in high needs schools, homeless students including students who are gay, lesbian, bisexual and transgendered, English language learners such as Asian American students and special education placement (Marcela and Dianda, 2008).

Also the findings by Simatwa and Dawo (2010) in Kisumu Municipality based on challenges showed that girl-child education is challenged by poverty/fees, repetition, poor attitude, poor performance, indiscipline, transfer, pregnancy, marriage and sickness. The study concluded on poverty as being a baseline challenges which lead to absenteeism and indiscipline which motivate negative attitude, prostitution, drug abuse and theft, where, all these amount into girl dropout.

## **2.2 Theories explaining dropout among girls**

### **2.2.1 Social Capital Theory**

This is based on Coleman's Social Capital theory in an attempt to clarify factors that may contribute to dropout among girls in secondary schools. The concept of Social Capital theory draws attention to the effects and consequences of human sociability and connectedness and their relations to the individual and social structure. It is defined as a way of understanding the effects of social environment, the social connections and social relations in the field of education (Coleman, 1987).

Social Capital is clear by its functions and it has aspects of social structure and they facilitate certain actions of individuals who are within the structure (Coleman, 1994). However, Coleman's explorations were to highlight the possibility that different institutions and social structures were better suited to the cultivation of reciprocity, trust and individual action than others. As argued by Coleman, Social Capital is productive like other forms of capital and it makes possible the achievement of certain ends which in its absence could not be achieved. It is a complement to Human Capital and it stress on the idea that people who do better are somehow better connected, are able, are more intelligent, more attractive, more articulate and more skilled. It is certainly argued that, certain people are connected to certain others, trusting certain others, obligated to support certain others and dependent on exchange to certain others. It is inherently in the structure of relations between actors and among actors.

Generally, within the setting of education, dropout is a result of numerous relationship and interactions among key education stakeholders which includes parent-child interactions, parent-school interactions, child-school interactions and parent-parent interactions (Coleman, 1988).

### **2.2.2 Social Control Theory**

This is based on Hirschi's social bond theory in an attempt to explain the nature of human being as naturally hedonistic and this nature drive us to act in the kinds of selfish and aggressive ways that lead to criminal behavior. The concept of social control theory draws attention on ties to family, school and other aspects of society as a major tool to diminish one's propensity for deviant behavior (Hirschi,1969). The Social Control Theory posits that, crimes occurs when such bonds are weakened or are not well established and it is further argued that deviant behavior is possible for all individuals within society but avoided only with those who seek to maintain familial and social bonds.

For Hirschi, the answer to deviant behavior (in educational matters) could be found in the bonds that people form to prosocial values, prosocial people and prosocial institutions. It is these bonds, Hirschi held, that end up controlling our behavior when we are tempted to engage in deviant acts. Hirschi (1969) mentions four (4) interrelated forms of bonds which are attachment, commitment, involvement and beliefs which in their togetherness help in controlling deviant acts.

Attachment, according to Hirschi (1969), refer to the level of psychological affection one has for prosocial others and institutions. The theory contends that, parents and schools are of critical importance where youths who form close attachments to their parents and schools will, by extension experience greater levels of social control contrary to youths who are less or not attached to parents and schools.

Commitment, according to Hirschi (1969), people are less likely to misbehave when they know that they have something to lose. For Youths, this could mean not wanting to look bad in front of friends, parents or teachers for having committed deviant behavior. This may serve as a source of social control.

Involvement, basing on old philosophy that “idle hands are the devil’s workshop”, Hirschi’s third type of social bond relates to the opportunity costs associated with how people spend their time. By involvement, it is believed that, if people are spending their time engaging in some form of prosocial activity, then, they are not spending time in antisocial activities. In this sense, Youths who are heavily involved in legitimate school related activities either academically, socially, or athletically will not be spending that same time in committing delinquent acts (Hirschi, 1969).

Belief refers to the degree one adheres to the values associated with behaviors that conform to the law; the assumption being that the more important such values are to a person, the less likely he or she is to engage in deviant behavior (Hirschi, 1969).

This study attempts to examine the factors of girls’ dropout in Meatu District Council thereby applying Social Capital Theory and Social Control Theory to see whether deviant behavior can be controlled if the social bonds are well established.

### **2.3 Empirical Review**

Over the years, an appreciation of the complexity of the dropout phenomenon has emerged in the literature. Significant research has been attempting to explain and categorize the root causes of dropout among girls in secondary schools, the outcomes of dropout and some literature attempt to suggest the ways to be taken against girls’ dropout.

The study by Nakpodia E.D (2010) on Analysis of Dropout Rate among Secondary School Student in Delta State indicates the rate of dropout to shoot up where in 2004/2005 the enrolment figure further dropped to one hundred and fourteen thousand, eight hundred and eighty (114,880) students with a dropout rate of eight thousand two hundred and eighty nine (8,289). This meant a dropout rate of 6.7% with a dropout figure of eight thousand, two hundred and eighty-nine students. The dropout rates in the secondary schools sampled between 1999 and 2000 were analyzed and presented in tables.

The dropout rates were discussed in terms of the general dropout rates in the sampled secondary schools in Delta State, the perceived causative factors, and the comparison of the dropout rates by sex of students and location of schools.

Students dropout was common in all secondary schools sampled in Delta State, and had a continuous increase from the beginning of the period of the study to the end. The findings agree with some earlier studies and researches across all educational levels, that of Adesina (1980) which recorded 31 to 75% dropout in Lagos State Schools in Nigeria; and Bayo (1981) which was 35.4% in defunct Bendel State of Nigeria.

The study by Molosiwa and Moswela (2012) in Botswana positioned on school teenage pregnancy as the main reason for girls to discontinue from school in large number. For example the findings show that in 2007 a total of 1057 girls discontinued from school. The author went further showing that, the reason behind the school teenage pregnancy depend on the status of the family whereby girls from economically rural disadvantaged families willingly or unwillingly get into relationships expecting monetary benefits contrary to economically well-off and girls in urban areas who have more exposure and varied types of information relating to health and sexuality.

The research findings by Kainuwa and Yusuf (2013) in Nigeria on Students` perspective on female dropouts concluded that, the major reason for female students not completing schooling to be poor economic conditions of their families which constitutes 52.1% of the respondents. Other factors are involvement in household chores, lack of school facilities, early marriage, and absence of proper security, lack of child interest, parents` illness and death, engagement in street hawking, disrespect and stubbornness and western education is against Islamic religion.

The study by Amadi et al (2013) purposed to establish if there was a significant difference between the perceptions of teachers and students and the perceptions of male teachers and female teachers on the causes of drop out of girls. The study employed descriptive comparative research design and the findings revealed that, teachers` perceptions of socio-economic status of the parent of the parent cause drop out, where

teachers ( $\pi = 2.9815$ ) contrary to girl student perception whose mean score was ( $\mu = 2.6053$ ). Also the results suggested that there were significant differences in perceptions of parental educational attainment, cultural beliefs, and lack of female teachers, curriculum, health and pregnancy to be more of factors contributing to girl drop out than those of students due to the fact that, teachers are more knowledgeable than students.

The findings by Shahidul and Karim (2015) on the factors contributing to school dropout among the girls in Malaysia reveals that though several inter-related social, economic, schools and cultural factors cause dropout regardless of the gender of the students and among them some factors increase the dropout rate particularly to girls. The study also concludes that parents with lower socio-economic status are financially constrained compared to those who have higher status.

## **2.4 Synthesis**

Basing on Social Control Theory, dropout can be discussed as other crimes or delinquency in which the occurrence of any crime or deviant behavior is found in the bonds that people form to prosocial values, prosocial people and prosocial institution. It is these bonds that end up in controlling our behavior when we are tempted to engage in criminal or deviant behavior. These bonds come in four interrelated forms which are attachment, commitment, involvement and beliefs. It is from these social bonds where deviant behaviors can rise or can be controlled. According to Social Control Theory, these social bonds hold firmly in educational stakeholder interactions where negative or weak interaction leads to deviant behavior and positive or strong interactions control deviant behavior. Therefore, from the theory, a student with weak social bonds to teachers and parents will dropout whereas a student with strong social bonds to teachers and parents will graduate.

The reviewed literatures on deviant behavior concur on socio-economic, cultural and school reasons as factors for girls` dropout. These includes poverty, early marriage, teenage pregnancy, household chores, lack of school facilities, absence of security, lack

