

**PERSISTENT DROPOUT IN RURAL COMMUNITY
SECONDARY SCHOOLS IN TANZANIA:
A CASE OF MAKETE DISTRICT**

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**A Dissertation Submitted to the Faculty of Social Science in Partial Fulfilment
of the Requirements for Award of the Degree of Master of Arts in Education
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2017

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled **Persistent Dropout in Rural Community Secondary Schools in Tanzania: the Case of Makete District**, in partial fulfilment of the requirements for award of the degree of Master of Arts in Education of Mzumbe University.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immuno Deficiency Syndrome
ARV	Antiretroviral
BEDC	Basic Education Development Committee
BEST	Basic Education Statistics
CBOs	Community Based Organizations
CSS	Community Secondary Schools
CRC	Convention on the Right of the Child
DRC	Declaration on the Right of the Child
DAC	District Academic Officer
DEO	District Education Officer
EFA	Education for All
ELCT	Evangelical Lutheran Church of Tanzania
ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
ETP	Education and Training Policy
FBOs	Faith Based Organizations
GENPROM	Gender Promotion Programme
GNP	Gross National Product
HIV	Human Immune Virus
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
LHRC	Legal and Human Rights Centre
MDGs	Millennium Development Goals
METF	Makete Education Trust Fund
MoEVT	Ministry of Education and Vocational Training
MoF	Ministry of Finance
MVC	Most Vulnerable Children
NBS	National Bureau of Statistics
OECD	Organization for Economic Co-operation and Development
OVC	Other Vulnerable Children
PEDP	Primary Education Development Plan
PHC	Population and Housing Census
PMO-RALG	Prime Minister's Office Regional Administration and Local Government

REPOA	Research on Poverty Alleviation
RIY	Reinvesting in Youth
SAPs	Structural Adjustment Programmes
SEDP	Secondary Education Development Plan
TACAIDS	Tanzania Commission for AIDS
TAHEA	Tanzania Home Economics Association
TAMASHA	Taasisi ya Maendeleo Shirikishi ya Vijana, Arusha
TANU	Tanganyika Africa National Union
TCRF	Tanzania Child Right Status Report
TDV	Tanzania Development Vision
UHAI-CT	Universal HIV/AIDS Intervention for Counselling and Testing
UN	United Nations
UNESCO	United Nations Education, Science and Culture Organization
UNICEF	United Nations International's Children Education Fund
URT	United Republic of Tanzania
WB	World Bank
ZLSC	Zanzibar Legal Services Centre

ABSTRACT

This study examined persistent dropout in rural ordinary level community secondary school in Makete District Council. Specifically the study focused at factors for school dropout, strategies employed to overcome the problem, effectiveness of the employed strategies and viable measures so as to eliminate the problem.

The study adopted a mixed method design, targeting secondary school students in Makete district. A sample size of 167 respondents was drawn by using cluster, snowball and purposive sampling techniques. Observation, interview, questionnaire and focus group discussion methods were used to collect primary data while documentary review was used for collecting secondary data. Collected data were further coded and analyzed by using Statistical Package for Social Science (SPSS Version 20) for tables and figures presentations.

The study discovered that economic factors other than poverty and parents/guardians' negative attitudes towards secondary education are the main factors for school dropout in Makete district. Tree farming as the chief economic activity enable people to earn a lot of money after timber harvesting and later transform its capital into business activities. These activities influences students to dislike school and see that secondary education as wastage of time and so decide to quit school so as to fully engage in these activities for generating money. Parents/guardians also believe that investing in secondary education is the wastage of their money and time, regarding tree farming and business as the sounding inheritance to their children, and so most of them convince students to quit school. Legal authorities arrested parents/guardians who hid and forced students to quit school together with sending the dropouts back to school. These strategies were less successful as students continued to drop out of schools. The study recommends that there is a need of improving free secondary education, improvement of teaching and learning environment, provision of education on the importance of investing in human capital and general protection of children's rights especially that of education.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGEMENT	iii
LIST OF ABBREVIATIONS	iv
ABSTRACT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Statement of the Problem and Justification of the Study.	5
1.4 Objectives of the Study	5
1.4.1 General Objective.....	5
1.4.2 Specific Objectives.....	5
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Scope of the Study	6
1.8 Limitation of the Study	6
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Theoretical Literature Review.....	8
2.2.1 Conceptualization of Key Terms	8
2.2.1.1 Dropout	8
2.2.1.2 Student Dropout	9
2.2.1.3 Child Labour	9
2.2.1.4 Orphan.....	9
2.2.2 Theories Guiding the Study	9
2.2.2.1 Frustration-Self-Esteem Model.....	10

2.2.2.2 Participation-Identification Model	10
2.2.3 Existence of Secondary School Dropout.....	11
2.2.4 Causes of Secondary School Dropout.....	11
2.3 Empirical Literature Review	15
2.3.1 Causes of Secondary School Dropout.....	15
2.3.2 Effects of Secondary School Dropout.....	19
2.4 Conceptual Framework	21
CHAPTER THREE	25
RESEARCH METHODOLOGY	25
3.1 Introduction	25
3.2 Research Approach	25
3.3 Research Design.....	25
3.4 The Study Area	26
3.4.1 Location.....	26
3.4.2 Demography and Administrative Set Up	27
3.4.3 Climate	28
3.4.4 Main Economic Activities.....	29
3.4.2 Why Makete District	29
3.5 Target Population	30
3.5.1 Heads of School	30
3.5.2 Community Members	30
3.5.3 Continuing Students.....	31
3.5.4 Dropouts.....	31
3.5.5 The District Education Officer (DEO).....	31
3.6 Unity of Inquiry	31
3.7 Sample Size and its Distribution	31
3.8: Sampling Techniques.....	33
3.8.1 Cluster Sampling.....	33
3.8.2 Snowball Sampling	34
3.8.3 Purposive Sampling	34
3.9 Data Collection.....	35
3.9.1 Primary Data	35

3.9.1.1 Observation	35
3.9.1.2 Interview	36
3.9.1.3 Questionnaire	36
3.9.1.4 Focus Group Discussion	37
3.9.2 Secondary Data	38
3.9.2.1 Documentary Review	38
3.10 Data Analysis	38
3.12 Data Presentation	39
3.13 Research Ethical Considerations.....	39
CHAPTER FOUR.....	41
RESULTS AND DISCUSSIONS	41
4.1 Introduction.....	41
4.2 Demographic Characteristics	41
4.2.1 Age.....	41
4.2.2 Sex.....	43
4.2.3 Parents' Information.....	45
4.2.4 Marital Status	47
4.2.5 Occupation	47
4.2.6 Education Levels of Community Members	49
4.3 Factors for Persistent Secondary School Dropout	50
4.3.1 Existence of secondary school dropout problem in Makete district	51
4.3.1.1 Continuing Students	51
4.3.1.2 Community Members	51
4.3.1.3 Heads of Schools.....	52
4.3.2 Reasons for Secondary School Dropout	54
4.3.2.1 Continuing Students	54
4.3.2.2 Community Members	65
4.3.2.3 Dropouts.....	66
4.3.2.4 Heads of School	70
4.3.3 Secondary School Dropout among Orphans	82
4.4 Strategies Employed to Manage Secondary School Dropout	91
4.5 Effectiveness of the Employed Strategies to Manage Dropout	94

4.6 Viable Measures to Eliminate Persistent Secondary School Dropout	97
CHAPTER FIVE	101
SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS	101
5.1 Introduction	101
5.2 Summary of the Study.....	101
5.3 Conclusions	102
5.4 Policy Implications	102
5.5 Recommendations	103
5.5.1 Recommendation for Action	103
5.5.2 Direction for Future Study	103
REFERENCES	105
APPENDICES	114

LIST OF TABLES

Table 3.1: Ward Names and Number of Respondents	32
Table 3.2: Sample Size by Schools	33
Table 3.3: Observation Schedule.....	36
Table 4.1: Distribution of Respondents by Age	42
Table 4.2: Distribution of Respondents by Sex.....	43
Table 4.3: Distribution of Respondent by their Parents' Information.....	45
Table 4.4: Distribution of Community Members by Marital Status	47
Table 4.5: Distribution of Community Members by their Occupations.....	48
Table 4.6: Distribution of Community Members by Education Levels	49
Table 4.7: Community Members' Responses on the Existence of School Dropout .	52
Table 4.8: Reasons for Secondary School Dropout Given by Continuing Students .	55
Table 4.9: Reasons for School Dropout Given by Community Members	65
Table 4.10: Reasons for Secondary School Dropout Given by the Dropouts.....	67
Table 4.11: Dropouts' Readiness to Go Back to School.....	69
Table 4.12: Parents/Guardians who Own Tree Farms.....	71
Table 4.13: Students Who Own Tree Farms	78
Table 4.14: Continuing Students Who are Orphans.....	82
Table 4.15: Factors for Secondary School Dropout among Orphans.....	83
Table 4.16: Secondary Education Sponsors	88
Table 4.17: Local Authorities' Action towards Secondary School Dropout.....	92
Table 4.18: Dropouts' School Readiness	96

LIST OF FIGURES

Figure 2.1: Conceptual Framework for Persistent Secondary School Dropout	22
Figure 3.1: Njombe Region Map showing the Study Area.....	27
Figure 3.2: Makete District Map Showing Ward Distributions	28
Figure 3.3: Forestry Farming in Makete District	29
Figure 3.4: Students Filling Questionnaires	37
Figure 3.5: Students Discussing the Problem of Secondary School Dropout.....	38
Figure 4.1: Students' Responses on the Existence of Secondary School Dropout ...	51
Figure 4.2: Classes Experience High Dropout Rates	53
Figure 4.3: Students Payment for Non Fee Contributions at Schools.....	59
Figure 4.4: Students Queuing for Lunch at Secondary School	60
Figure 4.5: Students using Ground as their Dining Place	63
Figure 4.6: Dropouts' Views on which is Valuable between Education and Tree Farms.....	68
Figure 4.7: Activities Performed by the Dropouts	74
Figure 4.8: Parents/Guardians' Attitudes toward Secondary Education.....	76
Figure 4.9: Dropouts Who Own Tree Farms	79
Figure 4.10: Influence of Timber Production to Students' Education	80
Figure 4.11: Lumbering Attracts Students to Engage in Business at Early Age	81
Figure 4.12: Orphans' Education Sponsorship	86
Figure 4.13: An Orphan (second) Working at a Filling Station.....	90
Figure 4.14: Effectiveness of the Strategies to Combat Secondary School Dropout	94

LIST OF APPENDICES

Appendix I: Questionnaire For The Dropouts	114
Appendix II: Questionnaire for Continuing Students	116
Appendix III: Questionnaire for Community Members	118
Appendix IV: Interview Guiding Questions for the Heads of Schools.....	120

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem, justification of the study, objectives of the study, research questions, scope of the study and study limitation.

1.2 Background of the Study

Education is a triple process involving imparting knowledge, development of skills and inculcation of proper interest, attitudes, values and life coping skills. It involves the development of all capacities in the individual which will enable him control his environment and fulfil his responsibilities (Vanaja, 2005). Furthermore, education is the means to develop individual's full potential and personality, physical and mental abilities and preparing individuals to be responsible members of the society (United Nations, 1989).

In the third world countries, education is viewed as a tool for achieving social transformation, thus vital in changing an individual to recognize his or her own roles in the society and the world in general (Carnoy and Samoff, 1990). In Sub Saharan countries which are lagging behind, education is perceived to be major driving force towards achieving economic growth and development (Galabawa and Narman, 2004).

In understanding that, education is a vital tool for development of both an individual and the nation. The United Nation's Universal Declaration of Human rights mentions education as one among the basic human rights and states that every individual has the right to access education and going to school. The UN calls for free and compulsory education at primary or elementary levels to all UN member states including Tanzania (United Nations, 1949). The education for all (EFA) evolved from such a stand. Tanzania being among the countries which accepted the

objectives of EFA, aimed at reducing poverty by expanding and investing in education starting with primary education (Galabawa and Narman, 2004).

Despite the international efforts to universalize education, dropout remains to be the greatest challenge of EFA all over the world. This is because, despite the increase in enrolment, a lot of children are said to drop out of schools each year (UNESCO, 2015). Student drop out is a situation which occurs when a student or pupil leaves school before completion of a program of studies he/she was undertaking. Drop out occurs after individual's failure to complete the program he /she was enrolled (Hunt, 2008).

Statistics show that 204 million of both children of primary school and adolescents of lower secondary schools were out of school worldwide in 1999. The report also indicates that in 2012 there were 121 million of pupils and adolescents of lower secondary who dropped out of schools whereby the majority of these dropouts were from Sub Saharan Africa. EFA Global Monitoring Report (2015) estimates show that 57 million of pupils and 61 million of lower secondary adolescents dropped out of schools in 2015. The report further elaborates that in every 3 students in low and middle income countries, 1 failed to complete lower secondary education in 2015 as result of drop out (UNESCO, 2015 pp. 3-11).

Efforts to increase access to secondary education in Tanzania through SEDP I include strategies to reduce school dropout (MOEC, 2004b). Despite the Tanzanian government's efforts in increasing secondary school accessibility and addressing drop out, it is still an issue and a major barrier towards achieving the Tanzania Development Vision 2025 and the Sustainable Development Goals (SDGs). Referring to the survey that was conducted in Tanzania countrywide in 2000/2001, 2006 and 2014, the statistics shows that, 4,433,098 children and adolescents aged between 5-17 years dropped out of schools. From the 4,433,098, 1,702,659 are the children aged between 14-17 years who were in secondary schools in the country (ILO and NBS, 2016, p. xv).

According to PMO-LARG (2014), dropout cases are said to be high among secondary students compared to primary school pupils and it is more critical in form one and two. Another report also added that school dropout is great in o-level and least in A-level where by the lower classes students are leading in dropping out of schools (BEST, 2011).

A report by PMO-LARG (2014) states that, a total of 94,986 students of both ordinary and advanced level dropped out of schools in the year 2012. Out of the 94,986, 94,551 students were ordinary level students. Based on the explanation above, it can be argued that in Tanzania school dropout is more critical among o-level students compared to A- level students.

Makete is among the districts in Tanzania that have been affected much with the problem of students' dropout at the same time with high HIV rates thus a number of orphans and widows due to deaths caused by HIV/AIDS pandemic. HIV/AIDS problem was mentioned to be affecting the children's right to education especially the orphans (UNICEF Tanzania, 2014).

According to REPOA (2010), Makete district is leading with the greatest number of widows and orphans in Tanzania due to HIV/AIDS deaths. Makete district therefore became a beneficiary of various sponsorship and donations from various sources. Makete District Council had a program to support orphans education especially secondary education through METF. UNICEF and the Global Fund for AIDS also gave fund to assist access to education in Makete district. The Tanzania government established a special secondary school scholarship grant since 2004 which was directed to pupils from poor families (Mwaipopo, 2005).

The national and local efforts in fighting HIV/AIDS through various programmes coordinated by TACAIDS were expected to have supported orphans to access education (LHRC and ZLSC, 2012). Not only that but also the district continued to receive support from individuals and numerous FBOs, NGOs and CBOs so as to support education of orphans. These include TAHEA supported by UNICEF under its "Mama Mkubwa" or female guardians' initiative to take care of the orphans,

Roman Catholic Church through the Bulongwa and Ikonda Orphanages and the ELCT. All these organization provided education assistance together with donating material things such as school uniforms and stationery items to orphans in Makete district aimed at raising students (orphans) performance and attendance. Furthermore, Makete district established a social welfare department since 2001 for welfare and a closer care and support of the orphans and other vulnerable children in the district (Mwaipopo, 2005).

The introduction of community secondary schools, better known as ward schools, also was an advantage to all children in Tanzania especially the vulnerable children as a thousand of them again including those from Makete district got access to secondary education at low cost (MoEC, 2004a). The government through her National Five year Development Plan 2016/17-2020/21 has made an intervention in education sector, particularly ordinary level secondary education by implementing a comprehensive plan of free education since 2016 in making sure that all children who passed their primary school national examination have access to secondary education. Being the case, students are not paying school fees since 2016 following the declaration made by our president honourable Dr. John Pombe Magufuli (URT, 2016). Despite all efforts by various individuals, donors, partners, stakeholders, NGOs and the government of Tanzania itself towards Makete district, the situation is sad as secondary school dropout is still common and a major threat in the district.

The 2011 DED report for example, shows that, 973 students were enrolled to join form one in 2008 but only 577 managed to complete form four; 5,898 joined form one in 2009 but only 909 completed form four. From 6,048 students who joined form one in 2010, only 1,571 managed to complete form four. This means that out of 12,919 of enrolled students in 2008, 2009 and 2010, only 3,057 students managed to complete form four, which means that, 9,862 (76%) students dropped out of schools in those consecutive years. This is terrible because, despite various assistances that were directed to the district still a lot of children get out of schools before completion (MoF, NBS and Makete District Council, 2013 pp. 154-155).

The question at the core of this study is on why persistent dropout with all the efforts on ground covering a wider Tanzanian context, including Makete District. The questions around this area forced the researcher to conduct an investigation in this District.

1.3 Statement of the Problem and Justification of the Study.

With all initiatives to ensure education for all, drop out remains persistent and a challenge towards achieving the education for all. The reason as to why persistent drop out needed to be established. In addition to that, TAMASHA (2010) assert that most of the available studies focused on dropout in primary schools with little concern to secondary schools. This study therefore aimed at filling this gap by investigating the problem of persistent school dropout among rural community secondary schools in Makete District.

1.4 Objectives of the Study

This part states the objectives of the study categorized as general and specific objectives of the study.

1.4.1 General Objective

To examine the persistent dropout in rural ordinary level community secondary school in Makete District Council.

1.4.2 Specific Objectives

This study pursued the following specific objectives

- i. To identify factors for persistent rural ordinary level community secondary schools students' dropout in Makete District Council.
- ii. To identify the strategies employed to manage dropout in rural ordinary level community secondary schools in Makete District Council.
- iii. To identify the effectiveness of the employed strategies to manage dropout in rural ordinary level community secondary schools in Makete District Council.

- iv. To identify viable measures in eliminating the problem of persistent dropout in rural ordinary level community secondary schools in Makete District Council.