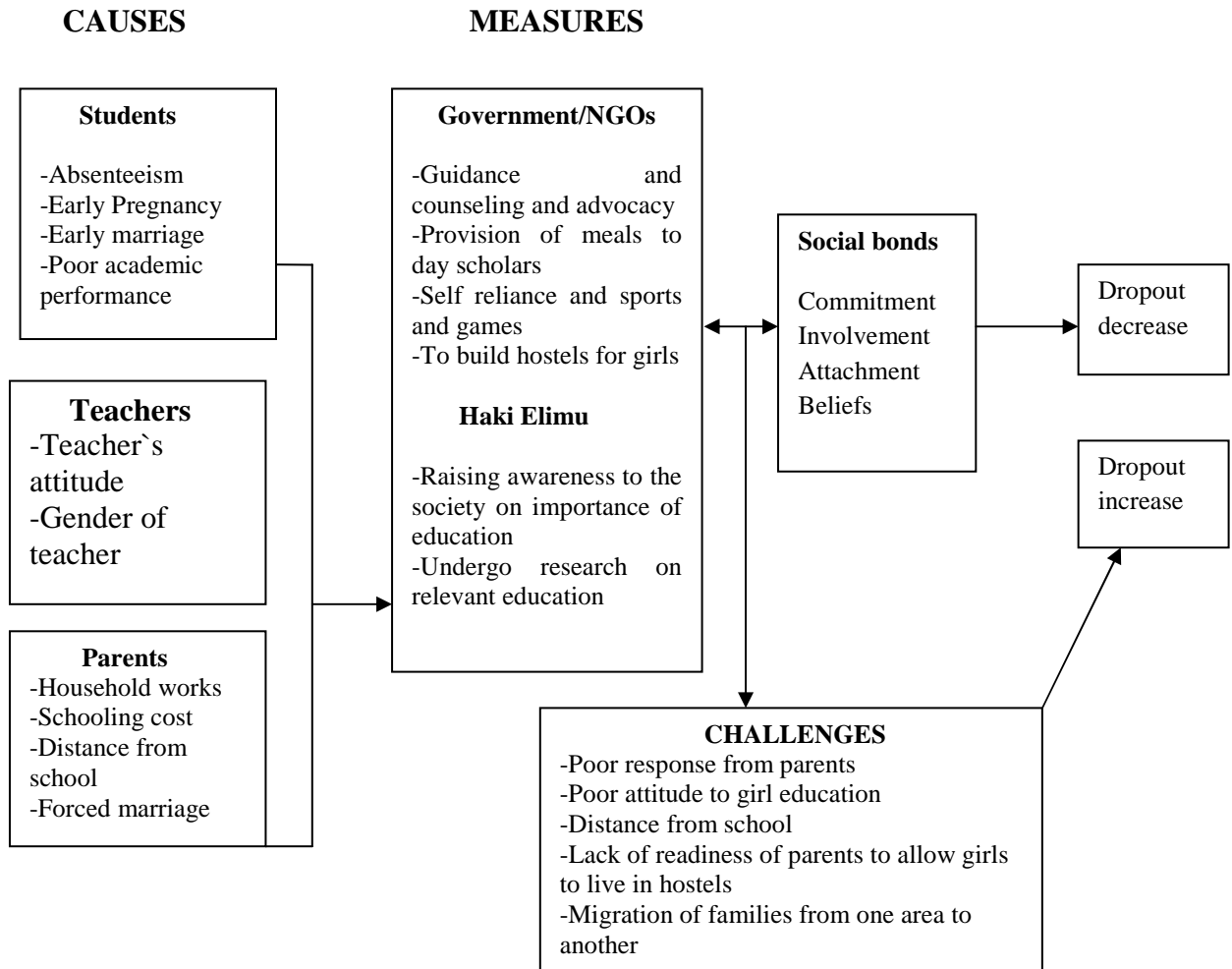
of child interest, lack of female teachers, curriculum, parents` illness and death, distance from school and home, lack of guidance and counseling, sexual harassment by boys and sometimes male teachers and poor academic performance.

From the above theoretical assumption and literature referred, it is evident that the factors for girls` dropout are the results of weak interaction between child-parent, parent-school, child-school and parent-parent. These results are compatible with practice in Tanzania but there growing gap in location whereby the factors for girls` dropout in Kinondoni Distict for instance, is not likely to be the same as in Meatu District. That being the fact, the researcher aimed at examining the factors for girls` dropout in Meatu District and proposes measures to curb girls` dropout.

### **Conceptual Framework**

This conceptual framework presents the whole conceptual plan that guided the researcher in operationalising and analyzing the finds. The Independent variables being the causes of dropout which affects the Dependent variables which are social bonds as stipulated in the social control theory. However, when each variable influences the other there other emerging challenges which attract intervention by the measures as it appears here under:

**Figure 1.1 Conceptual Frameworks**



**Source: Researcher -2016**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter focuses on the methodology used in this study. The chapter consists six sections; section one is about research design, section two is area of the study, section three is about population of the study, section four is about sample and sampling procedures, section five is about data collection methods and section six is about data analysis.

#### **3.1 Research Design**

The research design in this study was a case study. The focal point of case design is on the particular case in order to come up with clear insight to the phenomenon. Under case study method, the mutual inter-relationship of causal factors is directly studied in depth rather than breadth (Kothari, 2004). This study intended to examine the factors for dropout among girls in secondary schools in Meatu District Council.

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

The study was carried out in Meatu District Council. Meatu district was randomly selected among the Pastoral districts in Tanzania basing on view that pastoral communities have negative attitude on education especially to girls (Oxfam, 2005).

##### **3.2.1 Location**

Meatu is one of the six districts in Simiyu Region. Others being Maswa, Bariadi, Bariadi Municipal, Busega and Itilima. Meatu District lies between latitude  $2^{\circ} 57'$  and  $4^{\circ} 9'$  south of equator and longitude  $34^{\circ} 8'$  and  $34^{\circ} 49'$  east of Greenwich. It is bordered by Itilima district to the north, Maswa and Kishapu to the west, and to the east by Ngorongoro and Karatu district and to the south by Mbulu and Iramba district. The District is divided into

three divisions which are then subdivided into 29 wards, 106 villages and 676 hamlets. It covers an area of 8,835 km<sup>2</sup> (Meatu District Council Office, 2014).

### **3.2.2 Population**

The population census of 2012 showed that there were 299,619 residents of which the percentage per household is 7.3 and the projection showed the district to have a total population of 311,112 in the year 2014. The population growth rate is 1.9%. The ethnic groups include Sukuma (who are the dominant group), Taturu, Nyiramba, Nyisanzu and Hadzabe (Meatu District Council Office, 2014).

### **3.2.3 Economic Activities**

Their main economic activities are livestock keeping and agriculture (Meatu District Council Office, 2014).

## **3.3 Target Population of the Study**

The target population of this study was girls of the three selected secondary school constituting a total of 342 among 22 secondary schools in Meatu District Council. However, this study also involved parents, teachers and authoritative informants (WEO and DEO).

## **3.4 Sample and Sampling Procedures**

### **3.4.1 Sampling Frame**

This study involved 3 sampling frame of which its selection based on the sense that to ease the process of data collection as opines by Kothari (2004). Therefore, these sampling frames are as follows:

- i. Girls sampling frame. These are selected girls among the selected three secondary schools. This sampling frame was obtained by the aid of Headmasters.
- ii. Teachers sampling frame. These are selected teachers among 3 selected secondary schools. The sampling frame of teachers was obtained from Headmasters.
- iii. Parents sampling frame. These are selected parents among the parents under the area of study. The sampling frame of parents was obtained by VEO.

**Table 3.1 Summary of sampling frame**

S/N	Category of respondent	NO	Type of sampling procedure	Methods of data collection
1	Students	36	Simple random	Questionnaires
2	Teachers	15	Simple random	Questionnaires
3	Parents	15	Simple random	Questionnaires

Therefore, the study sample size was 66

### **3.4.2 Sampling Techniques**

#### **3.4.3 Simple random sampling**

Simple random sampling was used to select girl students from each school at each year of study. The selection of this technique depended on the argument that it gives equal chance of respondents to be included in a sample. The numbers were written on slip of papers of which were mixed thoroughly in a bucket and the appropriate number picked without looking (lottery); where three (3) students were selected from each class and a total of 12 students were nominated from each school to make the total of 36.

Also simple random sampling was used to select parents whereby, numbers were given to each parent and placed into a bucket and then 5 numbers were randomly selected to be included in the sample.

Also Simple random sampling was used to select teachers whereby names of teachers were written on slip of papers and all teachers were given numbers then 5 slips of papers were selected after being mixed thoroughly. Thus, 5 teachers were nominated from each school to make the total of 15.

#### **3.4.2.2 Purposive sampling**

Purposive sampling was used in order to target respondents who are appropriate for data collection basing on their position in relation to education matters. 3 WEO in area of selected schools, 3 Headmasters from 3 selected schools and DEO were purposively selected.

### **3.5 Data Collection Methods**

Basing on research objectives both primary and secondary data methods were used in this study. Primary data obtained by means of questionnaires and interview. In addition, documentary reviews were used to gather secondary data.

#### **3.5.1 Primary Data Source**

##### **3.5.1.1 Questionnaire**

Both closed and open-ended questionnaire were applied in this study. Close-ended type of questionnaires was in form of multiple choices where the respondents required putting a mark in the provided box against the appropriate answer. For the open-ended questions, the respondents required to give out information showing their experiences, thoughts and comments by filling the blank spaces. Questionnaires were constructed basing on specific objectives and distributed to students, parents and teachers to obtain important information about girls` dropout.

### **3.5.1.2 Interviews**

Unstructured interview technique was used to gather information which could not be collected through questionnaires. An interview guide was planned to keep consistency in asking questions and its responses assisted to tap information regarding attitudes, behavior and perception of respondents toward girls` drop out in secondary schools. Headmasters, Ward Executive Officers and District Education Officer were interviewed in order to get deeper information on girls` dropout.

### **3.5.2 Secondary Data Source**

Relevant documents on girls` dropout were reviewed in gathering information. These include; journals, text books, thesis reports and dissertation reports. Some of secondary data source reviewed in this study include; UNESCO (2003). Education for All Global Monitoring Report 2003-4: Gender and Education for All. Paris: UNESCO, URT (2011). Poverty and Human Development Report: Tanzania. Dar es salaam, Kombo, D., Tromp, D. (2006). Proposal and Thesis writing: An introduction. Nairobi: Paulins Publications Africa, Kothari, C.R. Research Methodology: Methods and Techniques. India: New Age International (P) Ltd

## **3.6 Data Analysis techniques**

### **3.6.1 Quantitative data**

The collected data analyzed by using descriptive and inferential analysis. The data were edited, coded, cleaned and entered into SPSS. Descriptive statistics allowed a researcher to present data into a meaningful way through tables and graphs to ease interpretation. Inferential analysis was used to analyze research hypothesis for quantitative data.

### **3.6.2 Qualitative data**

Qualitative analysis of data involved the assembling and grouping qualitative data in terms of themes emerging from transcripts of interview and documentary data in relation to research questions addressed by the study.

### **3.6.3 Ethical Considerations**

Before going to the field work, an introductory letter was obtained from Mzumbe University to introduce a researcher to Meatu District Council by addressing the prime purpose of conducting a research on Factors for Girls` Dropout in secondary schools specifically Mwamalole, Meatu and Kisesa secondary schools thereby assuring the Council that the collected information is for academic purpose only and will be treated with high confidentiality and anonymity. The introductory letter helped the researcher to obtain a letter from DED-Meatu for acceptance of collecting information in the intended schools and it required the researcher to report directly to Headmasters of selected secondary schools. Having a letter from DED, the researcher reported to Headmasters of intended schools and VEO under those schools that supported the whole exercise of collecting information from students, teachers and parents. Before collecting information the researcher asked consent from students, teachers, parents and other key informants and after having their consent, the researcher started collecting the information.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF THE FINDINGS**

#### **4.0 Introduction**

This chapter analyzes, interprets and presents the findings of this study according to objectives, research hypothesis and theoretical framework. The research aimed to examine the factors for girls` dropout in Meatu District Council particularly in selected schools which are Mwamalole, Meatu and Kisesa secondary schools. The specific objectives of this research was to explore the magnitude of girls` dropout, to examine the causes of girls` dropout, to explore the measures towards girls` dropout and to identify challenges of girls` dropout in selected secondary schools in Meatu District Council. The unit of analysis of this study was girls who are continuing with studies.

#### **4.1 General Characteristics of Respondents**

The study had three age groups distribution which respondents were asked to identify their respective age. Age group distributions were as follows; 13-15 years old, 15-17 years old and 17-20 respectively. This distribution was influenced by education policy that at 7 years old each child shall be in standard one class, so the target was students from form one, form two, form three and form four from Mwamalole, Meatu and Kisesa secondary school. Moreover this section targeted ethnic characteristics of the study area where 80.6% of respondents were Sukuma, 11.1% were from other tribes and 8.3% were Nyiramba. Furthermore this section presents class stream distribution covered by this research which include form one at a rate of 13.9, form two at a rate of 25.0, form three at a rate of 27.8, and form four at a rate of 33.3 which imply that form four were at a high rate followed by form three students and this was due to the fact that the trend of dropout do expand towards class level of studies and these classes were categorized to be more mature compared to the rest in addressing the intended facts.

**Table 4.1 General characteristics of respondents are presented in the table below:**

<b>Variables</b>		<b>Frequency</b>	<b>Percent</b>
<b>Age of respondent</b>	13-15	9	25.0
	15-17	16	44.4
	17-20	11	30.6
<b>Stream</b>			
Form one		5	13.9
Form two		9	25.0
Form three		10	27.8
Form four		12	33.3
<b>Schools</b>			
Mwamalole		12	33.3
Meatu		12	33.3
Kisesa		12	33.3
<b>Ethnic group</b>			
Sukuma		29	80.6
Nyiramba		3	8.3
Others		4	11.1

Therefore as stipulated data in table 4.1 indicate different characteristics of respondents who responded to the questionnaires which reveal that majority of respondents aged 15-17 at a rate of 44.4%, followed by respondents aged 17-20 at a rate of 30.6% and respondents aged 13-15 at a rate of 25%. This shows that the study involved students of all categories of ages to reach a conclusion on girl dropout. Also the data indicates different classes of respondents who responded to the questionnaire. Results shows that majority of respondents were obtained from form four classes at a rate of 33.3%, form three classes at a rate of 27.8%, form two classes at a rate of 25.0% and form one classes

at a rate of 13.9% .Thus, this imply that the study involved students from all classes where their responses were used by the researcher to reach a conclusion on this study.

Also the research results as tabulated in table 4.1 indicates different schools where researcher obtained data by questionnaire method. The questionnaires were distributed to equal number of respondents as evidenced from the table that 33.3% were from Kisesa secondary school, 33.3% of respondents were from Mwamalole secondary school and 33.3% of respondents were from Meatu secondary school. These imply that the conclusion that will be drawn is obtained from the targeted population of the study for its inclusiveness. With regard to ethnic distribution it is hereby indicated that ethnic groups of students who responded to the questionnaire were 80.0% for Sukuma tribe, 11.1 % of respondents for other tribes and 8.9% of respondents for Nyiramba. The implication of 80.0% of respondents from Sukuma tribe shows that the area of the study is largely covered by the Sukuma whose major economic activity is livestock keeping and husbandry farming.

Generally, respondents' characteristics obtained from the study proves unbiased balances of respondents in terms of age distribution, class distribution, schools coverage of the total study population and ethnic group distribution that have made the research to be inclusive and participative. By virtual of these reasons, the data collection is genuine enough to suggest the magnitude of the problem, causes of the problem, and its measures.

#### **4.2 Magnitude of girls` Dropout in the area of the study**

The research reveals that the magnitude of girls` dropout in Meatu District Council is reported to be at a high rate compared to students' enrolment and their completion rates. This is evidenced by the respondents response as hereby computed, analyzed and tabulated in table 4.2 below:-

**Table 4.2 Magnitude of girls` dropout**

Variables	Frequency	Percent
High	14	38.9
Moderate	16	44.4
Low	6	16.7
Total	36	100.0

By virtual of these findings in table 4.2 revealed that the majority of students 44.4% reported that the magnitude of girls dropout is moderate, 38.9% reported that the magnitude of girls` dropout is high and only 16.7% reported that the magnitude of girls dropout is low. Findings from 15 parents who responded to questionnaire, 40.0% reported that the magnitude of girls` dropout is high, 33.3% reported that the magnitude of girls` dropout is moderate and only 26.7% reported that the magnitude of girls` dropout is low. The findings by 15 teachers who responded to questionnaire, 40.0% reported that the magnitude of girls` dropout is high, 33.3% of teachers reported that the magnitude of student dropout is moderate and only 26.7% teachers reported that the magnitude of student dropout is low. Hence, response by questionnaire respondents reveals that the magnitude of girls` dropout is at high rate, and the followed respondents reported by categorizing the rate of dropout to moderate and just few respondents reported it at low rate level. Indeed the conclusion on girls` dropout basing on the respondents` response revealed to be reported at a high rate level.

The data obtained from interview indicate the problem of girls` dropout to high as one of interviewee pointed out;

*The problem of girls` dropout is very high in Meatu District Council especially to pastoral society. Pastoralists have negative attitude to girl education and they keep on moving searching for pasture without notification.*

Generally the research findings in Meatu District by the year 2010-2015 reveals that this problem of girls` dropout is reported at high rates marking the education progress to female to be most worse in each year of study.

**Table 4.3 Statistics of girls` dropout in Meatu District**

Years	Enrollment rate	Completion rate	Number of dropouts	Percentage
2010-2013	515	299	216	42
2011-2014	711	178	533	78
2012-2015	1255	499	756	60

Source:MeatuDistrictCouncilOffice,2014

The statistics showed that 1505 girls dropped in 6 years whereas in 2010-2013, 42% of enrolled girls dropped out. In 2011-2014, 78% of total girls dropped out. In 2012-2015, 60% of enrolled girls dropped out. These statistics imply that among 22 secondary schools in Meatu District, 251 girls drop out each year whereas 21 girls drop out each month and at least 1 girl drop out each day of schooling. This implies that 17% of enrolled girls drop out each year, 8% of girls drop out each month and 3% dropout each day.

This trend envisage the general statistics of girls` dropout in Tanzania is big though varies between years. For instance in 2009, almost 9,800 students dropped out of primary and secondary school due to pregnancy. In 2010, 6,300 girls dropped out due to pregnancy. In 2011, that number was 5,767, with the vast majority of pregnancy-related dropouts (CRR-Tanzania report part 2). From the general statistics of dropout in Tanzania, data from regions differ, for instance the previous report by TAMWA on school age pregnancy showed that in Tabora region 819 girls dropped out between 2006-2009 and in Morogoro region, 331 girls left school between 2007-2009 because of pregnancy. The report by USAID Tanzania (2006) reported 400 girls to dropout in Mtwara region due to teenage pregnancy and 200 in Rukwa region in 2006 did not complete their studies. Therefore, girls' dropout from school is not only a district problem or regional wise disaster rather has expanded its wings to a national level.

Internationally, Bergeson (2006) argued that nearly 16,000 students dropped out of Washington's public high schools in the 2004–05 school years. This represents 5.1 percent of all public school students in grades 9–12 with an expected year of graduation of 2005 or later. The dropout rate is slightly higher in each consecutive grade -grade 9 has the lowest dropout rate and grade 12 has the highest dropout rates.

Apart from that Adesina (1980) and Bayo (1981) showed that students dropout was common in all secondary schools sampled in Delta State, and had a continuous increase from the beginning of the period of the study to the end. The findings agree with some earlier studies and researches across all educational levels that of which recorded 31 to 75% dropout in Lagos State Schools in Nigeria; which was 35.4% in defunct Bendel State of Nigeria.

Also in 2011, the USAID report in Cambodia on school dropout at national level in order to determine the most affected level showed that in-cycle dropout is most acute at the lower secondary level among male and female students with an average dropout rate of 20 percent compared with an average dropout rate of 9 percent in primary and 12 percent in upper secondary. Dropout rates for rural populations are consistently above the national average while dropout rates for urban populations are found to be below. In rural areas dropout is 22 percent for lower secondary schools and 11percent in urban populations. The data showed that the national dropout rate at the lower secondary level is 19.1 percent for males and 20.1 percent for females.