1.5 Research Questions

This study pursued the following research questions

- i. What are the factors for persistent rural ordinary level community secondary schools dropout in Makete District?
- ii. What are the strategies employed to manage rural ordinary level community secondary schools dropout in Makete District?
- iii. Are the strategies employed in managing rural ordinary level secondary schools dropout in Makete District effective?
- iv. What are the viable measures in eliminating the problem of persistent secondary school dropout in Makete District?

1.6 Significance of the Study

The results of this study are useful to policy makers especially at the district and regional levels. Different stakeholders working on equal access to education among children as well as children's right to education have lessons to learn from the findings. Furthermore, the recommendations from this study are of great help in reducing the rate of students' school dropout and the violation of children's rights in Tanzania. The findings have also laid a foundation for other studies focusing on education in rural community secondary schools.

1.7 Scope of the Study

This study focused on investigating the problem of secondary school dropout in term of factors, strategies employed and their effectiveness as well as suggesting viable measures to combat the problem. The targeted population was students from rural ordinary level community secondary schools in Makete district.

1.8 Limitation of the Study

Despite of its successfulness, the study however encountered some barriers and limitations. Communication barrier was the first especially in communicating with

community members most of whom preferred to use vernaculars (Kinga). Some of the community members were unable to write and speak Swahili, so the researcher had to find an interpreter to help her to translate words from Kinga to Swahili and so some of the questionnaires were filled by the researcher. The researcher also translated the questionnaires from English to Swahili to enhance the flow of information.

Next, Makete District is experiencing heavy rains during rain seasons and the district is mountainous in nature with poor infrastructures especially roads since other schools are located in remote areas and cannot be easily accessed (MoF, NBS and Makete District Council, 2013). The information was collected in February 2017 where there was heavy rainfall so the researcher used motorbikes (bodaboda) to reach schools located in remote areas due to poor weather roads. The researcher also used rain coat to protect herself from continuous rainfall as she was travelling from one ward to another.

The researcher also failed to meet with the DEO after several trips in struggling on how to meet him and so most of information that were about to be provided by him were obtained through the heads of schools.

Lastly, the study encountered difficulties due to the negative response of some respondents in fear of providing information to strangers, some respondents denied to be recorded during the interview so the researcher decided to write down their responses instead of recording.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature reviews involve a systematic identification, location and analysis of documents which contain information related to the research problem. The review of related literature helped the researcher to be aware of what has been done in the past and gives a go ahead and develop what has been investigated (Talawar and Benakanal, 2009). This chapter therefore reviewed various related literatures that have a close relationship with this study on what others have done concerning the problem of school dropout especially in ordinary level secondary education. Theoretical review involve the definition of basic terminologies as well as explaining guiding theories related to this study

2.2 Theoretical Literature Review

The term theoretical literature review refers to the process of reviewing the thinking about a topic or question. It involves the activity of working on the relevant concepts, theoretical concepts, and analytical literature that contain ideas and information which are relevant to the topic or study. The main purpose of this review to the researcher is to explain the knowledge on hand and bind it together with the empirical evidence of the research question or problem (Punch, 2009).

2.2.1 Conceptualization of Key Terms

For better understanding of various concepts, the researcher thought it was necessary to give the detailed meaning of the basic terms and what these terms implies in this study. These terms includes, dropout, student dropout, child labour and orphan.

2.2.1.1 Dropout

According to Veena (1988), dropout refers to person who has discontinued his/her studies from one level of education to another. Dropout rates can be measured in term of difference in the number of students retained in a higher class as compared to number of students enrolled in the preceding class. The term dropout here has been generalized to define learners of all categories who have failed to complete their

levels of education, but in this study the term is used to represent only secondary school students who have failed to complete ordinary level secondary education due to various reasons.

2.2.1.2 Student Dropout

Is a situation which occurs when a student or pupil leaves school for any reason before graduation or completion of a program of studies, without transferring to another elementary or secondary school. Drop out from school occurs after children previously achieved access to education and depends on children being previously enrolled (Hunt, 2008). In this study, this term also used to mean the situation which occurs to ordinary level secondary school students who were first enrolled to join secondary schools but later decides to discontinue with their studies.

2.2.1.3 Child Labour

Is a work done by a child for a very little pay or for no pay over a long time and such work denies the child's basic rights such as education and rest (ILO/GENPROM, 2003). Basing on ILO's definition, ILO and NBS (2016) also defines child labour as work that deprives children of their childhood, their potential and dignity and it is harmful to children's physical and mental development. This study also have adopted the ILO's definition but specifically to mean all works that a secondary school child is doing outside school and which impinge his/her right of acquiring secondary education.

2.2.1.4 Orphan

Is a child aged below 18 years who has lost one or both parents (MoF, NBS and Makete District Council). This study has also adopted this definition as the term orphan has been used to represent all kinds of orphans the paternal, maternal and double orphans. This study also has used the term orphans to represent ordinary level secondary school students only who have lost one or both of their parents.

2.2.2 Theories Guiding the Study

This study was guided by two theories which are the frustration-self-esteem model and participation-identification model.

2.2.2.1 Frustration-Self-Esteem Model

Finn (1989) also provides theoretical ideas of why students withdraw from schools by describing the frustration-self-esteem model. The frustration- self-esteem model has been used for a long time in studying juvenile delinquency. This model views school failure as the initial stage of the whole process of students' failure to complete his/her education or students being denied by the school. According to this model, school failure is termed as a causative agent of problem behaviour at school which might then influence a student personally to drop out of school or rejected by the school system itself. When a student is blamed for poor performance for example, a student became frustrated due to impaired self view and slowly a student will start showing negative behaviour such as skipping classes and engaging in delinquent acts which automatically will drive him/her out of school.

2.2.2.2 Participation-Identification Model

On the other hand, the participation-identification model regards students' involvement or participation in school as a central idea for youngsters' stay in at schools. The model emphasizes on the importance of students to abide with the school system as well as students active participation in both school and classroom activities together with feeling identified with the school. When a student fails to cooperate with the school, problem behaviour such as school dropout will be unavoidable. According to this model, lack of students' participation at school may influence them to withdraw from school. Students' failure to participate in various school and class activities and little consideration by the school administration influence students to develop negative behaviour like that of leaving school before graduation. The model emphasize that a student should participate in various situations such as in student-teacher questions and dialogue, doing class works, engage in extracurricular and social activities, school academic goal setting and decision making. When students' exhibit negative behaviour such as withdrawing from school, this is always a result of the irrelevant school curriculum which does not consider students' needs and so influence them to drop out of school (Finn, 1989).

2.2.3 Existence of Secondary School Dropout

The researches shows that 9.9 million equal to 23 percent of all Tanzanians are the adolescents aged between 10-19 years. The government through its National Development Vision declared to invest through education to these youth hoping that by 2025 the country will be benefited from having a lot of young professionals. A lot of adolescents therefore, aged 15-19 got an access to secondary schools between 2004 and 2010. The Net Secondary Enrolment increased tremendously from 6 percent in 2002 to over 30 percent in 2010. Despite all these however, the school dropout rates are very high in these government schools especially in form two and three where by girls dropout was higher compared to boys. In 2010 more than 8,000 girls dropped out of secondary schools countrywide from where 6,300 were secondary school girls (UNICEF Tanzania, 2011, pp. 22-28).

2.2.4 Causes of Secondary School Dropout

Fan and Wolters (2012) assert that lack of motivation by both parents and teachers at schools influence students drop out because an always decision to quit school is a function of motivation. This is because motivation helps students to stay at school and raise their academic performance as parents and teachers have a great role to play for their academic success. Though identifying motivational factors at a school, one would be able to determine the extent of students to stay at school and the dropout rates. According to them, students' dropout is a functional issue of how they are motivated at school. Lack of enthusiasm at school is likely to influence students to develop problem behaviours and eventually end in withdrawing from school. Moreover, Students will be in a greater position of leaving school early if they are given less support by parents and teachers, having poor income family background and coming from single parent families, little engaging in school activities and having bad peer groups as well as performing poorly academically.

Legault, Green-Demers and Pelletier (2006) also added that lack of academic motivation in school may influence students to develop a feeling of frustration and dissatisfaction which might affect their progress and well-being at school. Encouragement of students to be competent is a useful way of motivating them to

stay at school. The lack of motivation force students to loss the desire for school and see that it is valueless to carry on with the academic studies and so tempted to drop out of school.

OECD (2012) also assert that there are predictors of students dropout which when brought together will help one to identify students who are in line of leaving the school system before graduation. These includes the academic performance thus students who perform poorly in studies are likely to drop out of school, negative behaviour among students such as committing delinquent act, the use of drugs and alcoholism might lead them to be rejected by the school and hence dropout. Students' background and family nature also have an influence as those from low education families always will develop little or negative attitude towards school and poor or disadvantaged parents always have little support to their children education due to poverty in the families and so most of their children drop out of school so as to contribute family income.

General school environment, resources available and practices at school also predicts students drop out. These includes the way teaching and learning is taking place, discipline matters, relationship between teachers and students, extra-curricular activities and the nature of the school curriculum itself. Education system polices such as class repetition, large classes and school violence also contributes to dropout. The labour market also influence dropout as it attracts young people to engage in various forms of child labour and so students are motivated to quit school early so as to earn money (OECD, 2012).

RIY (2007) on the other hand added that students' social backgrounds such as coming from poor families are in high risk of dropping out of schools. This is because students from poor or minority backgrounds are vulnerable to premature adult responsibilities such as engaging in child labour so as to substitute family income as most of their parents have little support to their education due to lack of resources at home. Not only that but also student educational experience such as poor performance in subjects like English and math, poor tests results, truancy improper

behaviour, absenteeism, less engagement in extra-curricular activities and absence of positive relationship between teachers and students influence the problem of school dropout at schools. School characteristics like large classes, shortage of qualified teachers and resources as well as underestimation of students in term of their academic performance also influence students to drop out of schools.

According to PMO-RALG (2014), truancy and poverty are leading factors for secondary school dropout as majority of the selected students comes from poor families and households. The national data clearly indicates that family income does not allow parents/guardians to supplement for both family needs and their children's education. This situation causes students to discontinue their studies. A report further asserts that secondary school dropouts in 2012 were influenced by poverty among families, parents' illness and deaths, pregnancy and truancy.

UNESCO (2012) also insists that poverty is still a major barrier towards achieving the target of girls' secondary education in Tanzania. This is because secondary education is still not totally free or even compulsory so the indirect contributions apart from the school fees and the purchasing of the school materials and uniform is still a burden to most of parents and so girls still are in risk of dropping out from schools. In Tanzania also, most of parents still place little consideration on education of their children due to illiteracy. Some communities in Tanzania also still believe that it is unworthy to educate girls and so influencing much their dropout. Furthermore, it was identified that some socio-cultural factors such as early pregnancies and marriages and polygamies among parents has an adverse impact on girls' education.

Kornblum and Julian (2004) also added that students run away from schools due to the financial problem. The low income households still cannot pay the hidden costs for pupils such as paying for books, uniform and other materials. Families on or below poverty line forces their children into work to supplement their house hold's income. Parents may sell their children in order to repay debts or secure a loan. Also the prevalence of AIDS throughout many developing countries has resulted in an enormous number of orphans who are forced to find their own basic needs and this

affects the children's attendance at schools. Poor infrastructure, low teacher morale and the introduction of school fees under the country's SAPs also have contributed to higher school dropout and truancy rates ILO (2001).

Galabawa and Narman (2004) explains that despite the improvement in enrolment in 2001, still a lot of children are out of school and the issue of street children is very rampant. In Geita for example, the girls had many task to perform at home and others were used in domestic activities and agriculture. It was indicated that mining and fishing activities attracted a lot of children in town and so children were engaged in various forms of business. Many parents still believe that girls have nothing to bring to the family once they are educated because they will get married. They also identified some cases of drop out due to pregnancies that at least 4 girls were forced out of school due to pregnancy.

UNICEF in Tanzania put much effort towards girl's education. Girls are vulnerable to the number of problems which may hinder them not to complete their secondary education than boys. It's like a culture in Tanzania that many parents do not support their daughter's education fully. Teachers may also treat girls' unequal at school and at the same time the same girls may become pregnant. These factors and others influence girls' dropout from schools (UNICEF Tanzania, 2014).

Furthermore, Shahidul and Karim (2015) also reported the findings about early school leaving among girls. They investigated that economic factors such as schooling cost, household factors such as household/child work, school level factors such as absenteeism and cultural factors such as early marriage are the major factors for secondary school girls' dropout.

According to TCRF (2013), corporal punishment in Tanzanian schools is also among the factors which facilitate dropout among students at schools. This is when some of the teachers have the tendency of using physical punishment to their pupils too much forcing them to run away from schools. The Education Act and Policies do not provide the directions for protection against punishment in schools despite the ministry of education and vocational training has issued guidelines that provide for a

limited number of strokes for a child who is believed to have committed wrong. Corporal punishment is believed to be one of the push factors for high drop outs and low attendance rates in schools.

Furthermore, Chakravarty (1989) assert that the problems of non enrolment, drop out and staying are influenced much by the work status of the mother. According to him, if a mother is a worker the school going children have to take care of siblings as well as assists in various domestic activities. The enrolment continuing of pupils in the schools is highly limited and so contributes to low enrolment and high dropout. Not only that but also the love for school and schooling of children depend much upon the education status of their parents. In the literate families there is a possibility of higher enrolment and stay in schools while in illiterate families the extent of non enrolment and drop out is higher as those children are in great position of engaging in variety of works within and outside their home and hence affecting their right to education. Many children comes from families of uneducated mothers having low household income especially in rural areas and this affects much the vulnerable group such as orphans, and children with disabilities.

2.3 Empirical Literature Review

Empirical literature review involves the process of reviewing evidences about a topic or question. It concerned with working on findings from the empirical research. It also aims at critically evaluating the general knowledge of the research topic through thinking and theorizing it (Punch, 2009).

Studies by different researchers have been conducted towards an investigation of the problem of secondary school dropout. These studies came with different views on the causes and effects of school dropout.

2.3.1 Causes of Secondary School Dropout

Together with other factors for school dropout, several studies have concluded that poverty is the major for secondary school dropout. Parents and guardians see a little choice of assisting their children's education due to family economic hardship, this

situation drives most of children out of schools especially those from poor households.

Sarakikya (2007) studied the influence of cost sharing on enrolment and dropout rates among students in CSSs in Arumeru rural and Arusha urban and found that dropout in urban CSSs was caused by poor performance in examinations while in rural CCSs secondary school dropout was caused by long distance from home to school, parents failure to meet education costs and devaluing secondary education. Girls' school dropout on the other hand was caused by teenage pregnancies and early marriages.

A study on school dropout in community secondary school by Ntuva and Rwambali (2013) found that poor academic performance, incompetency in English language, household income and cultural and traditional beliefs were the major reasons for secondary school dropout in Mwanza region.

Chinyoka (2014) studied on the causes of school dropout among ordinary learners in Masvingo and identified that poverty, child labour, school related factors, student related factors, poor supervision by parents and malnutrition and health related factors were the drive forces for secondary school dropout in Zimbabwe and so students dropped out of schools.

A study by Mudemb (2010) on the causes of dropout among secondary school boys and girls at Ugenya district in Kenya discovered that lack of school fees, poor performance, parents' sickness, pregnancy, indiscipline together with alcoholism and drug abuse were the causes of many students to drop out of secondary schools in the district. Some of the students were unable to pay for school fees due to their family poverty while others were expelled from school due poor examination results. Parents illness on the other hand forced some students especially girls to drop out of schools so as to take care of their sick parents. Some students lacked discipline as they were engaging in alcohol drinking and drugs abuse, something which caused them to be expelled from schools. Some girls also got pregnancy and so were not allowed to stay at school and so the school authorities sent them back home.

Sigei and Tikoko (2014) investigation on the influence of home based factors on dropout rates of students in co- educational public day secondary schools in Rongai district discovered that early marriage and teenage pregnancy were the major factors for high rates of secondary school dropout in Kenyan schools.

Ndilanha (2009) conducted a study on school distance and residence as factors contributing to dropout and founded that long distance from home to schools as a major factor for secondary school dropout in Kwimba district. It was investigated that most of the community secondary schools were located far from students' residences where by many students were unable to walk a long distance from their homes to school something which forced students to drop out of secondary schools. Some schools were located very far from homes about 4 kilometres causing 54.6% dropout rates.

Ndibalema (2013) through the study on perceptions about bullying behaviour in secondary schools in Dodoma municipality founded that bullying behaviour among the secondary school students is the reason which drives students out of schools. This is because students who are mistreated by their fellows often chooses an option of quitting school through truancy and low performance in studies due to psychological torture as well as physical harassment and verbal punishment.

A study on influence of parents' social economic status on students' dropout in community secondary schools in Kahama founded that girls are leading in dropping out of schools due to pregnancy and early marriage. The limited family income, single parent families and polygamous, low parents' education status, HIV/AIDS pandemic and parents' illness are also the other factors for dropout in the district. Poverty at home drives children out of schools and engages in child labour so as to contribute the family income. HIV/AIDS deaths on the other hand left orphans with no or little care due to large family size and they have to stay at home to take care of their sick parents and siblings instead of attending classes. The study also investigated that the majority of parents/ guardians have low level of education while others are illiterate and so parents depends on their children labour to take care of the

families. Parents/guardians also provide little support on educating their children because of lack of awareness on the importance of education. (Maziku, 2013).

Not only that but also a study by Kalinga (2013) on the causes of secondary school dropout in Secondary Schools in Mbeya, Dar- es- Salaam and Kilimanjaro regions provides a number of factors for students dropout. It was investigated that poverty, HIV/AIDS deaths, lack of family planning, low parents' education, corporal punishment, unemployment, truancy, influence of peer groups, early marriage, long distance from home to school, language of instruction in schools, high examinations pass marks in some of schools and uncommitted of village and ward executive officers towards education influences students to drop out of schools in Mbeya, Dar-es-Salaam and Kilimanjaro regions. Above all, the study concluded that financial problem due to poverty was a major factor for students drop out in the regions.

A study on factors contributing for drop out in ward secondary schools by Komba (2014) also observed that peer group influence was among the key factors for secondary school dropout at Kidodi and Iwemba secondary schools in Kilosa district. Most of the dropouts from these schools were influenced by their fellow teenagers to quit school so as to engage in business especially riding motorbikes better known as 'bodaboda' and to engage in music industry so as to earn money.

A study by Meena (1996) on situational analysis of girls' education also discovered that pregnancy is a major factor for female student school dropout in Tanzania since pregnant girls are expelled from schools and so unable to complete their secondary education. This is because, the policies towards pregnant girls in schools are not clear and so the pregnant girls suffer from physical violence and psychological torture one ending in dropping out of schools whether decided by them due to fear and psychological torture or by the schools authority.

Rwechungura (2014) through the explanatory study of the factors contributing to school dropout among girls also founded that girls poor performance, pregnancy, early marriage, rape, long distance to school, parents' sickness and deaths and lack of

financial support to education were the major reasons for girls to drop out of secondary schools in Temeke District in Dar es Salaam.

Furthermore, Hyera (2007) investigated the influence of socio-cultural values on dropouts rate of secondary school female students in Tunduru district and discovered that the socio-cultural values influences secondary school dropout among girls. It was investigated that many parents preferred to educate boys rather than girls because it is perceived as the wastage of money because they will get married or get pregnancy and so expelled from school. Not only that but also failure to meet cost of living and big families influenced many girls to drop out of secondary schools because most of them were from polygamous families.

From the theoretical and empirical literature reviews above, it has been identified that a lot of studies, researches and reports that were conducted to investigate the problem of school dropout concluded that poverty among families is a major reason for secondary education school dropout. The government of Tanzania however, responded to these research findings some years back through the Secondary Education Development Plan (SEDP) since 2004 together with the announcement of free ordinary level secondary education to widen the enrolment opportunity especially for children from poor families to have an to access secondary education. Despite all these efforts and others, secondary school dropout remained to be persistent. It is still a major challenge for attaining development by 2025 as it was stated in the Tanzania National Development Vision.

2.3.2 Effects of Secondary School Dropout

The Tanzania Development Vision 2025 states that it is looking forward for having Tanzanians who are skilled, educated and knowledgeable who will be able to compete in the era of globalization both at national and international standards. Not only that but also the NSGRP 2005 targeted in improving education particularly secondary education for better future economic growth and fighting to reduce poverty and to achieve the MDGs in the country through educating the Tanzanians (MoEVT, 2010). Despite all these however, these dreams seems to be unfulfilled as the country is challenged by the problem of its children to quit schooling. Secondary

school dropout has become a major challenge and barrier in achieving the country's dreams. The government spends much of its resources and budget to invest in education but it is sad to see that a lot of students drop out of secondary schools each year.

School dropout also contributes to the wastage of the government budget. A lot of money directed in education will be wasted as the government plan of investing in education will not be achieved. The increase of number of repeaters for those who will wish to go back at school will also disturbs the government budget. This is because it is expensive to invest in education as the government directs a lot of money when budgeting for education. Secondary school dropout also contributes to under development of the country because of the loss of future skilled human resource. The national will lack various skilled personnel in the future such as doctors, teachers, engineers and other professionals and so poverty will prevail in the country (Mawere, 2012).

Secondary school dropout also contribute to the loss of resources especially money to the family levels. This is because families directs all of their strength both moral and material support to their children. Parents and guardians are the one who incur costs of buying student's uniform, books and other school requirements. Not only that but also the dropouts themselves loss their right to education while girls become mothers at low age and so unable to fulfil their dreams (Molosiwa and Moswela, 2012).

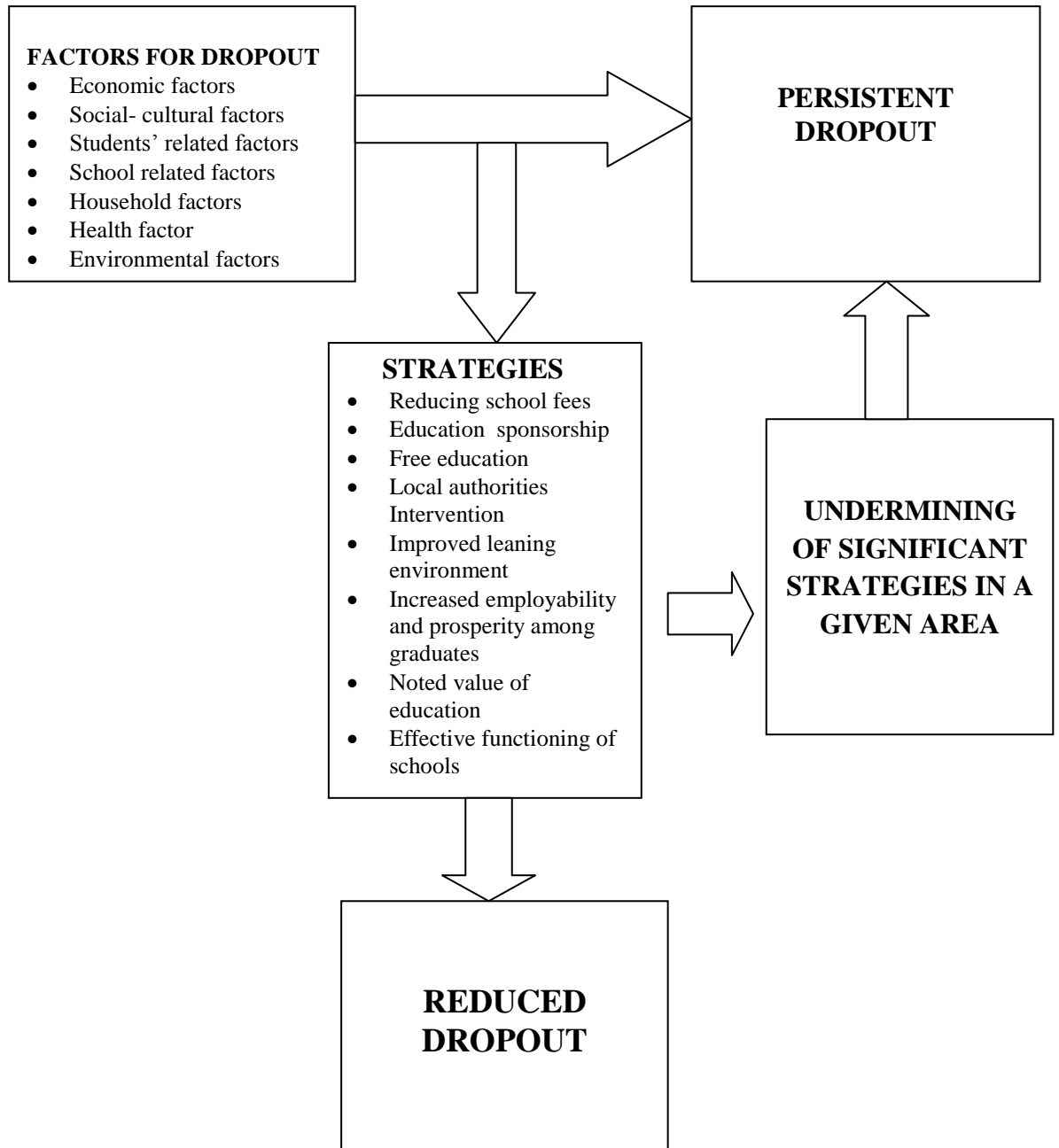
This problem also contribute to the crimes and social evils in the society since most of them after quitting schools engage in anti-social behaviours such as theft, drug abuse, robbery and prostitution. Prostitution also might lead to an increase in HIV/AIDS infections in the society and so the government will incur cost of buying drugs such ARV for the HIV infected persons but also proving education to the members of the society. Girls who dropped out of schools are also vulnerable to rape, early marriages and so get pregnancies at early ages which might lead to deaths during delivery (Mawere, 2012).

By referring to the National PHC of 2012, the population of Tanzania mainland is mostly featured by youngsters' age structure below 18 years. From the total population of the country, the youth below 18 years forms a 50.1 percent of the total population (ILO and NBS, 2016). From this view, the country will be characterized by a larger number of youth aged about 35 years when we reach 2025 but most of the youth will be unskilled as they are dropping out of school today. In fact, school dropout is a silence killer of the nation's development visions. Its crisis has an adverse impact in our society starting with an individual to the national level despite that we don't recognize the situation today.

2.4 Conceptual Framework

According to Punch (2009), the term theoretical framework refers to a framework which shows the central concept of a piece of research and its conceptual status with respect to each other. After passing through several literatures, this study presents a conceptual framework as it is illustrated in Figure 2.1.

Figure 2.1 Conceptual Framework for Persistent Secondary School Dropout



Source: Researcher, 2017.

Figure 2.1 describe that economic factors such as poor household income and economic hardship are regarded as the major factor for secondary school dropout as most of parents/ guardians were unable to pay for their children school expenses. Family poverty is regarded as a major drive force for secondary school students’

dropout as most of parents/guardians are unable to meet secondary education indirect costs. Because of family poverty, parents/guardians often see little choice but to have their children dropping out of secondary schools. Most of the dropouts are ending in child labour as a way of participating in generating family income. Social-cultural factors such as early marriage, parents/guardians' education status, health factors such diseases and death caused by HIV/AIDS pandemic, house hold factors like household tasks and un stable homes together with environmental factors like long distance from home to school influence students to drop out of secondary schools.

Students' related factors like for students to dislike secondary education as a desire to join in labour market so as to generating money, involving in bad groups, pregnancy and to be expelled from school due to lack of discipline influenced many students to drop from secondary schools. The school related factors like corporal punishment at schools, unattractive school environment, poor academic performance and low teachers' morale drove many students out of schools.

Several strategies by both government and non-government organizations such as reduction of school fees, education sponsorship among orphans, free ordinary level secondary education and local authorities' intervention, improving learning environment and effective functioning of schools were employed to manage and eliminate secondary school dropout. These strategies led to the reduced dropout problem. On the other hand, the undermining of these employed strategies in a given area leads to persistent secondary school dropout.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in collecting and analyzing data for the study. It shows how the study was conducted and describes the research procedures in terms of research approach and research design, study area, target population, unity of inquiry, sample size and sampling techniques. The chapter also presents data collection and data analysis approaches data presentation as well as research ethical consideration.

3.2 Research Approach

This study adopted mixed method research approach. Cresswell (2003) defines the term mixed method approach as the one which the researcher's knowledge is basing on pragmatic grounds like consequence and problem oriented as well as pluralistic. It is the one which uses both qualitative and quantitative approaches in obtaining information.

Krysik and Finn (2007) explains that, while searching for truth and knowledge, one can discover that each philosophical paradigm provides a vital knowledge, complement in shortage and so adds a unique contribution in a study. This study adopted both constructivist (qualitative), post positivist (quantitative) and pragmatic (mixed) ideas to provide a wide range of acquiring accurate information.

3.3 Research Design

Wiersma and Jurs (2005) define the term research design as a plan or strategies of inquiry for conducting the research. It is concerned with matters such as the selection of the population to be included in the study and all about the collection of data or information suitable for the study. There are three types of research design, which are quantitative, qualitative and mixed method research designs.

This study employed the mixed method specifically triangulation. According to Teddlie and Tashakkori (2009), triangulation is the design which uses both features

of quantitative and qualitative elements and techniques in the design, data collection and analysis.

The study adopted triangulation mixed design due to the fact that it did not rely on only one source of data. It applied multiple sources of data which were observation, interview and focus group discussion in collecting qualitative data as well as questionnaire and documentary review in collecting quantitative data. The qualitative and quantitative data were later merged in data interpretation. The study decided to use both qualitative and quantitative methods so as to complement each other especially in term of increasing accurate and validity. The information missed in qualitative data was complemented by quantitative data making pragmatism its major philosophical paradigm.

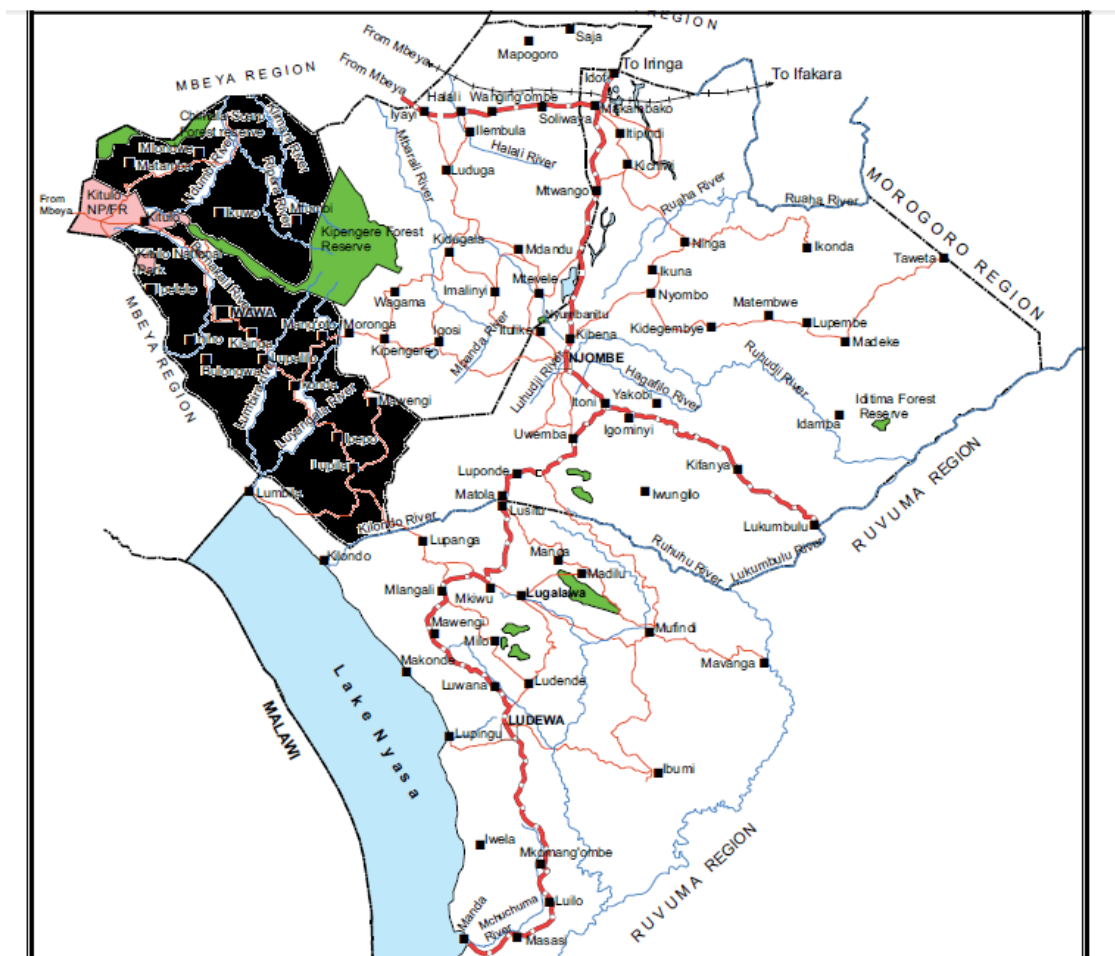
3.4 The Study Area

The study was conducted in Njombe region particularly in Makete District, focusing to the public rural community ordinary level secondary schools.

3.4.1 Location

Makete District founds between the coordinates of 08° 45 ' 00 " and 09° 40 ' 00" South of the Equator and 33° 85' 00" and 34° 30' 00" East of the Greenwich (URT/PMO-RALG, 2014). It is one among the four districts of Njombe Region of Tanzania. It is bordered to the North and west by the Mbeya Region, to the East by Njombe District and by Ludewa District to the south (Mwaipopo, 2005).

Figure 3.1 Njombe Region Map showing the Study Area



Source: PMO-LARG (2013).

3.4.2 Demography and Administrative Set Up

By referring to the 2012 National population housing census, the total population of the Makete District was 97,266 people from which 45,300 were males and 51,966 were females. From the data obtained through National population census in the year 2012, it shows that females are in larger number than males.

The District also is administratively divided into 6 divisions which are Ikuwo, Iwawa, Magoma, Bulongwa, Matamba and Lupalilo together with 17 Wards with 97 unevenly villages. The Makete District wards includes Matamba, Mlondwe, Mfumbi, Ikuwo, Kitulo, Ipelele, Iwawa, Kigulu, Iniho, Mang’oto, Lupalilo, Bulongwa, Kipagalo, Ukwama, Ipepo, Mbalatse and Lupila (MoF, NBS and Makete

District Council, 2013). According to 2012 Tanzania National Census, the population of Makete District is 97,266 populations (PMO-RALG, 2013).

Figure 3.2 Makete District Map Showing Ward Distributions



Source: MoF, NBS and Makete District Council (2013).

3.4.3 Climate

Makete District forms a part within the highlands zones of the Njombe Region with an altitude of 1,600 to 3,000 meters above the sea level, allowing coldness around 15°C dropping below 0° in June and July. It receives rainfall from 1000 up to 1600 mm within a year followed by dry and cold seasons in June up to September. The District has the total surface area of 5,800 square kilometres which is about 23.2 percent of the total surface area of the Njombe Region. It is covered by the forests of woods such as Pines, Cypress, Eucalyptus and Black Wattle about 324,571 forming a part in the 496,627 forests area of the whole Region. This district is of mountainous nature characterized by steep hills, escarpments, high ridges and valleys (PMO-LARG, 2013 pp.7-23).

3.4.4 Main Economic Activities

Forestry farming is a chief economic activity in Makete district. Other economic activities include crop farming as for example wheat and round potatoes production as well as livestock keeping. Like other districts in Njombe region, Makete is also famous in business activities as the Kinga invests most of their surplus in timber production especially from pine woods, transport sector, hotels and retail business such as big shops within and outside the region (PMO-RALG, 2013).

Figure 3.3 Forestry Farming in Makete District



Source: Field data, 2017.

3.4.2 Why Makete District

According to UNICEF Tanzania (2014), Makete District is among the areas in the country having the highest rates of HIV/AIDS infections. This pandemic threat has a great impact on children's education in Makete District as a larger number of children are unable to enjoy their right to education. The HIV/AIDS problem also influences the researcher to conduct a study in this area.

Basing on Njombe Investment Profile, Njombe Region is among the early pioneers in opening the Community Secondary Schools earlier before the idea was presented as the National Policy in education. Through this therefore, the researcher was influenced much to assess the progress of this idea of Community Secondary Schools particularly in Makete District. In addition, the study was also conducted in Makete

District because, the nature of the economic activities conducted in the District might have the great influence in children's education and so the study want to assess the relationship and the influence of the Makete climatic conditions to students education particularly in secondary level (URT/PMO-LARG, 2013).