### **4.3 Causes of girls` dropout in the area of study**

The research indicated that there were many factors which lead to girls` dropout in Meatu District Council including teenage pregnancy, early marriage and distance from school which are influenced by both socio-economic perspective or constrains and cultural factor as tabulated below:-

**Table 4.4 Causes of girls` dropout**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
Early marriage	4	11.1
Teenage pregnancy	8	22.2
Schooling cost	1	2.8
Absenteeism	9	25.0
Distance from school	10	27.8
Household works	4	11.1
<b>Total</b>	<b>36</b>	<b>100.0</b>

### **4.3.1 Distance from school**

The findings indicated in table 4.3 reveals that while the majority of students, 27.8% reported on far distance from school as the main reason for girls to drop out, 26.7% of the parents' responses acknowledged the matter and 26.7% by the teachers' highlighted distance from school to be the major cause of girls' dropout. On other hand this was supported by the interviewee group where one of the respondent had this to comment;

*Far distance is the contributing factor for girls' dropout for example girls who walk longer everyday from Mwanzagamba village to Meatu secondary school about 32 kilometer which motivate their truancy and sometime get tempted on way by men ending on early marriage.*

Also it was ascertained that students from Mwandukisesa village to Kisesa secondary school walk 36 Km every day in and out from school while Mwamafiga village's students walk 34 Km to Mwamalole secondary school every day in and out of school out of other additional responsibilities at school or at home. This is despite of the fact that each Ward has its own secondary school, due to geographical factors some villages and hamlets are located away from where the secondary school is built than the appropriate distance required. Basing on the data presented above, it is evident that long distance from homestead of the girls to where the schools are allocated contributes much on encouraging girls' dropout from studies in study area and also may be the factor on the places other than Meatu district.

The findings above were also supported by Mpyangu et al., 2014) who explains that long distances make children drop out of school. Sparsely populated areas have schools that are 10 km away from the clusters that people live which is a very long distance and this discourages children from going to school because in most cases they are caught for late coming which calls for punishment and also by the time they get to school they are extremely tired. These findings reveal that, students walk 20 km to and from school, this situation make students to become much tired and fail to capture what is taught at school.

The researcher studied that; long distance from school is a determining factor for girls` dropout. Nekatibeb (2002) found that school distance is the foremost obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the length of time and energy needed to cover the distance for children with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters. School distance gives the motivation to girls to stay in school (Ananga, 2011).

#### **4.3.2 Absenteeism**

The findings indicated in table 4.4 above indicate that while 25.0% of girls attempted questionnaires reported that the main factor for girls` dropout is absenteeism, 20.0% of parents recognized the matter and 20.0% of teachers attempted questionnaires reported absenteeism to be the major factor. On the other hand these results were supported by one of interviewee who explains that;

*Absenteeism contribute much to girls` dropout at this school, this is because many families do not believe in education. Girls are engaged in different home activities and grazing cattle which leads to regular attendance and hence ending in dropping out.*

These findings were also supported by Shahidul and Karim (2015) who found that girls' dropout is a result of frequent absence from school which is caused by teenage pregnancy and child labor or household work.

#### **4.3.3 Teenage pregnancy**

The findings indicated in table 4.4 above reveals that while 22.2% of girls attempted questionnaires reported on teenage pregnancy as the major factor for girls' dropout, 20.0% of parents reported the same and 20.0% of teachers accredited on teenage pregnancy as the main factor for girls' dropout. On the other hand these findings were also supported by one of interviewee who pinpointed out that;

*Teenage pregnancy has been a major obstacle to girls' education in our area because we rent for girls nearby school as a measure toward long distance and thus girls lacks our supervision and end up in engaging in love affairs with street boys expecting monetary benefits.*

The findings above were also supported by Molosiwa and Moswela (2012) in Botswana who positioned on school teenage pregnancy as the main reason for girls to discontinue from school in large number where in 2007 a total of 1057 girls discontinued from school. The author went further showing that, the reason behind the school teenage pregnancy depend on the status of the family whereby girls from economically rural disadvantaged families willingly or unwillingly get into relationship expecting monetary benefits contrary to economically well-off and girls in urban areas who have more exposure and varied types of information relating to health and sexuality.

#### **4.3.4 Early Marriage**

The findings indicated in table 4.4 reveal that, a rate of 11.1% girls reported on early marriage as the main factor for girls' dropout whereas 13.3% of parents reported the same and 13.3% of teachers reported early marriage as the main factor for girls' dropout. Also one of the interviewee supported the matter by pointing out that;

*We face difficulties to work in pastoralist area because they are generally against girls` education and they are ready to corrupt teachers or village leaders to quit girls from school for marriage.*

These findings were also supported by Achoka (2007) who explains that though there are many factors which lead to high rate of girls` dropout in Kenya, early marriage overlap the other. Likewise, Chugh (2011) found that, girls living in slums of New Delhi are discouraged to attend schools from the onset of puberty and early marriage.

#### **4.3.5 Household works**

The findings indicated in table 4.4 reveal that, while 11.1% of girls attempted questionnaires reported household works to be the major factor for girls` dropout, 13.3% of parents and 13.3% of teachers reported the same. The response from one of interviewee on the matter was;

*Many parents in our locality are not ambitious to girls` education and to realize that they arrange many activities to girls than boys such as fetching water, collecting firewood, wash home utensils and cook for the family after school hours. They are given different activities in order to discourage their efforts to education and hence they dropout of studies.*

These findings were also supported by the UNICEF report (2007) in Nigeria which stipulates that 70% of Nigerian population living below the poverty line send girls to work in the markets or hawk wares on the streets. Also the study by Fuller and Liang (1999) found that if mothers work and get wage outside the home, female children take some responsibilities of the household which cause them to drop out.

#### **4.3.6 Schooling cost**

The findings indicated in table 4.4 reveal that, while 2.8% of girls attempted questionnaires reported on schooling cost to be the major factor for girls` dropout, 6.7% of parents and 6.7% of teachers reported the same. On the other hand, these results were also supported by one of interviewee who pointed out that;

*Some girls drop out of school because of low economic status of their family. You know, this area is semi arid and it receives little rainfall while many families depend on agriculture. Therefore harvesting fewer products implies failure to pay school contributions hence dropout.*

These findings were also supported by Brown and Park (2002) who observed that, in rural China the dropout rate of girls rose to 47% because of parent`s inability to pay school fees. Also Kainuwa and Yusuf (2013) found that girls` dropout is much influenced by poor economic conditions of their families as 52.1% of respondents reported.

In the upshot, despite of importance of education in the society still the same is not well realized in some area such as the case study sample and especially to girls. The research has observed that girls do drop from studies due to, far distance from school, absenteeism, teenage pregnancy, early marriages, household works, social poverty and bad beliefs, as it motivated by poor infrastructure. Indeed, public awareness is less compared to demands and girls` morale to education is limited by environment due to absence of motivation and studying by role models. All these measures weight to influence girls` dropout from studies in the study area and in Tanzania as a whole as supported by literature.

#### 4.4 Measures of girls` dropout in the area of the study

The research findings indicate that, there are several measures which have been used by parents and teachers to curb the problem of girls` dropout. Also the data indicates different measures of girls `dropout at ward and District level.

**Table 4.5 Measures of girls` dropout**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
Emphasize students to abstain from truancy	6	40.0
Punishment at early stage of truancy	2	13.3
Provision of incentives	2	13.3
Guidance and counseling	2	13.3
Having regular meeting with parents	3	20.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

The findings from table 4.4 indicates different measures which have been employed by teachers to curb the problem of girls dropout whereby majority respondents, 40.0% positioned on emphasizing girls to abstain from truancy as the way of rescuing the problem. 20.0% reported to engage regular meetings with parents and 13.3% reported to engage punishment at early stage of truancy whereas 13.3% reported to apply guidance and counseling and 13.3% reported to involve incentives to girls to reduce the problem of girls` dropout.

The findings from parents who responded on questionnaire on how to curb the problem of girls` dropout, majority of them, 33.3% positioned on equipping academic requirements to students as the way of rescuing the problem. 26.7% respondents reported to engage punishment and 26.7% respondents reported to insist girls on schooling whereas 6.7% respondents reported on living in school hostel and 6.7% respondents reported on sensitizing on academic awareness.

These findings were also supported by interviewee who explains that;

*Education is said to be the key of life. Therefore, I always make sure that the selected students to join secondary school in my ward do join and I always sensitizing*

*parents to pass through all process of transferring students to other schools when they need to migrate. Not only that but also insisting on better use of school resources including money and human resource for benefit of the school and society at large.*

As Social Control Theory contends, deviant behavior is a result of weakened social bonds among education stakeholders and this situation can only be avoided by strengthening social bonds. The observed measures at school and family level are useful but to my opinion inclusive extensive programmes are needed to diminish girls` dropout. These programmes must involve all education actors and make sure that all are better attached to each other, highly involved, committed and build positive beliefs.

In Nigeria, UNICEF (2007) initiated Girls` Education Project (GEP) which came out with several interventions to enhance girls` education. These interventions includes: Raising national awareness in girl-child education and increase political and financial commitment through advocating and sensitization of policy makers at all levels as well as parents, school authorities, girls and other leaders, developing schools` technical capacity and pedagogical skills to create a girl-friendly environment that enhance the participation of girls and improves learning outcomes, collaborating with the government and other stakeholders in reviewing existing the curriculum and teaching materials for gender sensitivity, promoting the employment for more female teachers to serve as role models and mentoring out-of-school girls, monitoring and evaluating girls` education programs, strengthening inspectorate, promoting synergy between girls` education programs, poverty alleviation program, service delivery-on a partnership basis with all stakeholders providing more girls` schools, improved facilities such as instructional materials, water and girls` toilets, developing school based teacher development programs to help building teachers` capacities and skills, Students` Tutoring, Mentoring and Counseling Programs.

The report by UNESCO (1984) in India reported on what measures employed by Indian government to rescue the problem of dropout in secondary schools. Among the observed measures was free and compulsory education, provision of schooling facilities, creation

of necessary infrastructural facilities, incentive schemes for students such as mid-day meals, supply of uniforms, supply of free textbooks and stationary and attendance scholarship for girls, improvement of curricula and learning materials and programmes for enhancing the competence of teachers such as training programmes for in-service teachers, alternative strategy for in-service teacher training and revision of the elementary teacher education curriculum.

The report findings by UNESCO (1984) in China reported several measures to girls dropout including developmental motivation, improving school facilities, removing bad influences, using flexible measures such as provide several teaching sites for one school, adopting a variety of forms in running schools such as full-time programmes, part-time programmes, morning and evening classes and special permission to come with young brothers and sisters, helping students to overcome some particular difficulties on their way to school and quality education including quality teaching staff and strengthening management. Following the importance of enhancing girls` education, the government of Afghanistan in 2007 came with National Action Plan for Women of Afghanistan (NAPWA) aiming at improving women`s access to education and educational infrastructure, addressing issues of safety and security, reducing illiteracy, promote alternative education, alternative learning and vocational training, addressing special factors which impede women`s access to education, improving the structure of education, creating an affirmative action approach and an incentive structure for female education and utilizing education to promote the overall wellbeing of women.

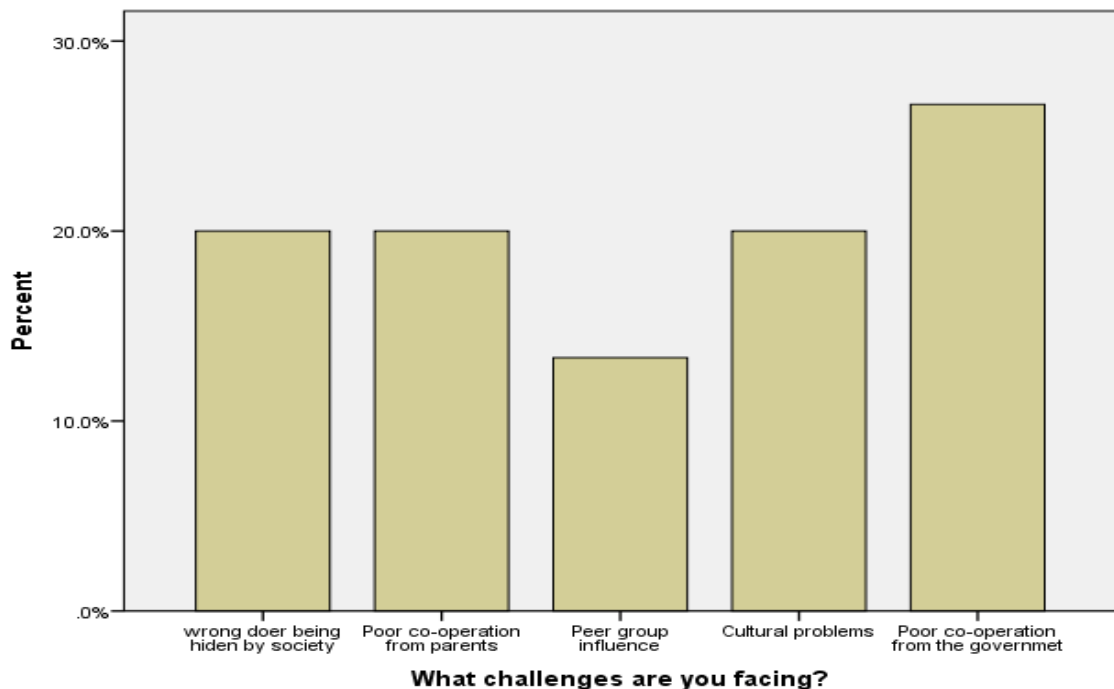
Therefore, it is well addressed now that the problem of girls` education is not only in the third world countries or Tanzania, but also cross cuts the border abroad nation. This being the fact, several national, regional and international efforts on eradicating this problem have been witnessed despite the long standing problem. Indeed public awareness, ones` self commitment and socio-economic involvement and commitment have been measuring white to be among the core measures in curbing girls` dropout. Yet, the door is open since social cultural influence and, geographical impediments and

economic constrains bars these effort but proper education policy, social readiness and sensitization will bridge this trend.

#### 4.5 Challenges faced by education stakeholders to girls` education.

There is undisputable idiom that, women are teachers of the decade and society. It is not the intention of the researcher to argue for or against this, but women do take care of families hence the society at large. This may it be the sole reason for struggles witnessed in ensuring girls` education, however still is faced by several challenges in those struggles. It is un-doubtful also that with those challenges faced by the doers in curbing girls` education, also hinders girls` education in its totality. Girls` education in Meatu District Council is constrained by several factors. The graph hereunder indicates different challenges faced by teachers when trying to mitigate the problem of girls` dropout in Meatu District Council. Also the findings revealed several challenges encountered by parents in dealing with girls` dropout.

**Figure 4.1 Challenges of girls` education in the area of the study**



The findings from figure 4.1 indicates different challenges which face teachers when dealing with girls` dropout whereby majority respondents, 26.7% positioned on poor cooperation from government, 20.0% reported on wrong doers being hidden by the society, other 20.0% of respondents reported on poor cooperation from parents and other 20.0% on cultural problems whereas 13.2% posed on peer group influence as the major challenge.

Majority of parents who responded on questionnaire, 20.0% reported the cost of school to be the main obstacle. 13.3% posed on mob psychology, 13.3% of parents rests on distance from school whereas other 13.3% positioned on illiteracy and other 13.3% on student negligence. Other challenges such as natural hazards (crossing river during rainy season), shortage of teachers, poor supervision and foreign culture were reported by 6.7% for each.

The researcher studied that, girls dropout in Meatu District is much challenged by poor cooperation from government instruments such as police and courts whereby the arrested boys and men who impregnate girls appear in streets after several days. This situation makes other boys and men to think that it is normal for them to engage in love affairs with girls because no serious actions taken to previous offenders. Also Village Executive Officers (VEO) was blamed of cooperating with parents to hide those who impregnate girls by assuring them to get part of dowry once paid.

Also the findings of the study revealed that girls` education in Meatu District is challenged by long distance from school as interviewee put it;

*It is not true that we do not like our daughters to join secondary schools, sometimes we are afraid of the long distance they walk every day. As you can see, we have only one secondary school in our ward and it is far from our village, if we rent nearby rooms for them they engage in love affairs ending in early pregnancy.*

The researcher found that, Mwandukisesa village is located 18 Km from Kisesa secondary school, Mwamafiga village is 17 Km from Mwamalole secondary school,

Mwanzagamba is 16 Km from Meatu secondary school, Mwamanimba is 13 Km from Mwamalole secondary school and Ntobo is 11 Km from Kisesa secondary school. Walking longer lead to brain and body tiredness, hence girls attempt to dropout.

As Nekatibeb (2002) found that school distance is the foremost obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the length of time and energy needed to cover the distance for children with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters. School distance gives the motivation to girls to stay in school (Ananga, 2011).

Also the findings by Simatwa and Dawo (2010) in Kisumu Municipality based on challenges showed that girl-child education is challenged by poverty/fees, repetition, poor attitude, poor performance, indiscipline, transfer, pregnancy, marriage and sickness. The study concluded on poverty as being a baseline challenges which lead to absenteeism and indiscipline which motivate negative attitude, prostitution, drug abuse and theft, where, all these amount into girl dropout. The experience in Kenya shows that, Kenya faces several challenges which lead to high rate of girl student dropout. These challenges include; early marriages, inability to pay school fees due poverty, hazards of HIV/AIDS pandemic, violence and drug abuse (Achoka, 2007).

Apart from these challenges, the experience in DFDI's 25 priority countries shows five major challenges which bring difficulties for girls to access education. These challenges includes the cost of schooling, poor school environment, the weak position of women in the society, conflict and social exclusion including basis of caste, ethnicity, religion or disability.

The report by UNICEF (2009) in Ghana reveals different barriers on girls' education. The findings showed that the efforts of providing education to girls is constrained by absence of school infrastructure, the distance to school, unavailability of child friendly resources such as sanitation facilities, textbooks and water, human factors such as

proportion of trained teachers, instructional time on task, teaching and learning process involving the type of classroom methodology and language of instruction.

In USA retention of girls at secondary schools is challenged by several factors such as low-income families, racially isolated schools in low-income communities, poor school attendance, academic failure, recruiting and retaining qualified teachers in high needs schools, homeless students including students who are gay, lesbian, bisexual and transgendered, English language learners such as Asian American students and special education placement for instance disproportionate number of racial, ethnic and linguistic diverse students (Marcela and Dianda, 2008). Also according to NDPC/N on rural school dropout issues in Mississippi, girls` education is challenged by funding structures to support education, student population, transportation related issues, quality professional staff, school buildings and support facilities, family participation and investments in education (Smink and Reimer, 2007). Authors critically explained the issue of transportation in rural areas by showing how geographic isolation of rural communities contributes to poor access to transportation, a major problem for rural schools. Rural areas rarely have public transportation, and higher fuel prices limit travel, therefore, Children often have to travel long distances to school because of the remoteness of the areas in which they live. Students ride for more than 60 minutes from home to school and after school. This increased transportation time has a negative impact on opportunities for extra learning time.