The local natives of Makete district are famous for soft wood timber production as a main economic activity, their lives therefore depends much on timber raising and harvesting, round potato farming and others migrates outside the district to provide labour in tea plantations. It is a culture of the indigenous therefore to prepare and regards tree farms as an inheritance from their great grandfathers (UHAI-CT, Angaza Zaidi and Tunajali, 2009). From this view, children together with orphans are also given portions of tree farms by their parents or relatives that are regarded as a source of income to the child and a family through timber harvesting and selling.

3.5 Target Population

Krysik and Finn (2007) define the term population in research as the totality of persons, events or organizational units to which the research problem is dealing with. This study targeted students in rural ordinary level secondary schools, the heads of schools, community members and district educational leaders such as the District Education Officer.

3.5.1 Heads of School

The Headmasters/Mistresses are the leaders of the schools organizations and so they have a lot of information about their students. These includes the number of students enrolled each year, the exactly number of students present at school and those dropped out, they preserve various documents such as various reports and letters from parents to mention some. So the heads of schools as teachers and leaders were important in providing necessary information, useful in this study.

3.5.2 Community Members

Community members also were selected. Parents/guardians who formed this group of community members are the one responsible for children's education as they supply things like school uniforms, exercise books to mention some. So the

education of these children depends much on their parents/guardians since they are the final decision makers of their welfare at home and school, so they had a lot to say concerning their children's education. Community members were important because they know their children well because students are coming from communities.

3.5.3 Continuing Students

Students are the one who are responsible for acquiring education. Continuing students were selected to state their attitudes toward secondary education and to give views concerning their fellow students' school dropout.

3.5.4 Dropouts

Those who dropped out of school are the one to state why they quitted school and what exactly forced them to do so. This study hoped to get valid information from this group since they are the most important group in the study.

3.5.5 The District Education Officer (DEO)

This leader is also useful because he holds various district education information such as the number of students presents at schools, those who failed to complete their secondary education and other important information. The study also considered DEO as an important respondent in providing relevant information useful for this study.

3.6 Unity of Inquiry

This study involved individual persons. The individual persons in the identified groups were the dropouts, continuing students, community members, heads of schools and DEO.

3.7 Sample Size and its Distribution

The term sample in research refers to a group of individuals, items or groups representing the features of the larger group from where the sample is drawn while sampling refers to the actions of selecting a sample (Gay, Mills and Airasian, 2009).

It was not easy for the researcher to work on the whole population due to the limited time of the study, so the study chose only few respondents from the target

population. The study sample included 6 Heads of Schools, 1 District Education Officer, 20 dropouts, 120 Continuing students from six selected community schools and 20 community members to make 167 total sample size. Apart from people, six wards were selected to represent the 17 wards in the study area. Table 3.1 provides ward names together with number of respondents from each ward.

Table 3.1: Ward Names and Number of Respondents

S/ n	Wards	Groups and number of respondents				
		Continuing students	Dropouts	Heads of schools	Community members	Education coordinator (DEO)
1	Mang'oto	20	3	1	3	-
2	Ukwama	40	3	2	4	-
3	Iwawa	20	3	1	3	1
4	Kitulo	20	3	1	4	-
5	Ipepo	20	4	1	3	-
6	Lupalilo	-	4	-	3	-
Total		120	20	6	20	1

Source: Survey data, 2017.

From the list of 16 Community Secondary Schools in Makete District, the researcher chose 6 schools as a sample to represent other schools in this study. The selected secondary schools are Kitulo, Iwawa, Mang'oto, Ukwama, Ipepo and Makete girls'. Makete girls' is the only girl school in the district, it started in 2014. This school was at Ukwama ward. Since it was the only girl school in the district, the researcher prioritized it by including it in the sample and so having two schools from Ukwama ward. Table 3.2 show the sample of schools and number of students from each school.

Table 3.2: Sample Size by Schools

Name of secondary school	Number of students	Percent
Mang'oto	20	16.7
Ukwama	20	16.7
Iwawa	20	16.7
Kitulo	20	16.7
Makete Girls	20	16.7
Ipepo	20	16.7
Total	120	100.0

Source: Survey data, 2017

3.8: Sampling Techniques

According to Talawar and Benakanal (2009), Sampling is conducted so as to obtain the detailed study of just a part instead of the whole population. Sampling was conducted in this study to obtain few respondents so as to represent the whole population. Sampling strategies involves the decisions made by a researcher concerning from whom the information will be collected, who will be involved in the study and how are they included as well as what is done so as to reveal the identities in the research (Mertens, 2010).

According to Krysik and Finn (2007) there are two main sampling techniques which are probability sampling, the one which every element in the sampling universe has a chance of being selected and non probability sampling which is a procedure where by all elements in the population have unknown and different chance of being included in the sample. Probability sampling procedures used was cluster sampling while non probability sampling included purposive (expert) and snow ball (chain) sampling.

3.8.1 Cluster Sampling

Cluster sampling is a procedure where by a researcher chooses groups not individuals then identify the clusters and then select them randomly until the desired sample is reached (Gay, Mills and Airasian, 2009). This procedure was used in the selection of community secondary schools to be included in the sample. From 17 wards, 6 schools were selected whereby 4 schools were selected from each ward and 2 schools from the same ward to make groups of six schools.

The procedure was used because of the nature of geographical area of Makete District. Schools are dispersed, but also other schools were located in remote areas whereas it was difficult to reach them. Furthermore, the procedure was used in selection of classes to obtain few students to be included in the sample as it was not easy for the researcher to include all students due to the limited time.

In choosing schools, the researcher first prepared pieces of papers labelled school names and randomly pick the papers until the desired number was reached. She then prepared another pieces of papers labelled classes and later selected classes randomly by picking papers until the desired number was reached.

3.8.2 Snowball Sampling

This is a method which relies on the human factor to give information necessary to further the sampling process, whereby a researcher asks the initial informants to locate or identify other potential informants until the desired sample size is achieved (Krysiak and Finn, 2007). This procedure was used to draw students who dropped out of schools and community members. The few dropouts and community members who were available were used to identify others by mentioning their names to the researcher. This is because it was difficult for the researcher to find and identify the dropouts in the villages so the few available were used to locate others and to increase list of the sampled dropouts.

3.8.3 Purposive Sampling

According to Krysiak and Finn (2007) purposive sampling is a method whereby a researcher intentionally selects the participants to be included in the sample. The researcher selects individuals on the basis of their special knowledge for in depth analysis of information relevant to the research problem. This study applied this procedure to select heads of schools and the district education officer. These people had special knowledge concerning students and education matters in general thus useful in providing relevant information.

3.9 Data Collection

According to Mertens (2010), the main purpose of collecting data is just to learn something about people or things. In this study, information was collected from the selected respondents so as to provide the desired data in relation to the research problem. For capable or successful study, this research involved both two sources of data namely primary and secondary data.

3.9.1 Primary Data

This refers to the new facts or data compiled by the researcher direct from the field (Krysik and Finn, 2007). These are the data which the researcher collected from the respondents in the field. In this study therefore, these facts were obtained through observation, interview, questionnaires and focus group discussion.

3.9.1.1 Observation

This refers to the process of gathering accurate information on how a certain program actually operates particularly about processes (Mertens, 2010). Observation method involves participant and pure or non-participant methods. Participant observation is the one which the observer becomes actively involved in the research setting while non- participant observation (pure) is the one which the observer remains apart from the group, event or person being observed (Krysik and Finn, 2007).

In this study, the researcher used non-participant observation because she wanted to gather accurate information on how programs are actually conducted and operated, learning the activities that people were doing in a given situation together with understand the current situation of the study area. Photographs were also taken in sensitive events for justification.

Since she could not be an integral part of the whole process, the researcher pre-determined the set of things to be observed at the study area by using an observation schedule shown in table 3.3. These issues included the nature of economic activities conducted in the district, students' school attendance, teaching and learning environment, students outside schools together with those who were providing labour in various parts of the study area.

Table 3.3: Observation Schedule

Items to be observed
Nature of economic activities conducted in the district (tree farming, round potato and wheat production, retail business)
Number of students and teaching activities at schools
Teaching and learning environments
Students' dormitories and dining places
Secondary school aged children roaming in streets during class hours
Students who engage in providing labour

Source: Researcher, 2017.

3.9.1.2 Interview

This refers to the purposeful interaction in which one person obtains information from another. This method gives a room to the researcher to acquire vital information that was missed from observation method (Gay, Mills and Airasian, 2009). Interview involves structured and un-structured methods. According to Punch (2009), structured interviews are the one which a respondent is asked a series of pre-established questions with pre-set response categories and all respondents receive the same questions in the same order delivered in a standardized manner while unstructured interviews are the non-standardized, open-ended and in-depth interviews used as a way of understanding the complete behaviour of people without imposing any a priori categorization which might limit the field of inquiry.

In this study, both structured and unstructured interviews were used to collect qualitative data from the academic masters/mistresses and DEO in order to obtain the in-depth information from them as well as exploring their interpretation and understanding of the research problem.

3.9.1.3 Questionnaire

According to Gay, Mills and Airasian (2009), questionnaire is written collection of self-report questions to be answered by selected group of research participants. There are two types of questionnaires which are close ended and open ended. The close-ended questionnaires are the one which requires the respondent to choose from a limited number of predefined responses while the open-ended questionnaires are the one which ask the respondents to respond in their words rather than to select from a number of predefined responses (Krysiak and Finn, 2007).

Questionnaire method was used to collect quantitative data whereby questions of both close-ended and open-ended nature were administered to students at schools, the dropouts and community members. This method was chosen by the researcher because it enabled the researcher to collect a lot of quantitative data easily within a short period of time but also for easy data comparison and analysis.

Figure 3.4 Students Filling Questionnaires



Source: Survey data, 2017.

3.9.1.4 Focus Group Discussion

According to Punch (2009), focus group discussion is a method of qualitative data collection whereby a small group of people are interviewed as a group so as to collect information. They usually involve a skilled mediator who interview people so as to share information (Krysik and Finn, 2007). The researcher decided to use this method because she wanted to obtain reliable, efficient and in depth information concerning the study problem in a short period of time. This technique was applied to students at school so as to give them the room to discuss the problem but also an opportunity to give their opinions and suggestions on how school dropout problem could be solved.

Figure 3.5 Students Discussing the Problem of Secondary School Dropout



Source: Survey data, 2017.

3.9.2 Secondary Data

According to Krysik and Finn (2007) secondary data are the one which have been collected and documented for other purposes apart from the research at hand. The method used to collect secondary data was documentary review.

3.9.2.1 Documentary Review

This is method conducted when we are in need of understanding how a certain program operates without any interruption to the program. It could be a review of applications, finances or minutes of meetings (Mertens, 2010). The researcher used this method in order to obtain comprehensive and historical information of the problem but also because method does not interrupt with other programs or client's routine in program. The reviewed documents were attendance registers, students' files for dropouts and orphans, websites, journals, papers, articles and other documents with relevant information to the research problem.

3.10 Data Analysis

Data analysis is an attempt where by a researcher summarizes the collected data in a dependable and accurate manner and the data that has been collected will determine the data analysis technique that used (Mills, 2007). In this study, there was a need to reduce the collected data in a simple and manageable form so as to make the data analysis process easy. The analysis activity involved the processes of changing the

respondents' responses into numbers or numerical like scoring for quantitative data and categorizing the qualitative data into categories after making classification.

The qualitative data were analyzed through content analysis while Statistical Package for Social Science (SPSS) version 20 computer software was used in analyzing quantitative data in a form that allowed easier interpretation.

According to Mertens (2010) descriptive statistics is the one which describes several features common to the entire sample and summarizes data on a single variable for example mean and median, mode and standard deviation. Descriptive statistics from the chosen software were used to describe different aspects of the study across tabulation, frequency distribution, percentages and figures. All these means were employed so as to determine the relationship and differences between variables.

3.12 Data Presentation

Collected data were presented through tables and graphs to show percentages and frequencies as well as charts to show the relationship between variables. Statements recorded through interview and focus group discussion were presented for justification of arguments made.

3.13 Research Ethical Considerations

Strom-Gottfried (2007) defines term ethics as the embodiment of values into guidelines for our behaviour and professional ethics as those standards that guides our professional practice. We as researchers also are in need of adhering to the professional ethics which will guide us when conducting research works as Krysik and Finn (2007) added that those who conduct researches have an ethical responsibility to make sure that their researches are conducted in the trust manner and for the well being of all who will be involved in the study.

In adhering to these matters, follow-ups were made for permission letters from Mzumbe University to the Makete District Director for a permission of conducting a study in Makete District. Makete District under the permission of DED also provided a permission letter to a researcher so as to collect information in schools and from the community members in general.

Not only that but also this study was conducted in the way that ensuring all privacy and confidentiality are taken into consideration. The researcher also tried to hide the schools and respondents' names together with their identities. School names are represented as schools A, B, C, D, E, F and G. In FGD, students are represented by the names of the villages where they were coming from despite that they were from the same school. The village names were Usungilo, Ilindiwe, Mago, Ivalalila, Ibagu, Ndulamo, Utweve, Iwawa, Makangalawe, Unenamwa, Ihanga and Usagatikwa. Study respondents in groups were informed of their pictures to be used in the research report and had no problem at all.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The major aim of this study was to examine persistent dropout in rural ordinary level community secondary school in Makete district. This chapter presents the study findings and discussions guided by the study objectives. The presentation starts with describing the demographic characteristics of the respondents which are age, gender, parents' information, marital status, occupations, education status, respondents' wards and schools. The second part includes factors for persistent secondary school dropout, strategies that were employed to manage dropout and their effectiveness and ending with presenting respondents views on which measures to be taken so as to eliminate secondary school dropout.

4.2 Demographic Characteristics

This part presents demographic characteristics of the respondents. These characteristics include age, gender, parents' information, community members' occupation, marital and education status.

4.2.1 Age

This part presents age analysis of continuing students and the dropouts. The researcher was interested to know their age in consideration that age was likely to be among the variables that fuels persistent dropout in Makete district in term of which age category was most vulnerable to the problem together with their causative results. The respondents were asked to indicate their age groups by their groups such as students in schools and the dropouts. Their responses are shown in Table 4.1.

Table 4.1: Distribution of Respondents by Age

Demographic characteristics		Dropouts		Continuing students	
		Frequency	Percent	Frequency	Percent
Age groups (years)	13-15	5	25.0	40	33.3
	16-18	13	65.0	75	62.5
	19-20	2	10.0	5	4.2
Total		20	100.0	120	100.0

Source: Survey data, 2017.

Table 4.1 shows that, 5 (25.0%) dropouts were aged between 13-15 years, 13 (65.0%) were aged between 16-18 years and 2(10.0%) dropouts were aged between 19-20 years. The table also show that 40 (33.3%) continuing students were aged between 13-15 years, 75 (62.5%) were aged between 16-18 years and 5 (4.2%) were aged between 19-20 years. These findings imply that, most of students at the ordinary level secondary schools are the adolescents. According to UNICEF Tanzania (2011), adolescence refers to the years of transition from childhood to adulthood. Adolescence is among the sensitive stages in human growth because it is a period when choices are made by the young people and these choices are like the foundation for their future life. Tanzanian most adolescents who are in secondary schools are experiencing changes as they are in a remarkable transition period. It is in this stage when we are experiencing new patterns of behaviour and decisions among the adolescents which are influenced much by the life style of the people surrounding them. At this stage, the adolescents would start to think that they have rights to decides on their matters thus demanding freedom.

The researcher concludes that it is the adolescence stage that might be a causative agent that influences students to quit secondary school because most of them think that they have grown enough to make their own decisions rather than to be guided by elder people. These results resemble to what is reported on the survey that was conducted in Tanzania countrywide in 2000/2001, 2006 and 2014. The report revealed that from the 4,433,098 million of children and adolescents aged between 5-17 years who dropped out of schools, a total of 1,702,659 were the children aged between 14-17 years who were in secondary schools in the country (ILO and NBS, 2016; p. xv).

UNICEF Tanzania (2011, p.2) asserts that, in the group of five Tanzanians, there are more than one adolescent aged between 10 and 19 years. In Tanzania, 9.9 million of the population are the adolescents aged between 10 and 19 years, representing about 23 percent of the total population. By having a large number of youths in this stage, there is a need of putting more emphasis to them to make sure that they complete their secondary education for better future of this country.

4.2.2 Sex

This part presents sex category of students at school, dropouts and the community members. The researcher was interested to know if sex has any influence on persistent dropout among students. Students' sex was included so as to identify which sex is much affected by the problem of school dropout, examining their school attendance in term of which sex category is likely to drop out of secondary school and obtaining views of both girls and boys concerning the value of secondary education so as to compare and contrast their understanding. Dropouts' sex was also included so as to establish the gender which is more affected by the problem of secondary school dropout whether boys or girls and to understand whether factors are related to sex are also influence students to quit secondary school. Community members' sex was also included in the study so as to assess if it has any impact on children secondary education, either positively or negatively. The results are presented in table 4.2.

Table 4.2: Distribution of Respondents by Sex

Demographic characteristics		Continuing Students		Dropouts		Community members	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Sex	Male	56	46.7	12	60.0	8	40.0
	Female	64	53.3	8	40.0	12	60.0
Total		120	100.0	20	100.0	20	100.0

Source: Survey data, 2017.

Table 4.2 shows that, 56 (46.7%) continuing students are males and 64 (53.3%) are females. It also shows that, 12 (60.0%) dropouts are males and 8(40.0%) are females. For community members, 8 (40.0%) are males and 12 (60.0%) are females. From the continuing students, it is observed that female students are more than male students

in Makete district. From these results, it can be evident that male students are likely to be subjected by the problem of school dropout than female students. The researcher establishes that many boys might have been dropped so as to engage in various activities outside the schools. This resemble to what was observed by UNICEF Tanzania that larger number of adolescents especially boys are under pressure of engaging themselves in adult roles that will help them to earn income and so giving little value to education.

On the other side, it is presented in the table that most of the dropouts are males. This picture reveals that, there are a lot of male students who have left school due to number of reasons. From this picture, it can be concluded that boys are more affected by secondary school dropout than girls in Makete district.

This was also identified by a study conducted by MoF, NBS and Makete District Council (2013 pp. 154-155) that, number of boys who managed to complete ordinary level secondary education decreased in 2009 and 2010 to 54 percent and 52 percent respectively. This report further asserts that, out of 3,061 and 3,271 boys who were enrolled in 2009 and 2010, only 495 and 831 respectively managed to complete their ordinary level secondary education in those two consecutive years.