Afghanistan in particular, Afghan women and girls in different provinces and outlying areas of the country in rural and urban zones find themselves deprived of all natural and human rights including education because of the presence of groups and persons devoid of all human morality involving in kidnapping, rape and human trafficking by selling girls in foreign markets particularly in Pakistan and the Gulf states as well as forced marriage. Because of war and insecurity Afghan women have to remain prisoners in their homes in order to protect their honor and reputation and they are obliged to hide their faces and eyes from these despicable thugs (Intili and Kissam, 2006).

Therefore, it is well addressed now that the problem of girls` education is not only in the third world countries or Tanzania, but also cross cuts the border abroad nation. This being the fact, several national, regional and international efforts on eradicating this problem have been witnessed despite the long standing problem. Indeed long distance, cultural problem, poor infrastructure, migration of parents and political interference have been the major challenges faced by the stakeholders in struggling for eradicating girls` dropout which on turn have been addressed to impact girls` education in the study area and other area as revealed in literature.

### Correlations

Basing on regression analysis, one set of null hypothesis was tested. Control variables such as age of respondent, class of respondent and school of respondents were tested against magnitude of dropout in the area of study, causes of girls` dropout in the area of the study and attitude of parents to girl education.

**Table 4.6 Correlations**

	Age of respondent	of Which class are you?	Which school do you belong?	How big the problem is?	The causes of girl dropout	Attitude of parents to girl education
Age of respondent	1	.691**	.312	.286	.131	.354*
		.000	.064	.091	.445	.034
Which class are you?	36	36	36	36	36	36
	.691**	1	.292	.128	.213	.232
	.000		.084	.456	.211	.174
Which school do you belong?	36	36	36	36	36	36
	.312	.292	1	.667**	.299	.013
	.064	.084		.000	.076	.938
How big the problem is?	36	36	36	36	36	36
	.286	.128	.667**	1	.185	-.013
	.091	.456	.000		.280	.942
The causes of girl dropout	36	36	36	36	36	36
	.131	.213	.299	.185	1	.225
	.445	.211	.076	.280		.187
Attitude of parents to girl education	36	36	36	36	36	36
	.354*	.232	.013	-.013	.225	1
	.034	.174	.938	.942	.187	
	36	36	36	36	36	36

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

From the above output based on Pearson Correlation it can be stated that there was a correlation between classes of the respondents and age of respondents, apart from that there was a correlation between schools and the magnitude of girls` dropout in Meatu District whereby  $P < 0.001$ , There was also a correlation between schools and the causes of girls` dropout whereby  $P = 0.07$ .

Furthermore due to the above output it can be stated that there was a large number of students dropout in all schools as well as the causes of students drop out are associating with the mentioned schools in Meatu District.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter presents a summary for the study, a conclusion based on the findings presented and discussed in chapter four and recommendations.

#### **6.2 Summary of the findings**

The study focused on examining the factors for girls' dropout in Meatu District Council. The study was a case design conducted in Meatu District Council specifically Mwamalole, Meatu and Kisesa secondary schools. The study explored the magnitude of girls' dropout, examined the causes of girls' dropout, and explored measures of girls' dropout and challenges of girls' dropout in selected schools. Four research questions used to accomplish the above objectives. These were: How big the problem of girls' dropout is in selected schools in Meatu District Council? What factors contribute to girls' dropout in selected secondary schools in Meatu District Council? What measures have been employed to minimize the problem of girls' dropout in selected secondary schools in Meatu District Council? What are the challenges of girls' education in selected schools in Meatu District Council? Also the study engaged one null hypothesis; the chance of dropout is the same among families with different social-cultural and economic status and the chance of dropout is different among families with different social-cultural and economic status. In order to realize the above objectives, the study employed both primary and secondary data collection methods.

Data collected were analyzed by using various statistical techniques and presented in tables, percentages and frequency distribution. The qualitative data were also edited, coded and presented.

First, with regards to the magnitude of girls dropout in Meatu District Council, the study found that, the magnitude of girls` dropout differ from one school to another where the problem is high at Mwamalole, moderate in Meatu and low at Kisesa secondary school. In general the problem found to be at high in pastoral community compared to farmers.

With respect to second objective, the study found three predominant factors in the study area. The dominating factors are distance from school, absenteeism and teenage pregnancy. Furthermore, the study identified that early marriage is highly practiced in the area basing on the notion that girls/women are source of capital in the family therefore they are valued as a commodity to be sold to men in exchange to dowry. This notion leads parents to advice girls especially in classes with National Examination to put incorrect responses so that they fell in their examination and get married. Also the study revealed that, parents corrupt some leaders so that their daughters do not report to school after being selected to join secondary schools and remain home ready for marriage.

In the third objective, the study aimed at exploring the measures of girls` dropout. The findings showed that, teachers are emphasizing girls to abstain from truancy and through conducting regular meetings with parents the same message is transmitted to students and their parents plus other education activists. However other measures are employed by parents to their children including ensuring girls are equipped with all school requirements for avoidance of unnecessary preempting motivation, sometimes punishment and moral counseling by insisting effective schooling. On other hand girls do encourage self motivation at education and avoid peer group influence for observance of good manner and orders.

The last objective of the study aimed at identifying challenges to girls` education. At average rate of girls` parents are challenged with schooling cost, mob psychology, and far distance from school, which bars the sustainability of girls in education process. However bad believes within the society of girl`s education, student negligence, irregular migration by the pastoralist and parent`s illiteracy are additional factors

restraining the efforts of girls in the course and out of the course of education progress. Additionally, poor infrastructure, absence of educated women to act as role-model to girls within the study area, and less civil sensitization on encouraging and rebuking poor beliefs to girl education were mentioned.

### **6.3 Conclusion**

With regard to the study findings, girls` dropout in Meatu District Council is rated at a high rate which requires a special attention from government and other development stakeholders. Despite all factors mentioned as causatives of girls` dropout in Meatu, the findings reveals that, the state of being a pastoralist is an obstacle to education especially girls` education due to their inherent beliefs on cattle keeping than any other economic-socio matters. Also the findings revealed that, the landscape and environmental locality of Meatu district is surrounded with seasonal rivers and streams with no bridges or culverts, which affect the indigenious during rainy season to cross rivers or streams and with this reason therefore student resides at home doing nothing and develop truancy habit and it also restrain school inspectors to visit schools for further action and advice due to geographical factors. Furthermore, the research found that, pastoralist`s residence are very scattered and very far from school, which influence students to move far distance to and from school of which girls become tempted to luxurious life resulting to teenage pregnancy and early marriage.

In respect to the first objective, the research findings reveal that the magnitude of girls` dropout is at a high rate as the statistics of dropout stipulated in table 4.3 indicates whereby the dropout rate is higher compared to completion rate and at least one girl is considered to drop out of school every day of schooling. If the experienced high rate of girls` dropout persists, struggles towards women liberation will stink hence families and society at large will lack better parental care.

The research findings on factors for girls' dropout concluded that girls do drop from studies due to, far distance from school, absenteeism, teenage pregnancy, early marriages, household works, social poverty and bad beliefs, as it motivated by poor infrastructure. Indeed, public awareness is less compared to demands and girls' morale to education is limited by environment due to absence of motivation and studying by role models. All these measures weight to influence girls' dropout from studies in the study area and in Tanzania as a whole as supported by literature.

In respect to measures of girls' dropout, it is well addressed that the problem of girls' dropout is not only in the third world countries or Tanzania, but also cross cut borders. This being the fact, several national, regional and international efforts on eradicating this problem have been witnessed despite the long standing problem. Indeed public awareness, ones' self commitment and socio-economic involvement and commitment have been measuring white to be among the core measures in curbing girls' dropout. Yet, the door is open since social-cultural influence and, geographical impediments and economic constrains bars these effort but proper education policy, social readiness and sensitization will bridge this trend.

With regard to challenges faced by education stakeholders, it is well addressed that the challenges faced by education stakeholders are the same with challenges of girls' education and they cross cut borders. Indeed long distance, cultural problem, poor infrastructure, migration of parents and political interference have been the major challenges faced by the stakeholders in struggling for eradicating girls' dropout which on turn have been addressed to impact girls' education in the study area and other area as revealed in literature.

## **6.4 Recommendations**

Based on the findings of the study and the conclusion drawn above, the researcher recommends the following with regard to existing problem in Meatu district to students, parents, teachers, government and non-governmental organization for eradication of long surviving problem of girls' dropout.

### **6.4.1 Recommendations to Students**

#### **Valuing education as important asset**

Since education is a good asset for future life, girls are advised and encouraged to put much efforts on studies by ignoring all unnecessary things which do not add value to their studies. Girls must take part to advise their parents especially those who discourage girls' education on importance of education for future life. The researcher got informed that girls who are nearby to sit for form two and form four National Examinations are told to write incorrect responses even if they know correct answers so that they get lower pass marks for avoidance of being selected for further education which its spirit deserved to be ignored and girls shall opt deaf hearing for the matter in expenses of their future life.

#### **Avoid luxurious life**

Some girls at puberty stage want to possess different luxurious things of which they are incapable to get them and as a result they involve themselves in sexual affairs to fulfill those needs which include expensive clothes, expensive necklaces, expensive watch, perfumes and mobile phones. These luxurious lives with no capital lead them to get pregnancy hence become expelled from school. Girls are encouraged to be satisfied with what they get at home to live in real life regarding the family capability and not to pretend or to preempt other style.