It emerged clearly in this study that, the population of Makete is made up with many females than males. These results resemble to what was observed during the 2012 National population housing census as the total population of the Makete District was 97,266 people having 45,300 males and 51,966 females. This data from the 2012 PHC also reveals that there are more females than males in Makete district. Since female parents/guardians are many, the researcher confirms that this situation affects children education and well being in general. This implies that the burden of educating children in this district is in hands of female parents/guardians than male parents/guardians. Single parent assistance always has a negative impact to students as it draws many of them out of schools due to lack of assistance from the other side.

A report by REPOA (2010) observed the same by stating that many widows in Makete and Muleba face hardship of carrying heavy loads of both taking care of

children and finding means of generating family income to support their families after the death of their husbands. This situation affects children especially on education matters as most of them are forced to drop out of schools because of the nature of the families that they are coming from. Not only that Kwariko (2004) assert that, students are in greater position of dropping out of schools when their parents/guardians lack assistance to meeting children school requirements like uniform, shoes and stationery items.

4.2.3 Parents' Information

This part presents continuing and dropout student parents' information. It is understood that, to the large extent, parents/ guardians are the responsible members in making sure that children acquire their right of access to education through providing material and moral support to them. As it was observed earlier, Makete district is among the areas in Tanzania that have been affected by the problem of HIV/AIDS. The researcher was also interested to include dropouts' parents' information to establish its relation to dropout. On the other hand, the researcher was interested to include continuing student parents' information so to assess the responsibility and participation of parents in making sure that children attend school. Continuing students and dropouts were required to choose their correct parents' information, and the results are as presented in Table 4.3.

Table 4.3: Distribution of Respondent by their Parents' Information

Demographic characteristics		Continuing students		Dropouts	
		Frequency	Percent	Frequency	Percent
Parents' information	Both father and mother are alive	57	47.5	10	50.0
	Father is alive, mother is dead	18	15.0	2	10.0
	Mother is alive, father is dead	37	30.8	5	25.0
	Both father and mother are dead	8	6.7	3	15.0
Total		120	100.0	20	100.0

Source: Survey data, 2017.

Table 4.3 shows that, 57 (47.5%) continuing students have both parents, 18 (15.0%) have their father alive with their mother dead, 37 (30.8%) have their mother alive but their father were dead and 8 (6.7%) lost both mothers and fathers. On the other hand, the table also shows that, 10 (50.0%) of the dropouts had all parents, 2(10.0%) have

their father alive with their mother dead, 25.0% had their mother alive with their father dead and 3 (15.0%) have lost both mothers and fathers.

From these findings, it is clear that most of continuing and the dropout students in Makete district are orphans of either paternal or maternal and double orphans. The study by UNICEF Tanzania (2014) observed the same as it clearly asserts that Makete is among the districts in Tanzania with high HIV rates, having a larger number of orphans and widows due to deaths caused by HIV/AIDS pandemic. Therefore, the pandemic is likely to be one of the limiting factors for education to the orphans.

Not only that the findings also resemble findings in the study by REPOA (2010) in Tanzania that, Makete district is a leading district for the number of widows. This can be observed in the table that many continuing students and the dropouts had their female parents compared to those having male parents and it can further be observed that many students are orphans of various categories due to deaths caused by HIV/AIDS. Furthermore, the 2002 PHC also evidences the situation by indicating that Makete district is leading for having a larger number of orphans about 4.6 percent followed by Iringa urban 3.8 percent, Bukoba rural 3.6 percent, Kyela 3.2 percent and Rungwe 3.2 percent (URT, 2003).

The study by Kessy, Kweka, Makaramba and Kiria (2008) in Muleba and Makete districts observed that, out of 40 selected orphans, majority (52.5 percent) of orphans were without fathers (paternal orphans) as compared to those without mothers (maternal orphans) (15 percent). Those without both parents (double orphans) were 32.5 percent. This is the same as what was observed in this study that to both students and the dropouts, in which orphans without male parents are many compared to the other groups of orphans. This situation has affected every individual in the district especially students as most of them lack assistance contrary to what has been reported by various studies and thus highest withdrawal rates from schools.

4.2.4 Marital Status

Having Makete as one of the most HIV/AIDS stricken districts in Tanzania, the researcher was interested to know the marital status of its community members. This was expected to help in assessing whether there is a correlation between parents/guardians' marital status and the problem of secondary school dropout. The results were shown in Table 4.4.

Table 4.4: Distribution of Community Members by Marital Status

Categories	Frequency	Percent
Married	8	40.0
Widows	9	45.0
Widowers	3	15.0
Total	20	100.0

Source: Survey data, 2017.

Table 4.4 shows that 8 (40.0%) community members are married, 9(45.0%) are widows and 3 (15.0%) are widowers. These findings clearly indicate that, most of the indigenous in Makete district are widows and widowers. The implication for this study is that, this situation has a negative impact to children's education in the district.

These results reveal what was observed by Kessy et al. (2008) through their study on Vulnerability and Property Rights of Widows and Orphans in Muleba and Makete district. The study asserted that there is the highest number of widows and orphans in Makete district countrywide. The PHC of 2002 also verify this observation, as among the five leading districts in the country for having many widows, Makete is number one having 10.2 percent followed by Bukoba rural 8.2 percent, Njombe 7.0 percent and Dodoma 6.7 percent (URT, 2003).

4.2.5 Occupation

Community members also form part of parents/guardians because some of them might have children who were in secondary schools. The researcher therefore was in need of including them so as to assess whether there is a mutual relationship between their occupation and drop out of secondary school students and assess whether community members' occupations influenced students to quit secondary schools.

The community members were asked to fill their occupations and the results are shown in Table 4.5.

Table 4.5: Distribution of Community Members by their Occupations

Categories	Frequency	Percent
Peasant/farmer	9	45.0
Business	9	45.0
Others	2	10.0
Total	20	100.0

Source: Survey data, 2017.

Table 4.5 shows that, 9 (45.0%) community members were engaging in farming activities, including softwood tree farming, 9(45.0%) of the indigenous were engaging in business of soft wood production which in turn they direct its capital in retail business activities and 2 (10.0%) were engaging in other activities apart from business and farming. From these findings it can be concluded that most of the Makete community members are engaging themselves in farming activities particularly soft wood tree farming and retail business.

A large portion of land in Makete is covered with manmade forest trees to the large extent, making people to depend much on tree products especially timber and most of them directs its capital to retail business and transportation followed by other activities such as round potatoes production. It is further found in this study that, these activities might attract and cause young people especially students to see that going to school is the wastage of time and so decide to quit school so as to join the labour market and start generating money through those activities.

URT/PMO-LARG (2013 p. 7-23) observed the same and established that, Makete district is covered by the forests of woods such as Pines, Cypress, Eucalyptus and Black Wattle about 324,571 forming a part in the 496,627 forests area of the Njombe region. The indigenous of Makete are famous in business activities and so they invests most of their surplus in timber production especially from pine woods, transport sector, hotels and retail business such as big shops within and outside the region. Apart from forestry farming, other economic activities includes crop farming as for example wheat and round potatoes production as well as livestock keeping.

This observation also resembles findings by UHAI-CT, Angaza Zaidi and Tunajali (2009) that, the local natives of Makete district are famous for soft wood timber production as a main economic activity. Their lives therefore depends much on timber raising and harvesting, round potato farming while others migrates outside the district to provide labour in tea plantations.

These activities however have a great negative impact to children’s education as most of them especially the adolescents choose to skip school so as to engage in business activities.

4.2.6 Education Levels of Community Members

Parents/guardians are among those who form communities that is why the researcher included them in the community members group. The researcher was interested to know if there might be a correlation between the education status of the community members and the schooling of their children. This was done to assess if their negative or positive attitudes have an adverse impact on children’s education together with child’s love of school whether negatively or positively. Community members were requested by the researcher to indicate their education levels, whose results are presented in Table 4.6.

Table 4.6: Distribution of Community Members by Education Levels

Categories	Frequency	Percent
Standard seven	12	60.0
Did not complete primary education	1	5.0
Secondary and higher education	7	35.0
Total	20	100.0

Source: Survey data, 2017.

Table 4.6 shows that, 12 (60.0%) community members completed standard seven, 1(5.0%) community member did not complete standard seven and 7(35.0%) community members completed secondary and higher education. From these findings, it can be noted that most of the indigenious of Makete had missed secondary education as evidenced in Table 4.6that most of them have gone as far as at standard seven.

The report by MoF, NBS and Makete District Council (2013) also revealed this by positing that, the historical context and the economy nature of the district, remoteness of the area together with the shortage of economic infrastructure contributes much to slow down the introduction of secondary education in Makete, and that until 2006, the district had only 9 public secondary schools. This situation has affected the indigenous people to the large extent, especially those before the introduction of community schools. The researcher confirms that, this situation has a negative impact on their children's education as children's love for school depends much on parents/guardians interest towards education.

Chakravarty (1989) observed the same and indicated that, the love for school and schooling of children depends upon the education status of their parents. In the literate families there is a possibility of higher enrolment and stay in schools while in illiterate families the extent of non enrolment and drop out is higher as those children are in great due to lack of motivation and school assistance. Many children come from families of uneducated mothers having low household income especially in rural areas. This has effects on the vulnerable groups such as orphans and children with disabilities.

4.3 Factors for Persistent Secondary School Dropout

The main aim of this objective was to identify factors for persistent secondary school dropout in rural ordinary level community secondary schools in Makete district council. The factors for persistent dropout among orphans and other students were investigated by using several variables that the researcher sought was necessary for achieving the study objective. For better results, the researcher used variables such as determining the existence of secondary school dropout problem in Makete district, determining value of secondary education to both parents/guardians, students and the dropouts and the relationship that exist between secondary education and chief human economic activities that are conducted in the district. The investigation to all these was done through observation, questionnaire, interview and focus group discussion.

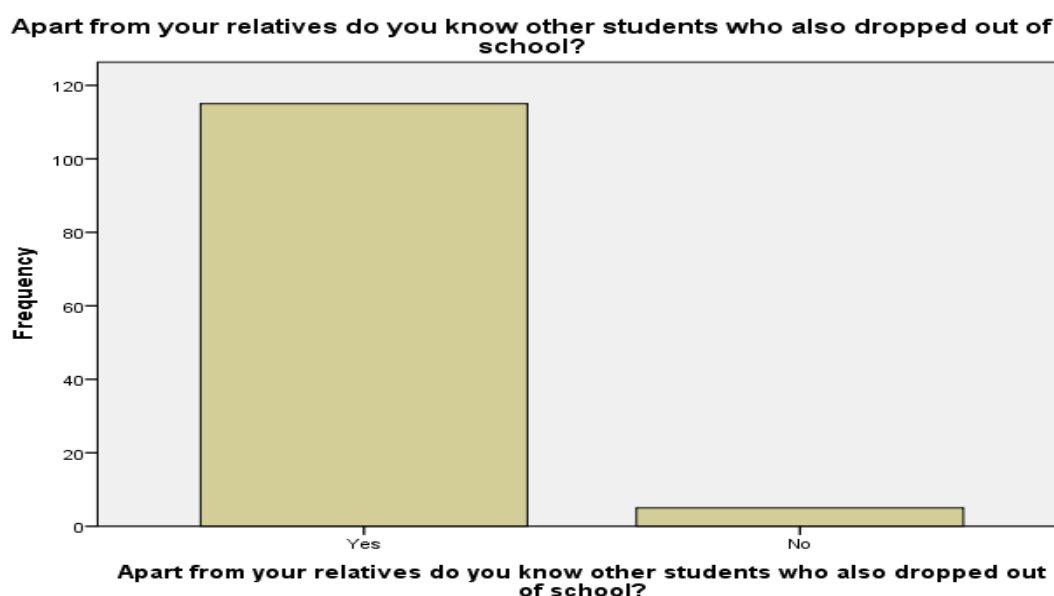
4.3.1 Existence of secondary school dropout problem in Makete district

Before jumping to the factors for dropout, the researcher sought to establish if the problem of secondary school dropout truly exists in the district. The researcher therefore asked the respondents to tell on the existence of the secondary school dropout.

4.3.1.1 Continuing Students

Through questionnaire, students at schools were asked if dropout exists at their schools. Students' responses were as shown in Figure 4.1.

Figure 4.1: Students' Responses on the Existence of Secondary School Dropout



Source: Survey data, 2017.

Figure 4.1 shows that, 115 (95.8%) out of 120 students indicated that dropout exists in their schools; while only 5 (4.2%) out of 120 students said that the problem does not exist in their schools. These findings clearly indicates that majority of secondary schools in Makete are faced by the problem of school dropout.

4.3.1.2 Community Members

Through questionnaires, community members were asked to indicate if the problem of secondary school dropout exists in their wards. Community members' responses were as shown in Table 4.7.

Table 4.7: Community Members’ Responses on the Existence of School Dropout

Categories	Frequency	Percent
Yes	17	85.0
No	3	15.0
Total	20	100.0

Source: Survey data, 2017.

Table 4.7 shows that, 17 (85.0%) community members agreed that secondary school dropout exists in their wards; and 3 (15%) of them disagreed that the problem does not exist. Basing on the majority views, the researcher noted that secondary school dropout exists in Makete district.

4.3.1.3 Heads of Schools

By using an interview method, the heads of schools were also asked if their schools have experienced the problem of dropout: The head of school ‘A’ stated that;

That list is of the only few selected dropouts. In this year 2017 also some students have been troubling us since the beginning of this year, we use force to make them stay at school. We also have those who stay school for only few months, if it happen that they go back home, they never return back to school until we start dealing with their parents/guardians with the help of ward leaders. Up to this time, we have the list of 11 students who officially dropped out of school in this year 2017 and no one knows where they are

This finding reveals that there is a problem of secondary school dropout in the district. Nevertheless, the information reveals that there is also a list of new dropouts in this current year 2017 despite the announcement of free education. From this observation, the researcher draws a general conclusion that, dropout is not just a problem but a great challenge that brings chaos in the whole district.

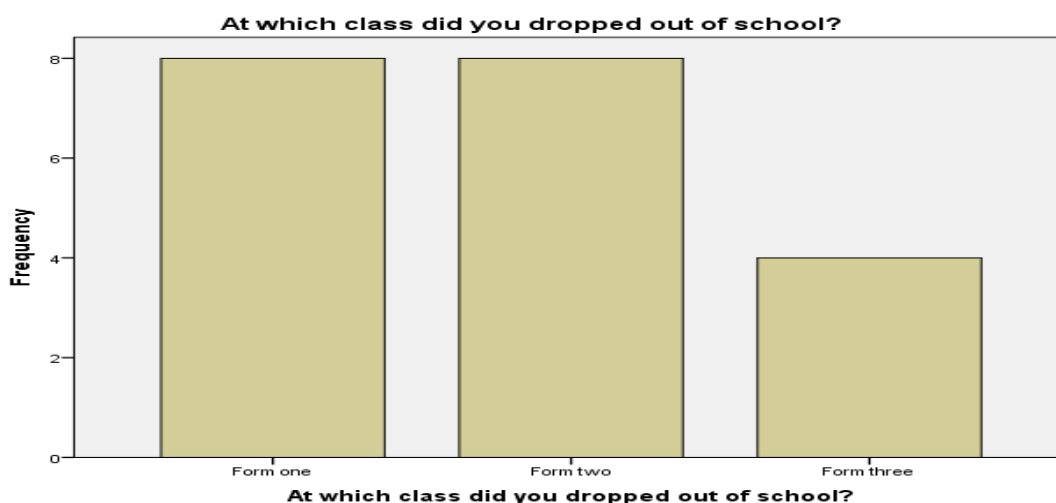
The researcher also managed to pass through the documents such as the attendances and students files and realised that 344 students who have dropped out of these schools in years (2014, 2015 and 2016). From this finding, it can be argued that, secondary school dropouts exist in Makete. The 2011 Makete district DED’s report showed that, out of 973 students who were enrolled to join form one in 2008 only 577 managed to complete form four whereas out of 5,898 who joined form one in 2009 only 909 completed form four in 2012. Furthermore, out of 6,048 students who joined form one in 2010 only 1,571 managed to complete form four in 2013. From

this statistical trend realized, it is evident that out of 12,919 enrolled students in 2008, 2009 and 2010, only 3,057 students managed to complete form four meaning that 9,862 (76.3%) students had dropped out of schools in those consecutive years (MoF, NBS and Makete District Council, 2013 pp. 154-155).

The findings in this study are in line with the observation by EFA Global monitoring report, whose findings show that, 204 million of both children of primary school and adolescents of lower secondary schools dropped out in 1999. It further indicates that in 2012 there were 121 million pupils and adolescents of lower secondary who dropped out of schools, the majority of which are from Sub Saharan Africa. The EFA Global Monitoring Report (2015) estimates show that, 57 million of pupils and 61 million of lower secondary adolescents dropped out of schools in 2015. The report further elaborates that in every 3 students in low and middle income countries, 1 failed to complete lower secondary education in 2015 as result of drop out (UNESCO, 2015 pp. 3-11).

During the study, the researcher was also interested to establish the class levels that are highly faced by the problem of secondary school dropout. Through the questionnaire, the researcher asked the dropouts to indicate the levels/classes at which they dropped out of schools. Their answers are summarised in Figure 4.2.

Figure 4.2: Classes Experience High Dropout Rates



Source: Survey data, 2017.

Figure 4.2 shows that, 8 (40.0%) students dropped out in form one, 8 (40.0%) students dropped out in form two and 4 (20.0%) students dropped out in form three. Based on the findings, the study establishes that, the highest dropout rate in secondary schools was highly in form one and form two. This situation might imply poor functioning of schools and poor school/learning environment. It may also raise a question on what do students engage in when waiting for results after completing primary education together with the role of parents/guardians and their perception on secondary education.

These findings are in line with PMO-LARG (2014) report which states that dropout cases are critical among secondary students in form one and two. A report by BEST (2011) also support this by stating that school dropout out is high in o-level and least in A-level. Students in lower classes are leading in dropping out of schools.

After finishing with the investigation of the existence of the problem, the researcher went further to investigate factors for secondary school dropout in Makete district. Continuing students, the dropouts, community members and the heads of six selected schools provided the factors for secondary school dropout among students.

4.3.2 Reasons for Secondary School Dropout

The researcher was interested to know why secondary school dropout in Makete district and what influence students to quit school before graduation. The researcher asked this question to the continuing students, community members, dropouts, and the heads of schools.

4.3.2.1 Continuing Students

Through questionnaires, continuing students were asked to indicate the reasons as to why their fellow students decided to quit school. Their responses were as shown in Table 4.8.

Table 4.8: Reasons for Secondary School Dropout Given by Continuing Students

Factors for secondary school dropout	Frequency	Percent
They had no one to sponsor their secondary education	17	14.2
Their parents/guardians forced them to quit secondary school	39	32.5
Secondary education has no benefits compared to business and other production activities	48	40.0
Pregnancy	4	3.3
Peer influence and bad groups	3	2.5
Corporal punishment	4	3.3
Parents/guardians' health problems	5	4.2
Total	120	100.0

Source: Survey data, 2017.

Table 4.8 reveals that 17 (14.2%) of the students said that their fellow students had no one to sponsor their secondary education; 39 (32.5%) students said that parents/guardians forced their fellow students to quit school, 48 (40.0%) students replied that the dropouts said that secondary school has no benefits compared to business and other activities out of school and that 4 (3.3%) students said that they dropped because of pregnancy. Otherwise 3(2.5%) students said due to peer influence and bad groups, 4 (3.3%) students said that corporal punishment drove students out of schools and 5 (4.2%) students stated health problems caused students to drop out of secondary schools. From these findings, it can be stated that students together with their parents/guardians are among the key reasons for secondary school dropout in Makete district.

The researcher also collected information from the continuing students through focus group discussion (FGD). The researcher was again interested to establish from these students the typical reasons which forced other students to quit school: A student from Ivalalila stated that;

It is parents/guardians who force us to quit school, as they deny sending children to school. Even if they do so, he will abandon the child there and run away never to return back even to know how the child is proceeding. He no longer assists that child by any means. The child will then start to suffer there at school as he became a beggar to fellow students and teachers. Later he lose hope because he have no one to assist and later decide to return back to the village and so never come back to school. Some of our teachers do assist students especially orphans but they cannot to assist all students because other students have their parents who are

able but they skip their responsibilities and all the money they have uses it in buying 'ulanzi' instead of assisting their children. It is not true that all parents cannot afford to send their children to school, on very few of them. As you can see, we do not pay school fees now, only food contributions as the burden has been reduced by the government. Parents/guardians use much of their money to buy alcohol (ulanzi) and spend much of their time till evening in bars to drink while providing little assistance to their families

This statement suggests that, parents/guardians are the key reason for secondary school dropout in Makete district. This is because most of parents/guardians lack education motivational support to their children. This situation leads to other factors like students to hate school and thus truancy. Fan and Wolters (2012) also observed the same by stating that lack of motivation by both parents and teachers at schools influence students drop out because always the decision to quit school is a function of motivation. This is because motivation helps students to stay at school and raise their academic performance as parents and teachers have a great role to play for their academic success. Responding to the same question, another student from Ilindiwe also said:

When we return home during holidays, our parents always mock and curse us. They say they have no money so we should stop to attend school, we should drop. When the time of return back to school come, they refuse buy exercise books, uniforms and other school needs even though they have money

The information above reveals that, parents/guardians and community members have negative attitudes toward secondary education by perceiving it as wastage of money. Students are in a vital position of withdrawing from school if their basic school requirements like exercise books and school uniforms are not met. When students asks for these things two or three times without receiving them, most of them get tired of demanding and so doing nothing rather than drop out of school.

The study by John (2009) is in line with the findings in this study. The scholar found that, that majority of parents had negative attitudes and perceptions toward the community secondary schools and so were not ready for their children to be enrolled in these schools as the schools failed to meet their expectations. This study posits that, parents/ guardians' negative attitudes towards secondary education are among

the factors that discourage students to proceed with school. When asked why school dropout, another student from Makangalawe also responded as follow;

Some parents/guardians also uses force to convince their children to discontinue with school. For example we have our neighbour at home who does not want her child to continue with school. The child said he will not drop, he want to study. The mother replied that if he continues he can be sure that he will sponsor himself for everything and he will chase him out of her home. The child again said he will never drop. At last, his mother told him that she will go to the witch doctor to make him very sick or run mental so as to discontinue or she will kill herself. When the child heard this, he was afraid of being insane and to lose his mother he dropped out of school. I was very sad for him because he liked school very much

From this text, this study posits that, it is parents/ guardians who cause students to dislike school. This is because they use force and harsh words trying to convince their children to quit school. Not only that but also the researcher discovered something that many people and the district authority might not be aware. It has been discovered that these parents/guardians do not only use force but also uses traditional beliefs especially witch craft trying to harm children if they will continue to love school. In fearing of being insane, some students unwillingly decides to drop out of schools leaving un answered questions to their teachers, fellow students and the society in general. Through FGD, another student from Ihanga also contributed the following,

Since most of our parents/guardians ended in standard seven and yet most of them are rich, they do not value secondary education. They always advise themselves that sending a child to secondary is the wastage of time and money as most of the students do fail in form four and returning back to the villages to depend on them. So they should not allow them to study, instead they should go to conduct business or engage in other activities in the villages or in town. This idea has also affected most of us because most of our fellow students dislike secondary school, they like business and providing labour in the villages. You can be sure that this seed of denying school was planted by most of our parents/guardians and community members. For example, some of the community members every time they see us coming here at school, they will end up in riding 'bodaboda' in the villages if we will continue with secondary school. Some of parents/guardians and other community members do like us to continue with school but most of them dislike

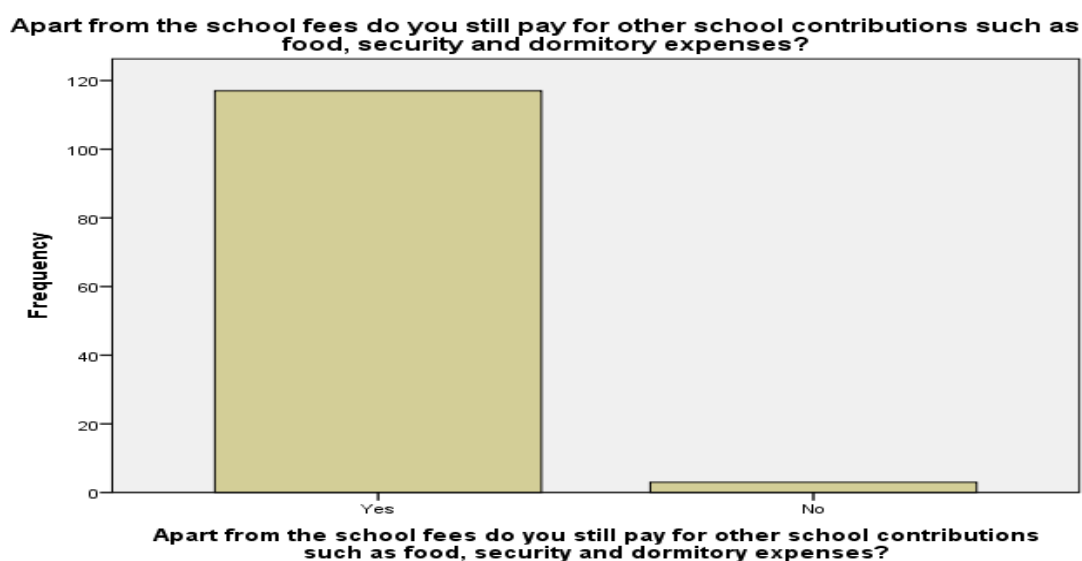
From this statement, the researcher also concludes that various chief economic activities that are conducted in an area have a great impact to the youth including those of secondary school adolescents. Kwariko (2004) support this argument through the study that was conducted at Mtera dam in Iringa, providing an evidence of school age children less than 18 years were among those who were conducting fishing activities at Mtera dam. Since the chief economic activities in Makete district are business and timber production, students with the aid of their elders therefore are influenced to quit school so as to engage in these activities. Another student from Utweve also responded by stating the following:

Some students also dislike school after being influenced by their parents/guardians or community members. They say that business pays and secondary school is the wastage of time because there are so many people in the villages who are rich due to business although they ended in standard seven. It is also true that tree farms inheritance attracts many youth especially secondary school students to engage in activities like softwood timber production as most of us have these tree farms

From this finding, the researcher posits that lack of parents/guardians supervisions towards their children's education contributes much to dropout cases in secondary schools. Parents/ guardians' negative attitudes towards education, makes children to believe that they are in a wrong track and so ending in finding means of making their parents/guardians happy. Since they are still children, students in many cases have no choices rather than to obey their parents/guardians' decisions without considering whether it is wrong or right decision. This was also observed by Chinyoka (2014) that poor parents/guardians' supervision towards education attracts many adolescents to quit secondary schools.

Following the announcement of free ordinary level secondary education, the researcher was also interested to know if students are still paying for non fee contribution at schools. Through questionnaire, the researcher asked the continuing students if they are still paying for non fee contributions and their responses were as shown in Figure 4.3.

Figure 4.3: Students Payment for Non Fee Contributions at Schools



Source: Survey data, 2017.

Figure 4.4 shows that, 117 (97.5%) students agreed that they are still paying for non fee contributions despite the national wide announcement of free ordinary level secondary education and 3 (2.5%) students disagreed. From these findings, it is noted that, parents/guardians in Makete district are still responsible for paying indirect costs at schools. The impression from the findings suggests costs payable to the schools to be among the reasons that discourage students' stay in school as a result of inability of some of their parents/guardians to pay for such costs. When moving from one school to another, the researcher encountered with these students in one of the six selected schools. This is what the researcher observed as it can be seen in the Figure 4.4.

Figure 4.4: Students Queuing for Lunch at Secondary School



Source: Survey data, 2017.

Figure 4.5 reveals that, it is true that students are still paying for non- fee contributions such as food contributions in schools. This observation supports what has been reported by students in Figure 4.4. The researcher is sceptical that, these non fee payments might be among the reasons that drive students out of schools due to inability of some parents/guardians to pay for such contributions.

Despite the free ordinary level secondary education, this study has discovered that students in Makete district are still paying for non fee contributions such as food and parents/guardians have to pay for this because most of school students stay at schools. These contributions especially for food are far greater than that of school fees and so most of parents/guardians are unable to pay it, which has some influence their children school dropout. From this situation, it can be established that indirect costs of schooling and non- fee contributions are also among the reasons which have students' dropout. Through FGD, students also revealed another reason to explain the drop of other secondary school students. A student from Usungilo had the following to state;

Some of our teachers prefer to give us a lot of strokes followed by heavy punishment even for little matters. They beat us regularly, sometime without apparent reason and if we report this to the head master, these teachers together with others become angry and hate us and sometime they chase us out of the classrooms. This situation cause us to see school

as un peaceful environment due to the created enmity and so some of our fellow students were unable to tolerate this situation and run out of school

From this text, the researcher perceives that, heavy punishment such as strokes are among the reasons that drive students out of schools in Makete district. As the child stated, some of their fellows were unable to tolerate this and so decided to withdraw from school. Students lamented that teachers give them many strokes and heavy punishment even for little matters and sometime without apparent reason.

Fans and Wolters (2012) had similar observation and thus states that, dropout is a functional issue of how students are motivated at school. Though identifying motivational factors at a school, one would be able to determine the extent that students can stay at school and the dropout rates. Lack of intense enjoyment and approval at school is likely to lead students to develop behavioural problems and eventually end in withdrawing from school. Moreover, Students will be in a greater position of leaving school early if they are given less support by their teachers. This situation was clearly identified as another student from Mago bravely stood up and stated the following,

Strokes are too many at school even if we commit a wrong act that does not need heavy punishment. I advise that instead of teachers to stick on heavy punishment, they should provide counselling to students because some students misbehave due to lack of counselling in schools. Some are good students, but they seem bad due to influence from bad groups or company at school, students like these need counselling rather than punishment

These findings together reveal that, corporal punishment is among the factors that chase students out of secondary schools. This goes hand in hand with what was observed by TCRF (2013) that, corporal punishment in Tanzanian schools is among the factors which influence dropout among students at schools. Teachers use too much strokes and heavy physical punishment to their learners and so forcing them to run away from schools. Despite the guidelines provided for a limited number of strokes for a child who is believed to have committed wrong, corporal punishment still exists and it is among the push factors for drop outs and low attendance rates in schools.

Finn (1989) also supports the findings through his two models; the frustration-self-esteem model and the participation-identification models to why students withdraw from schools. The frustration- self-esteem model views school failure as the initial stage of the whole process of students' failure to complete his/her education. Showing bad behaviour at school for example, may cause a student to be denied or rejected by the school system itself. When a student is blamed for poor performance or going awkward with school rules for example, he/she became frustrated due to impaired self view and slowly a student will start showing negative behaviour such as skipping classes and engaging in delinquent acts which automatically will drive him/her out of school. On the other hand, the participation-identification model views students' involvement or participation in school as a central idea for them to stay at schools. It put emphasis on the importance of students to abide with the school system as well as students active participation in both school and classroom activities together with feeling identified with the school. When a student fails to cooperate with the school, problem behaviour such as school dropout will be unavoidable. According to this model, lack of students' participation at school may cause them to withdraw from school.

UNICEF (2012) insists that, children's school readiness, school system and families have a great impact on pupils/students love for school. This is because school readiness has a positive relationship with learners' academic success in term of equity and school performance. This readiness however depends much on the school environment/system to support children's education unless otherwise learners are in highly position of dropping out of schools. Ready school is all about the school environment and practices which support learner's needs as well as promoting the act of teaching and learning for all children. The school environment should promote, support and motivate students to learn to enable them to stay at school. Remaining to the same question as to why secondary school dropout, another student from Unenamwa also said the following through FGD,

Some of students joined bad groups in the village when they return home during holiday. These bad fellows told them that continuing with school is the wastage of time; they should quit and start making money. Some of our fellow students also were expelled out of school due to lack of discipline

here at school. They were committing crimes like stealing to their fellow students, fighting and drinking alcohol

Basing on that information, it can be claimed that peer influence and bad groups also influence students to quit school in Makete district. When students see their fellows who are in streets generating money, they are too tempted to join them and regard secondary education as something which has no value. Some students are influenced by their fellow teenagers especially those at the villages to engage themselves in theft, alcohol drinking together with showing bad discipline and so expelled out of school.

This resemble to what was observed by Komba (2014) that peer group influence was among the key factors for secondary school dropout at Kidodi and Iwemba secondary schools in Kilosa district. Most of the dropouts from these schools were caused by their fellow teenagers' quitting school to engage in business especially riding motorbikes better known as 'bodaboda' and music industry. When moving from one school to another, the researcher also managed to observe these students as they were encountered in the secondary schools in Makete district. These students are shown in Figure 4.5.

Figure 4.5: Students using Ground as their Dining Place



Source: Survey data, 2017.

Figure 4.6 shows students getting lunch while sitting on the ground due to absence of dining hall at school. From this observation the researcher could imagine that, this situation might influence students' dropout rate, mainly due to bad and unattractive school environment such as absence of dining halls. As it may be seen, the absence of dining hall at school required students to sit on the ground for the meals. The impact of this situation is that students love for school will diminish day after day as it become tiresome to students especially during cold and rain seasons. Furthermore, we should put in mind that most of children enter secondary schools while they are in adolescent stage. Some students might feel ashamed of sitting on a bare ground to eat and so deciding to drop due to unattractive school environment. Still on the question of why secondary school dropout, another student from Iwawa also reported the following when asked through focus group discussion,

My sister dropped out of secondary school when i was in primary school. This was because our mother was very sick and she had to stay at home to take care of her. She stayed at home for a long time until our mother died and now we are living with our grandmother. It was because of our mother's sickness that my sister dropped out of secondary school and never manages to return back to school because a long time passed since she left, to take care of our mother who had passed away

From this text, the researcher is convinced that there are some of the students especially girls who are required to drop out of schools so as to go and take care of their sick parents/guardians. Their long stay at home may consequently cause them to miss lessons for a long period of time and so end up in dropping out. These findings relates to what was observed by MoF, NBS and Makete District Council (2013) as since Makete district has been affected much with the problem of HIV/AIDS pandemic, it has led to many death and diseases related to HIV/AIDS. There are lots of orphans and widows most of whom are troubled by sickness and so are in need of assistance from either relatives or their children. Not only that but also, communicable diseases such as dysentery and typhoid are common especially during rainy seasons due to poor water supply and sanitation system in the district.

The observation in the current study are in line with Kessy et al. (2008), who observed that, 39 percent of all interviewed widows in Muleba and Makete district

had lost their husbands as result of HIV/AIDS together with diseases followed by HIV/AIDS. These widows were also HIV positive. This situation affect children's education especially orphans as they are supposed to take care of their sick parents/guardians and so school attendance is affected lead most of them to drop out of schools.

A study by Rwechungura (2014) also discovered that parents/guardians' sickness and deaths were among the causes that drove some students out of schools so as to take care of them. Some of the illnesses were prolonged meaning that students have to stay at home for a long time taking care of the sick.

4.3.2.2 Community Members

Apart from the findings which were obtained from the students at schools, the researcher was also interested to hear from community members concerning factors for orphans and other students to drop out of secondary schools. When asked this question, the responses of community members were as follows shown in Figure 4.9.

Table 4.9: Reasons for School Dropout Given by Community Members

Factors for secondary school dropout	Frequency	Percent
Most of them dislike school, they prefer to conduct business and other activities to generate money	8	40.0
Their parents/guardians forces them to quit school	7	35.0
Assistance provided to them is not enough to meet all school expenses	1	5.0
Assistance is not directed to all the needy, only few of them receive sponsorship	4	20.0
Total	20	100.0

Source: Survey data, 2017.

Table 4.10 shows that, 8 (40.0%) community members replied that most of orphans and other students dislike school as they prefer to conduct business and other activities to generate money, 7 (35.0%) said that parents/guardians forces orphans and other students to quit school; 1 (5.0%) community member said that the assistance that has been provided is not enough to meet all school expenses and 4 (20.0%) community members said that the assistance is not directed to all the needy and only few of them receive sponsorship.