### **Keep commitment**

Since any achievement in human life requires commitment and consciousness, girls should be much committed in order to achieve a better life through education. Commitment in anything requires first to have positive beliefs. Since the researcher studied that majority of parents have negative perception on girl education, there is a need for girls to be mentally emancipated so that to be aware that education is an important investment for their future life. Having a sense of losing better life because of lack of education in life will make girls more committed to school and enjoy schooling.

### **6.4.2 Recommendations to Parents**

#### **To keep appraising girls` education**

Students` morale of schooling is much enhanced by parent`s attitude towards education. If the parent has negative attitude, a student is likely not to graduate for lack of guidance and control contrary to a student whose parent attitude towards education is positive. Thus, let your girl student know that you value education as important investment for her future by setting time for homework and making sure that she completes it. Limit the time of games and set time to talk with her on different matters pertaining to education by even knowing her friends, subjects of her interests and the motive behind but also knowing teachers for subjects and other associated matters.

#### **Building positive interaction with teachers and other parents**

Theoretically, it is agreed that negative interaction between students, parents and teachers affects students. It is important for parents to take part in minimizing the possibility of dropout to girls by positively interacting and cooperating with teachers and parents. Let teachers know that you need to be contacted for different matters related to student development but also develop a tendency of visiting school to get the progressive report of student and anticipate the strengths and weakness of your student and get advised by teachers on how to work on weaknesses and praising the strengths.

While on other hand parents should know that upbringing children is cumbersome task which needs positive interaction beyond family members, and therefore to take time to know the families in which friends of your child come from. Through that association between teachers, parents and other adults can reduce the likelihood of girls' dropout.

### **Building closeness to their daughters**

Lack or poor closeness between parents and their daughters especially at puberty stage leads to girls' dropout. At puberty stage, a girl requires guidance from both parents in order to grow well socially and academically. Let both parents get chance to exchange ideas in social and academic matters with their daughters so that at puberty stage they are aware of relationships and avoid falling in love with boys and forgetting about school.

### **Parents and guardians should reduce domestic chores for girls.**

The researcher found different distribution of work between girls and boys at home where girls are given much work to perform after school hours than boys. Normally these are home related activities such as fetching water, fetching firewood, farm activities and other home related activities such as cooking and washing home utensils. This makes girls to get tired and fell to make revision of what they learnt at school. Parents are advised to equalize home responsibilities to boys and girls so that girls can feel that they are valued as boys. Let girls get ample time to study when they are at home, this will make them perform better in their subjects and become encouraged not to drop out of school.

## **6.4.3 Recommendations to Teachers**

### **Supporting student involvement**

Students who actively involved in matters pertaining to education are more motivated to stay in school and more likely to graduate than those who are not involved with their school. Sometimes poor attendance, academic failure or other inappropriate behavior

results from student disengaged from school. Teachers should initiate extensive projects such as after-school and extra-curricular activities which are more participative to give room for engaging students who are faced by academic frustration.

### **Active learning**

According to multiple intelligence theory, students enjoy learning process if teaching and learning strategies are integrative. Multiple intelligence theory contends that not everyone learns in the same way. Some are visual that need to see in order to understand, while others need to hear or verbalize information, some need to work alone while others need to work in groups. To avoid boredom classes, teachers are advised to use cooperative strategies which make student involved fully in the process. Also teachers must use variety of activities to meet different learning styles preferred by their students, and teachers must make sure that they recognize and reward strengths while discouraging negative behavior at its early stages.

### **Offer students the assistance and opportunities they need to stay in school.**

Failing academically, feeling of alienation from school and the state on the verge of dropping out make students to lose ambitions. Girls in one among these conditions need access to services that can help her and her family deal with personal and academic problems. The key issue is for every school to ask what to be done to keep students through graduation. Guidance and counseling and mentoring techniques may be useful for eradicating girls' dropout.

### **Monitoring Attendance, Behaviors and Academic achievement**

For most students, the decision to drop out of school is the final step having been preceded with other process that began years back. Staying and progression of students at their schools requires extensive monitoring of students` attendance, behavior and academic achievement. Monitoring of attendance, behavior and academic achievement helps teacher to build proximal environments of teaching and learning thereby

discovering academic, social and behavioral challenges of effective learning. Early discovery of any negative behavior can be communicated among students, teachers and parents and become solved at its early stage. Communication among students, teachers and parents in solving students` problems will enhance the capacity of students and parents to solve problems of the same nature if appears again.

#### **6.3.4 Recommendations to Government**

##### **Formation of Educational Committee Experts/Specialists**

One possible way of addressing the issue of girls dropout is inauguration of Educational Committee Experts at District level to visit areas with much affections especially pastoralist societies and conduct regular meetings with parents aiming at educating them on the importance of education especially girl education and issues pertaining to gender. This will help to minimize the problem of negative beliefs and poor awareness of parents to girls` education which is a result of gender bias as they value girls as a source of capital and this will minimize the issue of early marriage for the reason that sensitization and civilization within the society will have rectified the problem.

##### **Strengthening hostels and Boarding schools**

All girls should be accommodated at school either in hostels where parents will contribute for meals or in boarding schools where the government will be responsible for accommodation. Therefore, I advice the government and other stakeholder to take part in building hostels to each school and sort some schools to become boarding schools fo avoidance of street challenges to girls. This will help to minimize the issue of distance from school which make girls to be tempted by men to luxurious life in their way to or from school. Also, this will help to solve the problem of absenteeism which sometimes is a result of distance from school and household works.

### **Introduction of Government High School for Girls**

Since girl education in pastoral community is restrained by negative perception of parents to girl education, the government should introduce the government high school for girls to bring a mixture of different culture from other tribes in order to change the cultural mind and beliefs of pastoralist society towards girl education. This way can raise awareness of the parents on the importance of education to girls.

### **Secondary Education to be compulsory**

Since development of any country is measured by level of education of its people, the government is advised to make secondary education compulsory to all by clearly stipulating the sanctions for those who will ignore secondary education without fundamental reasons. By making sure that the set sanctions are followed, parents will stop restraining girls to continue schooling but also those who impregnate girls will stop fearing of set laws.

### **Creation of counseling unit in each school**

It is important for each school to have counseling unit headed by a special counselor or matron. The researcher found that regardless of other factors for girls` dropout, some girls` dropout because they lack guidance and counseling. The researcher studied that many schools has no counselors and instead teachers are acting as counselors. It is good but to make guidance and counseling sound and work better, it is better for the government create counseling unit which will involve students and teachers but headed by a special counselor.

## **6.4.5 Recommendations to Non-Government Organizations**

### **Participate in building schools**

Since education is a collaborative process among education actors, Non –Governmental organizations should take part in building more secondary schools so that girls can get

education in nearby schools. This will help minimizing the problem of walking long distance to and from school which lead to absenteeism and teenage pregnancy. Also this will increase a desire of girls towards education.

### **Contribution of meals to hostel**

Since parents in pastoral communities prohibit their daughters to live in hostels because of inability to pay meals contributions, Non-Governmental Organizations should collaborate with government in provision of meals to hostel students to reduce the burden from parents. This will increase for parents' morale to allow their daughters to live in hostels and avoid walking long distance and get ample time to study and rest thereby making their brain active. This will make girls much interested and encouraged not to discontinue from studies. Also this will reduce desire of girls towards luxurious life as they will be living under the same conditions regardless of the economic status of their parents.

### **Creating awareness to women through forums**

Since women in rural pastoral areas are unaware of their rights and hence become much submissive to men, women associations such as TAMWA, TAWLA and TGNP should set forum for addressing women rights especially right to education which globally is considered to be among the strategies for human emancipation. Girls require more knowledge, skills and abilities towards social-economic activities but also care of family. Therefore associations responsible should play their major roles in sensitizing women on the importance of education to their daughters. These forums will enable women to share some information with their husbands on the betterment of their daughters in future time.

## **6.5 Area for Further Research**

- i. Since the findings were generated from only three schools including Mwamalole, Meatu and Kisesa secondary schools among 22 secondary schools in Meatu District Council, other studies may focus to other secondary schools because the problem of girls` dropout is almost the same in all secondary schools in Meatu District Council.
- ii. Since this study employed both Quantitative and Qualitative methods of data analysis, other studies may apply either of the two methods to see whether the answer could be the same or not.

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## **APPENDICES**

### **Appendix i**

#### **INTRODUCTION LETTER**

#### **QUESTIONNAIRE FOR FACTORS OF GIRLS` DROPOUT IN O`LEVEL SECONDARY SCHOOLS IN MEATU DISTRICT**

Dear respondent

This questionnaire has been prepared for you as educational stakeholder. Being a stakeholder, you are aware of the problem of girls` dropout in ordinary level secondary schools in the intended wards of this study. The selected secondary schools include Mwamalole, Meatu and Kisesa secondary schools in Meatu District Council. You have been selected to fill this questionnaire by either filling the gaps or select the most suitable answer among the given alternatives. You are also requested to use separate answer sheet for a question which requires more clarifications.

Objectives:

This questionnaire is purposively constructed for partial fulfillment of the requirements of a Master of Science in Human Resource Management of the Mzumbe University. My name is Damas Juma, a student at Mzumbe University. Your responses will enable me to attain reliable, valid and scientific conclusions.

I am kindly request you to complete filling this questionnaire neatly and turn it to me with assurance that any information obtained from you is for academic purpose only and will be treated with high confidentiality and anonymity.

I thank you for your assistance.

## QUESTIONNAIRE FOR PARENTS

The purpose of this questionnaire is to help in gathering data that will be used in the research study on factors for girls` dropout in Mwamalole [ ], Meatu [ ], Kisesa [ ] secondary school in Meatu District Council. The information collected will be treated confidentially and be used for the academic purpose and not otherwise.