From these findings, the researcher posits that, students, parents/guardians and the sponsors contribute for persistent secondary school dropout in Makete district. It has been revealed that, students including orphans dislike school over their favourite activity to conduct business so as to generate money. This is because it was revealed that despite the sponsorship, some of them still drop out of secondary schools. Some parents/guardians also influence students to quit school as they use force to make sure that their children discontinue with studies. On the other hand, most of education sponsors were paying for expenses like school fees before it was removed, dormitory and security at schools and forget about food contributions, school uniforms, medical assistance, stationery items and even pocket money to orphans. This situation causes orphans to live under difficult conditions and so decides to drop out of schools due to lack of assistance. Not only that it was also revealed that, education sponsorship is given basing on individualism and to parents/ guardians who are known and friends of village or ward leaders, but also to those who can give some money to these leaders. This situation causes secondary school dropout to remain persistent in Makete district.

By referring to the human capital theory, education is regarded as a sound investment both for individual and the nation. While individual benefits from education at all levels, the higher the level of education the greater the proportionate benefit to the individual and social returns. Public investment in education through schooling therefore, would benefit everyone both an individual and the nation (Phillips and Schweisfurth, 2014). This idea is contrary to most of parents/ guardians of Makete district. Most of them regard education especially that of ordinary level as the misuse of money and it is the wastage of time. To them, business and child labour are regarded as a sound investment to the child. It is for only few of them that education is termed as an investment to the child.

4.3.2.3 Dropouts

The researcher was also interested to hear from the dropout students themselves as to why they decided to quit secondary education. Through questionnaire, the dropouts' answers are shown in Figure 4.10.

Table 4.10: Reasons for Secondary School Dropout Given by the Dropouts

Factors for school dropout	Frequency	Percent
I had no one to sponsor my secondary education	3	15.0
I didn't see the importance of secondary education	8	40.0
My parents/guardians were neither assisting nor encouraging me to go to school	7	35.0
My sponsors stopped to finance my secondary education	2	10.0
Total	20	100.0

Source: Survey data, 2017.

Table 4.11 shows that, 3(15.0%) the dropout students said that, they had no one to sponsor their secondary education, 8 (40.0%) dropouts replied that they didn't see the importance of secondary education, 7 (35.0%) dropout students said that, their parents/ guardians were neither assisting nor encouraging them to go to school and 2(10.0%) dropout replied that, sponsors stopped to finance their secondary education and hence led to his discontinuation.

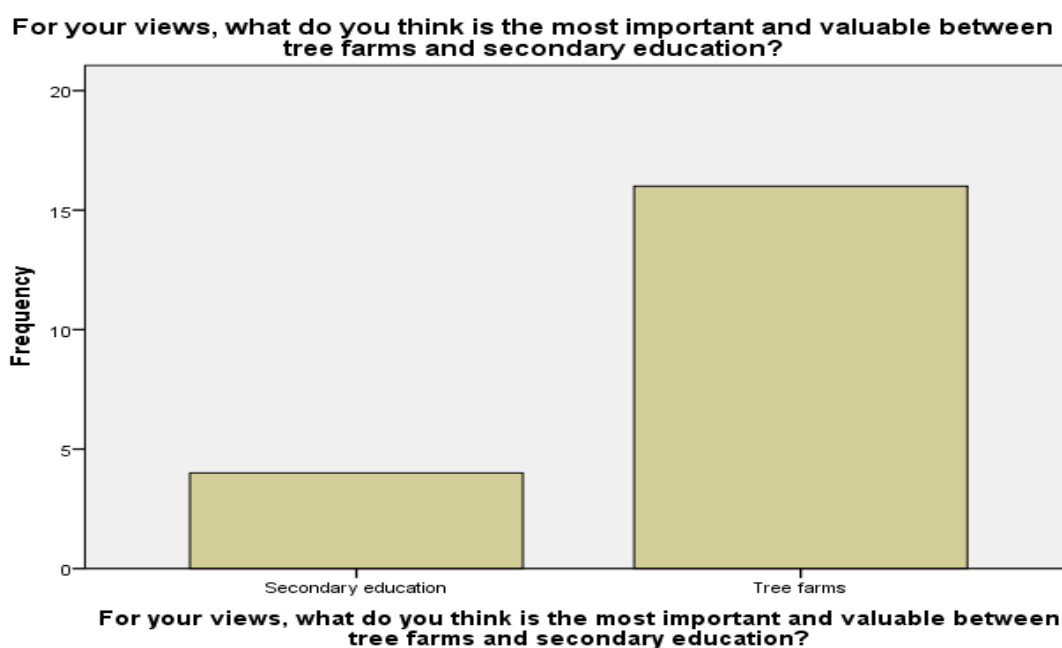
Most of the dropouts said that they don't see the importance of secondary education; meaning that, they had something else which they thought was more important in their life. On the other hand, their parents also were not ready to assist and encourage their children to go to school. From this information, the researcher finds it that parents/guardians and their children lack awareness on the importance of investing in youth through education that is why they both had negative attitudes towards secondary education, a situation which contributes to persistent dropout among secondary schools. The researcher also noted that there some students who had no one to sponsor their education while some dropped because their sponsors stopped to finance their secondary education. From this situation it can be concluded that it is dropouts themselves, their parents/guardians and the education sponsors were the key reasons for students to drop out of secondary schools.

Basing on the findings, it has been identified that most of students in Makete district dislike secondary education. Most of them prefer to conduct various activities out of school which will help them to earn money. With regards to the education status of Makete indigenous people, the researcher finds out that, this is among the reasons for students to hate school. Chakravarty (1989) observation provides confidence to the findings of the current study by putting a basis that, the love for school and schooling

of children depend much upon the education status of their parents. Education status of community members as it has been observed earlier shows that most of Makete indigenous people ended in standard seven but they are very rich because of tree farms which in turn direct its capital to business especially in retail shops, hotels and transport sector. The findings suggest that, the situation of many parents/guardians ending up in standard seven and yet are very rich might attract students to disvalue school and be tempted to start generating money at tender age.

Through questionnaire, the researcher managed to ask the dropout victims to rate their perception of value between education inheritance and softwood tree farms inheritance. Their responses are presented in Figure 4.6.

Figure 4.6: Dropouts’ Views on which is Valuable between Education and Tree Farms



Source: Survey data, 2017.

Figure 4.3 show that 16 (80.0%) dropouts said that tree farms are more valuable and 4 (20.0%) dropouts said that secondary education is more valuable. From this picture, the study registers an impression that students themselves dislike school despite assistance provided to some of them. The chief economic activities that are

conducted in the district attract young people to join in the labour market since they do not see the immediate returns of secondary education. From this finding, it can be argued that the realization of the economic importance of tree farming is contributing to persistent dropout. Being one among the other economic factors, tree farming is among the key reasons that influence students to leave secondary school early.

Not only that but also the researcher needed to know if the dropouts were ready to return back to school if it happen someone want to assist them. Through questionnaire, the researcher asked them if they are ready to go back to school. Their responses were as it is shown in Table 4.11.

Table 4.11: Dropouts’ Readiness to Go Back to School

Categories	Frequency	Percent
Yes	9	45.0
No	11	55.0
Total	20	100.0

Source: Survey data, 2017.

Table 4.9 shows that 9 (45.0%) dropouts are ready to go back to school and 11(55.0%) dropouts denied going back to school. Basing on what they had earlier confessed that tree farming pays compared to education, the researcher concludes that most of the dropouts were not ready to go back to school because they have already started to make money and so stay at school will be a difficult task to them. From these results, it can be summed up that most of the adolescents dislike secondary school in Makete district. This situation also influences other students at schools including orphans to see that secondary education is the wastage of time and thus the necessity to start generating money rather through business.

This goes hand in hand with what was observed by UNICEF (2012) in the report which states that, school readiness for children, school system and families have a great impact on pupils/students love for school. Children readiness to learn starts from birth as all children are born ready to learn depending on their competence and cognitive skills to enable them to learn. This readiness depends much on the school environment/system and family’s readiness to support children’s education unless otherwise learners are in highly position of dropping out of schools. Ready family is

all about parents/guardians attitudes and involvement to their children's education. Lack of families' involvement on children's education influence students to drop out of schools.

This study discovered that, despite of children themselves to reject secondary education, it has been to the large extent influenced by their parents/ guardians attitudes towards secondary education. It is for very small extent that children might reject education themselves, most of them are influenced through bad advice either from parents/guardians or other community members. Andvig *et al.* (2001) also supports that when mothers and fathers are educated, the probability of child labour declines, therefore programs like classes and community awareness programs should seek to target parents/guardians in term of literacy and awareness of human capital benefits so that they will send their children to school instead of influencing or forcing them to work.

4.3.2.4 Heads of School

The researcher was also interested to hear from the heads of six selected schools concerning the factors for secondary school dropout in Makete district. Through the interview, the heads of schools were asked concerning to identify reasons that drove students out of their schools. The head of school 'A' said,

It is not true that Makete people are too poor to support at least few of their children school expenses, most of them have invested in tree farm which earn them a lot of money. Most of parents/guardians convince their children to quit school so as to provide labour as house boys/house girls and to sell their relatives shops in town. Parents/guardians in this district perceive secondary education as something unworthy and it is the wastage of time. They give their children tree farms so as to engage themselves in business especially that of tree products like lumbering. Parents/guardians together with community members always alert students that, if they want to be poor they should continue with that so called 'secondary education', they will end up in riding 'bodaboda'. But if they want to be rich like many of them they should quit secondary and so many of our students adhering to their advice, and if it happens that they are sent back to school, they run within few days and their parents/guardians hides them out of the district

From this awareness, it comes out clearly that, parents/guardians' negative attitudes and lack of awareness on the importance of education contributes much to the

problem of secondary school dropout in Makete district. Students are influenced by both environment and their parents/guardians' negative attitudes to disvalue secondary education. This supports what was found out by Maziku (2013) that, the majority of parents/ guardians in Kahama district had low level of education while others were illiterate. Because of lack of awareness on the importance of education, parents/guardians provide little support on educating their children and so regarding them as a source of labour and family income. With the aim to answer the same question on secondary school dropout in Makete district, the headmistress of school 'D' also stated that;

Parents/ guardians are the key source for students to quit secondary schools. They have negative perceptions toward secondary education to their children. They say that most of students fail in form four and so wasting their money for them as well as students remains at home without job after completing their education and became dependents to them (parents/guardians) for second time.

From this text, it can be stated that parents/guardians' negative perceptions toward secondary education influence dropout problem among students in Makete district. These findings are also similar to what was observed by John (2009) study in Turiani, Mvomero district that, most of parents in this area have negative attitudes and perceptions toward community secondary schools. Most of them even reject to send their children at these schools by stating that the community secondary schools never met their desires of what they want their children to be.

The researcher was interested to know if parents/guardians in Makete district own tree farms. Through questionnaires, the researcher asked students if their parents/guardians own tree farms. Their answers are shown in Table 4.12.

Table 4.12: Parents/Guardians who Own Tree Farms

Categories	Frequency	Percent
Yes	92	76.7
No	28	23.3
Total	120	100.0

Source: Survey data, 2017.

Table 4.12 shows that, 92 (76.7%) students agreed that their parents/guardians own tree farms and 28 (23.3%) students indicated that, their parents/guardians do not own

tree farms. From these findings, it can be noted that majority of parents/guardians are able to sponsor their children's education whose costs are low besides the introduction of free education.

The report by URT/PMO-LARG (2013 p. 7-23) also supports this investigation by telling that, about 324,571 area of Makete district is covered by woods forests forming a part in the 496,627 forests area of the whole Region. The district is famous for business activities as the Kinga invests most of their surplus in timber production especially from pine woods, transport sector, hotels and retail business such as big shops within and outside the region. They also engage in other economic activities like crop farming of wheat and round potatoes production as well as livestock keeping.

Contrary to what has been reported by several studies that poverty is a leading factor for school dropout, this notion is different in Makete district because most of parents/guardians are able to sponsor their children education. Students are exempted from paying school fees now days, and so the burden has been reduced to parents/guardians compared to the previous time. It has been observed that, only very few of them are unable to manage education expenses due other contribution like food at schools. This is because, as it has been observed that most of parents/guardians own acres of tree farms which earn them a lot of money through selling timber. Not only had that but also most of them engaged in business activities which also help them to generate money and so having a wide range of sponsoring their children's education. The headmaster of school 'B' also stated that;

We had some of the dropouts who returned here after the ward authority under the Makete district lawyer to announce that all the dropouts should return back to school. One among the dropouts when asked he said that his parent told him that if he will continue with secondary she is going to kill herself or she will go to the witch doctor to make him sick every time he is at school so as to discontinue with studies and return back home. Most of students in fearing of their owners decide to quit secondary school, this situation truly exists and it is very sad

This finding reveal that parents/guardians do not only use force to drive students out of schools, they also use frighten words and magic powers to make sure that they

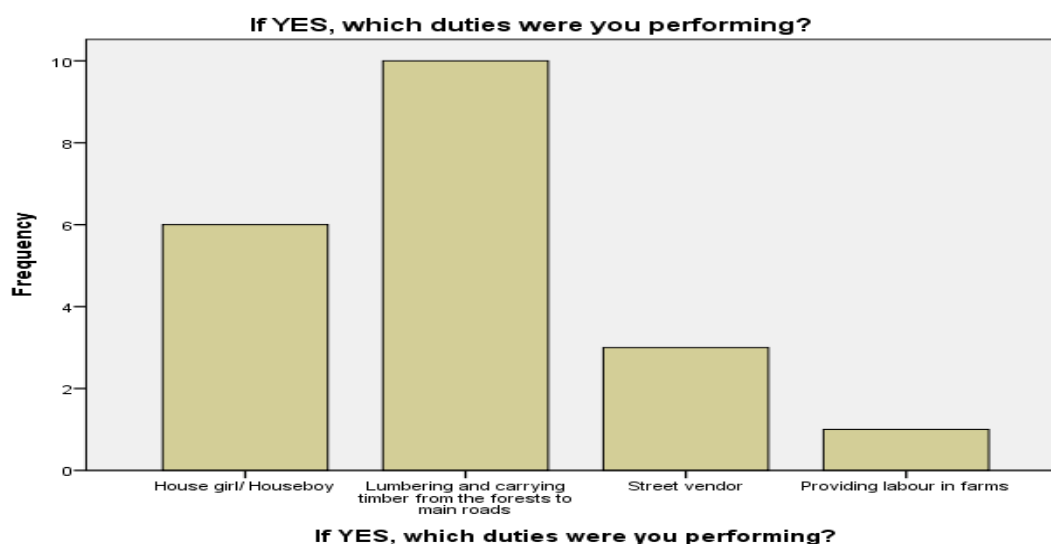
drop. During focus discussion, it emerged from one student that, some parents/guardians could go to witch doctors to bewitch the children just for the sake of incapacitating them to go to school. This is beyond the understanding of many, including teachers and the district authority and they need to put more concern on it. This is because even if a student would still love school, he/she has to leave in fearing of the frightening words of their owners and even for saving their own lives. For the same question, the headmaster of school 'E' said that;

It is true that most of parents/ guardians dislike their children to study as they encourage them to do badly in examination so as to fail. If they are forced to send children back to school, they tell them that they should provide wrong answers in their examination at school so as to fail and so they (parents/guardians) will be safe by not arrested by the police by saying that student him/herself have failed examination and so sent back home. These parents/guardians, most of them skip their parental responsibilities and they are not willing at all, they are forced to educate their children. We have several cases of dropouts here, for example, one woman who lived with an orphan (a girl), a child of his brother who had passed away few years ago. She forced a girl to drop while she was in form two so as to go in Mbeya to work as a house girl in the house of her older daughter. One day i wrote a letter to call her here at school and asked her where a child is, she replied that she does not know where the child is. Later, i reported to the village and ward leaders and they had her arrested and kept in a cell. Having seeing the police, she said that she is going to speak the truth that she has been hiding the girl in Mbeya to her older child to work as a house girl.

Basing on these findings, the researcher discovered something which is worse to both an individual and the nation. It is very sad that some parents/guardians advise their children to write wrong answers in the examinations so as to fail and be expelled from school. This technique is very dangerous especially in this period because heads of school and teachers are blamed for bad results, with a view that teachers are not fulfilling their duties of teaching. Not only that, but it also contributes to the wastage of resources as our government invests a lot of money in educating the youth. URT (2016, p.67) shows government efforts to intervene education sector in the country by keeping 992.94 billion to finance education sector 2017/18. The authorities need to be aware of what is going on in schools for the sake of both our children's future and national development.

The researcher was also interested to find out the activities students were doing after quitting school. Through questionnaire, the researcher asked the dropout students if they engage in any other activities outside school; and if yes, which activities were they perform. Their answers were as presented in Figure 4.7.

Figure 4.7: Activities Performed by the Dropouts



Source: Survey data, 2017.

Figure 4.7 shows that 6 (30.0%) dropouts were working as house boys/girls, 10 (50.0%) dropouts were engaging in lumbering and carrying timber from the forests to main roads, 3 (15.0%) dropouts were working as street vendors and 1 (5.0%) dropout was providing labour in farms. From the findings, it can be stated that students are always engaging in providing labour through performing various activities after dropping out of secondary schools.

Most of girls who drop out of secondary schools chooses to become house girls together with taking care of children. This observation goes hand in hand with what was reported by the headmaster of school E that many girls who are taken out of secondary school always ending in becoming house girls, working either for their relatives/guardians or other individuals. From this notion, it can be concluded that child labour exist in the district to the maximum level as children aged between 14-16 are engaged in child labour after dropping out of secondary school either by force

or by their own will. This is the same as what was observed by Maziku (2013) that students after dropping out of schools, first alternative they always see is just to engage in child labour either by force or by their own decision.

By referring to the age of these dropouts, it is evident that their parents/ guardians skipped their parental responsibilities as the labour which these children are providing is not in accordance to their age since they were still children and supposed to be at school by that time. This is unfair as Kwariko (2004) pointed out that, child labour is not job for kids; it is neither valuable work experience nor apprenticeship combined with schooling that enhance a child's present and future prospects, child labour in its worst form is abusive of children's rights.