A. How old are you?

1= 30-40years [ ]      2= 41-50years [ ]      3= 51-60years [ ]  
4=Above 60years [ ]

B. Which gender do you belong?

1= Male [ ]      2= Female [ ]

C. What ethnic group do you belong to?

1=Sukuma [ ]    2= Nyiramba [ ]    3=Taturu [ ]    4= Nyisanzu [ ]  
5=Hadzabe [ ] Others [ ]

D. Did you born in this village/ward? 1=Yes [ ]      2= No [ ]

E. If the answer in question four (4) is no, when did you move to this village/ward?

1= 1-5years [ ]    2= 6-10years [ ]    3= 11-15years [ ]    4= Above 16 [ ]

F. Did you go to school? 1=Yes [ ]    2= No [ ]

G. If the answer in question six (6) is yes, what level attained?

1=Standard 4 [ ]    2= Standard 7 [ ]    3=Form 4 [ ]    4=Form 6 [ ]  
5=Bachelor + [ ]

H. What is your main economic activity? 1=Agriculture [ ]      2=Livestock keeping [ ]  
3=Mixed [ ]    4= Business [ ]    5= Other [ ]

I. What is the approximation of your earning per month? 1=20000-100000 2=120000-200000 3=220000-300000 4=320000-400000 5=420000-500000 6=520000-600000.

J. As educational stakeholder in this ward are you aware of girl student dropout?

1= Yes [ ] 2= No [ ] 3= I don't know [ ]

K. What is the rate of girls' dropout is?

1= High [ ] 2=Moderate [ ] 3=Low [ ]

L. What do you think could be the causes of girl student dropout?

1= Early marriage [ ] 2= Teenage pregnancy [ ] 3=Schooling cost [ ]

4=Absenteeism [ ] 5= Distance from school [ ] 6= Household works [ ]

M. Among the mentioned factors above, what do you think could be the major causes?

1=Earl Marriage 2=Teenage pregnancy 3=Schooling cost 4=Absenteeism  
5=Distance from school 6=Household works

N. What measures have been employed by you as a stakeholder in solving the problem of girl student dropout? 1= To insist on schooling 2=Punishment 3=To live in school hostel 4=To equip student with school requirements 5.Sensitize on school awareness

O. What are the challenges you are facing when trying to control girl student dropout?

1=Schooling cost 2=Mob psychology 3=Distance 4=Natural hazards 5=Shortage of teachers 6=Poor supervision 7=Illiteracy 8=Student negligence 9=Foreign culture

**THANK YOU FOR YOUR COOPERATION**

## QUESTIONNAIRE FOR GIRL STUDENTS

The purpose of this questionnaire is to help in gathering data that will be used in the research study on factors for girls` dropout in Meatu District Council. The information collected will be treated confidentially and be used for the academic purpose and not otherwise.

Date.....

A. How old are you?

1=13-15 [ ]                      2= 15-17 [ ]                      3= 17-20  
[ ]

B. Which class are you?

1= Form one [ ]      2=Form two [ ]      3= Form three [ ]  
4=Form four [ ]

C. Which school do you belong?

1=Mwamalole sec [ ]      2=Meatu sec [ ]      3= Kisesa sec [ ]  
]

D. Which ethnic group do you belong?

1=Sukuma [ ]      2= Nyiramba [ ]      3= Taturu [ ]  
4=Nyisanzu [ ]

Others [ ]

E. Is your school experiencing girl student dropout?

1=Yes [ ]      2= No [ ]

F. To what extent the problem is?

1=High rate [ ] 2= Moderate rate [ ] 3= Low rate  
[ ]

G. What are the causes of girl student dropout at this school?

1=Early marriage [ ] 2= Teenage pregnancy [ ] 3= Schooling cost  
[ ] 4=Absenteeism [ ] 5=Distance from school [ ]  
6= Household works [ ]

H. What are the major causes among the mentioned above?

1= Early marriage 2= Teenage pregnancy 3= Schooling cost 4=  
Absenteeism 5= Distance from school 6= Household works

**THANK YOU FOR YOUR COOPERATION**

## QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to help in gathering data that will be used in the research study on measures of girl student dropout in Mwamalole [ ], Meatu [ ], Kisesa [ ] secondary school in Meatu District Council. The information collected will be treated confidentially and be used for academic purpose and not otherwise.

Date .....

A. How old are you?

1=20-25years [ ] 2=26-30years [ ] 3=31-35 [ ] 4=36-40years [ ]  
5=Above 41 [ ]

B. Which gender do you belong?

1=Male [ ] 2= Female [ ]

C. What is your marital status?

1=Single [ ] 2= Married [ ] 3= Divorced [ ]

D. What is your education level?

1=Diploma [ ] 2= Bachelor degree [ ] 3=Master  
degree [ ]

E. How long have you been teaching at this school?

1=1-2years [ ] 2= 3-5years [ ] 3= 6-8years [ ] 4=  
Above 9years [ ]

F. Is your school experiencing girl student dropout?

1=Yes [ ] 2=No [ ]

G. If yes in question 6, how big the problem of girl dropout is?

1= High rate [ ] 2=Moderate rate [ ] 3= Low rate [ ]

H. What do you think could be the causes of dropout at this school?

1=Earl Marriage [ ] 2=Teenage pregnancy [ ] 3= Cost of  
schooling [ ]

4=Absenteeism [ ] 5=Distance from school [ ] 6= Distance  
from school [ ]

I. What are the major causes among the mentioned factors?

1= Early Marriage 2= Teenage pregnancy 3= Cost of schooling 4= Absenteeism 5= Distance from school 6= Distance from school

J. At your level, what measures do you employ to minimize girl student dropout?

1= Emphasize students to abstain from truancy 2= Punishment at early stage of truancy 3= Provision of incentives 4= Guidance and counseling 5= having regular meeting with parents.

17. Is there any challenge you encounter when dealing with dropout? If yes, mention

1= wrong doer being hidden by society 2= Poor co-operation from parents 3= Peer group influence 4= Cultural problems 5= Poor co-operation from the government.

**THANK YOU FOR YOUR COOPERATION**

**INTERVIEW GUIDE FOR WARD EXECUTIVE OFFICER**

The purpose of this questionnaire is to help in gathering data that will be used in the research study on factors for girls` dropout in Mwamalole [ ], Meatu [ ], Kisesa [ ] secondary school in Meatu District Council. The information collected will be treated confidentially and be used for the academic purpose and not otherwise.

Date.....

1. How long have you been working in this ward as Ward Executive Officer?
2. Are you aware of girl student dropout at (name of the school) secondary school?
3. How big is the problem of girl student dropout?
4. What do you think could be the causes of girl student dropout at this school?
5. What initiatives have been taken to resolve this problem?
6. What challenges do you encounter when implementing various ways to minimize girl student dropout?
7. What is the attitude of the society/parents towards girl education?
8. Do you think negative interactions among education stakeholders can result into deviant behavior?
9. It is believed that, weakened social bonds such as Attachment, Commitment, Involvement and Beliefs result into deviant behavior. What is your stand?
10. What do you think could be the appropriate ways of addressing this problem?
11. What are your general comments to educational stakeholders?

**THANK YOU FOR YOUR COOPERATION**

## **INTERVIEW GUIDE FOR HEADMASTER**

The purpose of this questionnaire is to help in gathering data that will be used in the research study on factors for girls` dropout in Mwamalole [    ], Meatu [    ], Kisesa [    ] secondary school in Meatu District Council. The information collected will be treated confidentially and be used for academic purpose and not otherwise.

Date.....

1. For how long have you been the headmaster at this school?
2. Is this school experiencing the problem of girl student dropout?
3. If the answer in question 2 is yes, how big the problem is?
4. What do you think could be the causes of girl student dropout at this school?
5. What are the major causes among the mentioned above?
6. As the head of this school, what ways do you use to minimize the girl student dropout?
7. What challenges do you encounter in addressing this problem?
8. According to your views, what do you think are the appropriate ways of dealing with girl student dropout?
9. It is assumed that, when social bonds namely Attachment, Commitment, Involvement and Beliefs are weakened, deviant behavior is inevitable. What are your views?
10. What are your general comments toward measures of girl student dropout?

**THANK YOU FOR YOUR COOPERATION**

## **INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICER**

The purpose of this questionnaire is to help in gathering data that will be used in the research study on factors for girls` dropout in Mwamalole [ ], Meatu [ ], Kisesa [ ] secondary school in Meatu District Council. The information collected will be treated confidentially and be used for the academic purpose and not otherwise.

Date .....

1. How long have you been working as the District Education Officer in Meatu District Council?
2. It is believed that pastoral communities have negative perception on education especially to girls. Meatu is among Pastoral communities. How do parents perceive girl education?
3. Several schools in Meatu are experiencing girl student dropout; the difference is rate of dropout. In general, how big the problem is?
4. What do you think could be the critical causes of girl student dropout?
5. Do government officials in education sector get chance to conduct guidance and counseling and advocacy to parents and students in Meatu District?
6. Among the government strategy to minimize student dropout is the provision of meals to day scholars with the aid of community contributions and self reliance and sports and games. Are these ways practicable in Meatu District? Are they helpful in minimizing the problem?
7. At your level, what ways do you use to minimize girl student dropout?
8. What challenges are you facing when dealing with girl student dropout?
9. It is believed that, if social bonds such as Attachment, Commitment, Involvement and Beliefs are weakened, deviant behavior such as dropout is inevitable. What is your stand?
10. What are your general comments to educational stakeholders?