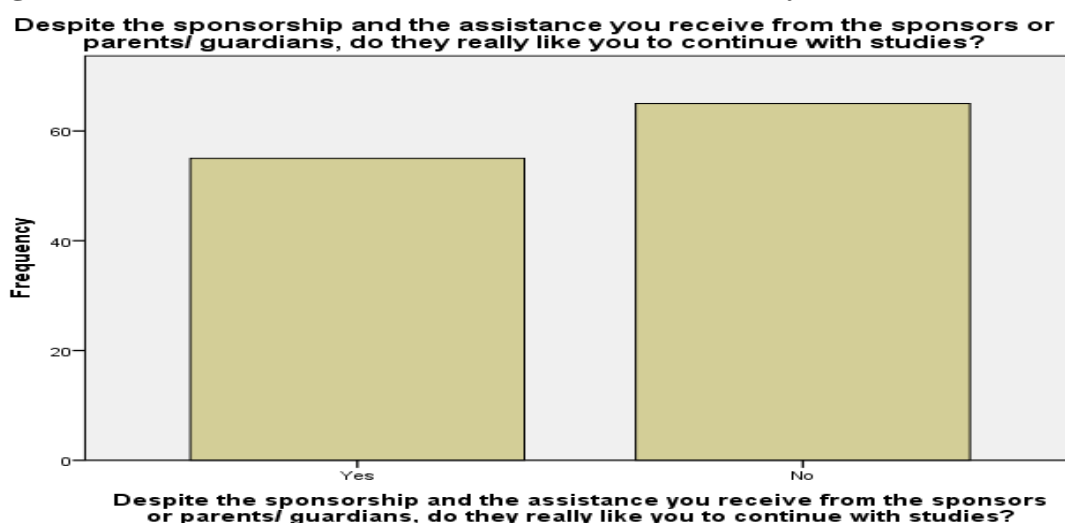
It is true that work is important as it is an identification of responsibility to every man; but when it comes to children, this is wrong because child labour is not child work at all. Children are being exploited and forced into work which does not match their age. This is inhumane as far as human rights are concerned. The ILO/GENPROM (2003) support this by stating that child labour the work that denies a child the process of being a child. It pushes a child to pre mature adulthood, hence making children do what adults are supposed to do. Child work is the one that a child does under the supervision of a parent or a guardian for a short duration and it has no effect on the rights of the child in any way or interfere with the upbringing of the child physically, psychologically or morally while child labour is a work done by a child for very little pay or for no pay for a long time without adult supervision and such work denies the child basic rights such as education, rest and care. It is work that affects the child physically, mentally or socio-psychologically.

ILO and NBS (2016) also report that, poverty is a key reason for child labour in Tanzania and that many children are forced to engage in pre mature employment. The report continues further by stating that, children who lack financial support from either parents/guardians are more prone to engage in child labour. This notion is very contrary to Makete district as most of parents /guardians force their children to engage in child labour despite most of them having the ability to sponsor their

secondary education. It has been established that, it is parents/guardians themselves who force students to quit school so as to engage in business.

The researcher also sought to find out parents/guardians' interests towards their children's secondary education. She managed to ask continuing students this question through questionnaires and their responses are shown in Figure 4.9.

Figure 4.8: Parents/Guardians' Attitudes toward Secondary Education



Source: Survey data, 2017.

Figure 4.9 show that, 55 (45.8%) students said that their parents/guardians like them to study while 65 (54.2%) students said that their parents/guardians really do not want them to continue with secondary education. This information reveals that, it is true that most of parents/guardians do not want their children to study and so force some of them to quit school. It has been identified that, it is not true that all of parents/guardians in Makete are very poor that they cannot sponsor their children's education. These findings are contrary to what has been observed by various studies that poverty influence parents to force their children to quit school. It can be established therefore that, these parents/guardians do not like their children to acquire secondary education as most of them said that this kind of education has no benefit and so children misuse their money. It is therefore perceived as better to engage in business instead of wasting money to acquire secondary education.

For example the report by PMO-RALG (2014) indicated that, truancy without clearly identifying who the cause is (parents or students themselves) and poverty are leading factors for secondary school dropout because majority of the drop out students come from poor families and households. We have seen earlier that the burden has been reduced to parents/guardians, but still students drop out of school, as the researcher found out in the new reports of drop out for the year 2017. During the interview, headmaster of school 'C' touched this matter as he stated that;

Parents/ guardians and students themselves are the key reasons for school dropout in this district. When children see that there are lot of rich people who ended in standard seven, yet are very rich due to business. They are influenced to drop so as to engage in business which its capital is obtained from selling timber. Boys see that it pays to engage in lumbering and selling timber and other business rather than going to school while girls see it is better to work as house girls and labourers for a whole day in carrying timber from tree farms rather than being at school. For instance, despite the free education and assistance to some of students, we have 14 students in this very year (2017) that had dropped out of our school. So from here you can understand how the situation is, researcher.

Basing on this finding, the researcher was convinced to believe that, it might be true that parents/ guardians are the key reason for secondary school dropout in Makete district. This is because despite the free ordinary level secondary education still students withdrew from school as the head of school C revealed to us through the list of dropouts for 2017. For free education, we expected to hear that classes are not enough due large number of students rather we hear new lists of new dropouts in 2017. On this situation, the researcher was convinced that there might be another reason apart from school fees that made students quit schooling.

Basing on the explanations of the headmaster of school C, it can be posited that, the chief economic activities in Makete influence students to disvalue education and start at their tender age to engage in business. It is evident in this study that, children are taught how to work either through force or by child's own decisions basing on what he/she observe from the surrounding environment.

The findings in this study support Mlaga (1995) in the study which explained that, in many societies children have been defined as role and indeed the growth is

associated with the gradual acquisition of new specialized task both for boys and girls, since work is regarded as an important for specialization. Labour for children has been seen as cultural phenomena that children are born to help their parents no matter what kind of job. Overworking children is seen as way of upbringing children in order to become responsible adults to ensure that children get to know the household duties and thus be a source of help when needed. Education is still needed to awake the minds of these parents/guardians, particularly these from Makete district.

The researcher was set to know if there was a relationship between tree farms and the adolescents' education. Through questionnaire the researcher managed to ask continuing students if they too own tree farms. Their responses are shown in Table 4.13.

Table 4.13: Students Who Own Tree Farms

Tree farms inheritance	Frequency	Percent
Yes	80	66.7
No	40	33.3
Total	120	100.0

Source: Survey data, 2017.

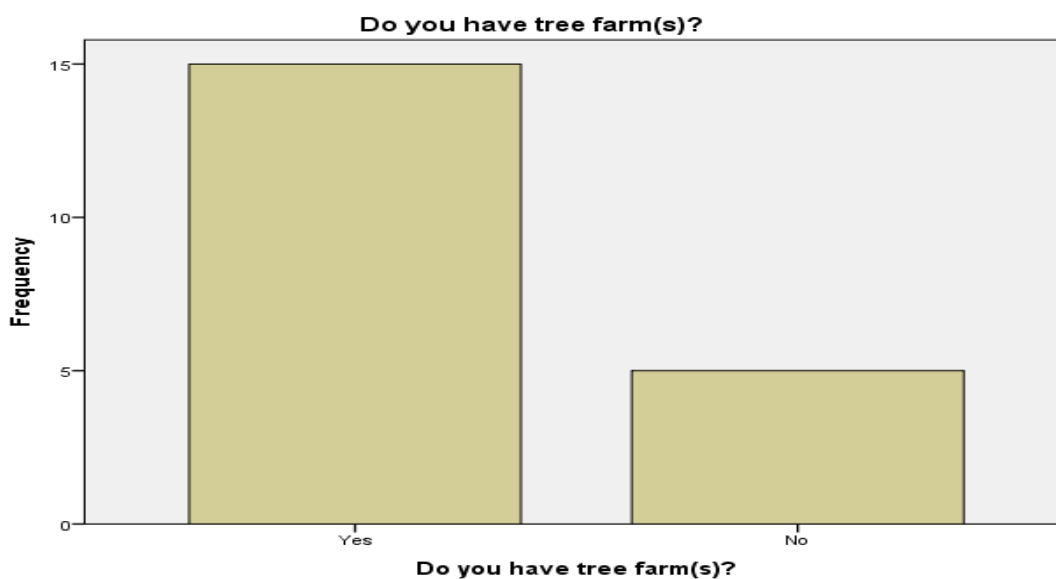
Table 4.13 shows that 80 (66.7%) continuing students agreed that they own tree farms as their inheritance from parents/ guardians who are still present or those who already passed away; and 40 (33.3%) students disagreed. The findings indicate that it is like a culture in Makete district for parents/guardians to give tree farms to their children as an inheritance. These parents/guardians do not even consider the right time for them to give this inheritance to their children, something which might fuels the increasing cases of school dropout and child labour.

From this observation, it is noted that, tree farms inheritance have a negative impact on children's education, causing them to leave school early for business. Parents/guardians' system of giving tree farms to their children might be among factors that contribute to persistent school dropout in the district. This is because, since these tree farms enable one to earn money, students might be forced to see that

secondary education has no benefit and so put much effort in other activities which will enable them to generate income.

Apart from the continuing students, the researcher also was interested to hear from the dropout victims if they too owned tree farms. Dropouts' responses toward this question were as shown in Figure 4.10.

Figure 4.9: Dropouts Who Own Tree Farms



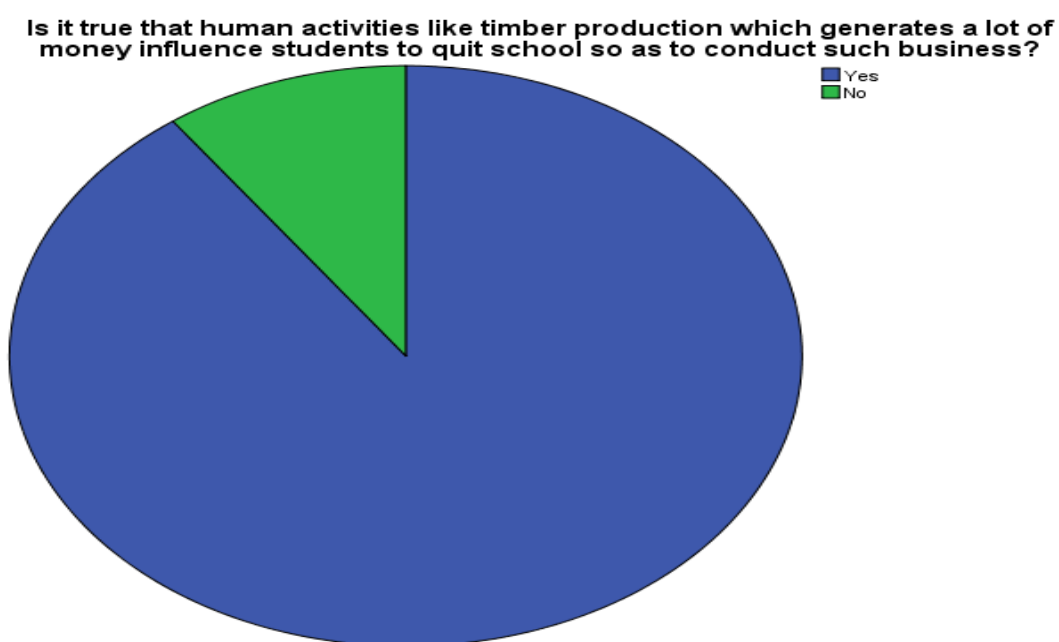
Source: Survey data, 2017.

Figure 4.10 shows that 15 (75.0%) dropouts have tree farms and 5 (25.0%) dropouts do not have tree farms. This picture means that not only students at schools who own tree farms rather even the dropouts do own these farms. The researcher identifies that, most of the dropouts earlier sought that education is nothing compared to those tree farms which could help them to earn money and so decide to drop. The researcher also views that, parents/guardians' tendency of giving tree farms to children also influence them to dislike school. It is indicates that, since these soft wood timber generates a lot of money, students are influenced to quit secondary school so as to start business especially lumbering and the related business.

The report by OECD (2012) support the above investigation that labour market in various parts of the world influence school dropout as it attracts young people to

engage in various forms of child labour and so students are motivated to quit school early so as to earn money. This is what has been identified in Makete district as students see it better to engage in providing labour than to stay at school. Through questionnaire, the researcher also asked the community members if it was true that human activities like timber production influence students to drop out of secondary schools. Their answers to this question are shown in Figure 4.11.

Figure 4.10: Influence of Timber Production to Students' Education



Source: Survey data, 2017.

Figure 4.11 shows that, 18 (90.0%) community members agreed to the question while 2 (10.0%) community members disagreed. From these results, it can be concluded that it is true that engagement in economic factors like soft wood timber production tempt students to quit school for money. In line with URT/PMO-LARG (2013), it has been earlier observed that timber producers in Makete earn a lot of money and later invest its capital in big shops (business). So when these students observed this, they chose business over school as they see their parents/guardians who ended in standard seven but very rich far from those who had completed form four and then are very poor with no jobs. During the field study, when moving from

one area to another in the selected wards, the researcher encountered with what is shown in Figure 4.12.

Figure 4.11: Lumbering Attracts Students to Engage in Business at Early Age



Source: Survey data, 2017.

Figure 4.12 shows a bunch of dried timbers ready for market. These forest products (timber) assured the researcher that it is true that lumbering and the associated activities are taking place in the district and this might be one among the great factors that attracts students to leave school so as to engage in business activities. Still on the same question of why persistent secondary school dropout in Makete district, the headmistress of school 'D' stated the following through the interview;

Some of our girls are influenced to drop due to the sickness of their parents/relatives, and even students themselves to fall sick sometimes to the extent that they cannot continue with studies. Most of women in our district are widows after the death of their husbands due to HIV/AIDS pandemic. If it happen that they are sick, their children have to remain at home to take care of them. Since sometimes the sickness prolong, a child have to drop out of school and so remain at home permanently in order to take care of the sick mother or father. Not only that but also, because of this problem of HIV/AIDS which has brought a larger number of orphans and widows, many of these children stay with their grandparents who most of them are very old. They are automatic in a burden of taking care of both, their grandparents and their mother who are sick and at the same time are widows. So due to this situation, attending classes became difficult although this case is only for few students, majority of them are

either forced to drop or decides on themselves to drop out of secondary schools

From this finding, it can also be stated that parents /guardians' health problems is among the factors that influence students especially girls to drop out of secondary schools in Makete district. Widowhood is among the impacts of HIV/AIDS in the affected societies and most of them suffer from prolonged illness. If it happens that parents/guardians especially widows are sick, children (orphans) especially girls have to stay at home to take care of their sick parents/ guardians. This situation makes it a reason for their failure to continue with studies and hence dropping out of schools.

A study by Maziku (2013) also observed the same in Kahama district that students especially girls are leading in dropping out of schools because of parents' illness resulting from HIV/AIDS pandemic and other diseases. HIV/AIDS deaths had left orphans with no or little care due to large family size and they have to stay at home to take care of their sick parents and siblings instead of attending classes.

4.3.3 Secondary School Dropout among Orphans

Earlier, the researcher was interested to know if it is true that Makete district community schools have students who are orphans. The researcher asked the continuing students through questionnaire to identify themselves whether they are orphans or not; the responses are shown in Table 4.14.

Table 4.14: Continuing Students Who are Orphans

Category	Frequency	Percent
Yes	63	52.5
No	57	47.5
Total	120	100.0

Source: Survey data, 2017.

Table 4.14 shows that, 63 (52.5%) continuing students agreed that they are orphans and 57 (47.5%) continuing students said they are not. These results reveal that, it is true that there are many continuing students who are orphans of various categories in Makete district. This result is elaborated more in continuing students parents' information as 57 (47.5%) students have both all parents, 18 (15.0%) students have

their father alive while their mother are dead, 37 (30.8%) have their mothers alive and 8 (6.7%) have lost both mother and father. Dropout parents' information on the other hand also revealed that, 10 (50.0%) dropouts have all their parents, 2(10.0%) dropouts have their father alive while their mothers are deceased, 5 (25.0%) dropouts have their mother alive while their father are dead and 3(15.0%) dropouts without all parents.

These results imply that, there are many students who are orphans in Makete district particularly paternal orphans. This symbolizes that the burden of taking care of these orphans has been left to the widows. A report by REPOA (2010) also support these results by stating that, Makete district is leading for having the largest number of widows and orphans in Tanzania due to HIV/AIDS caused deaths. This is true as it can be observed that those who have lost their mother are very few compared to those who have no male parents.

Having orphans in community secondary schools in Makete district, the researcher was also interested to know why most of orphans drop out of schools despite the assistance provided to them by various individuals and organisations. Through questionnaires, the researcher asked the continuing students to indicate the reason why some orphans still quit school despite the assistance. Their responses to this question are shown in Table 4.15.

Table 4.15: Factors for Secondary School Dropout among Orphans

Reasons for orphans' secondary school dropout	Frequency	Percent
Assistance provided by sponsors is not enough to accommodate all necessary school expenses	11	9.2
Only few orphans receives sponsorship	43	35.8
Guardians/relatives discourage orphans to continue with secondary education	27	22.5
Orphans themselves dislike school	34	28.3
Pregnancy	2	1.7
Early marriage	3	2.5
Total	120	100.0

Source: Survey data, 2017.

Table 4.15 shows that, 11 (9.2%) students said that the assistance provided by sponsors to orphans is not enough to accommodate all necessary school expenses; 43 (35.8%) students responded that only few orphans are sponsored, 27 (22.5%)

students replied that guardians/relatives discourage orphans to continue with secondary education; 34 (28.3%) said that orphans themselves do not like school, 2 (1.7%) students said that pregnancy was the reason for orphans to drop secondary education and 3 (2.5%) replied that early marriage as the reason for orphans to drop out of schools. These results imply that, there are multiple factors for dropout among orphans; parents/ guardians, sponsors and orphans themselves being the key reasons for secondary school dropout in Makete district.

It has been identified that there also few cases of orphans who dropped out of schools due pregnancy and early marriage. Some students had no choice of staying at school as they became pregnant while others were forced by their parents/guardians to drop so as to get married. This is the same as what was observed by Galabawa and Narman (2004) in Geita where some parents still believed that girls had nothing to bring to the family once they were educated because they would get married. Their study also identified that some students had to drop due to pregnancies, whereby at least 4 girls were forced out of school due to pregnancy. Meena (1996) also discovered that pregnancy was a factor for female student school dropout in Tanzania as pregnant girls are expelled from schools as policies are not clear in protecting pregnant girls in schools. Pregnant girls always suffer from physical violence and psychological torture and so end up dropping out of schools either under their own decision or due to fear and psychological torture by fellow students or schools authority.

Through FGD, the researcher further managed to ask the continuing students on the reasons to why some orphans drop secondary education despite the assistance being provided to them; one student from Usagatikwa said;

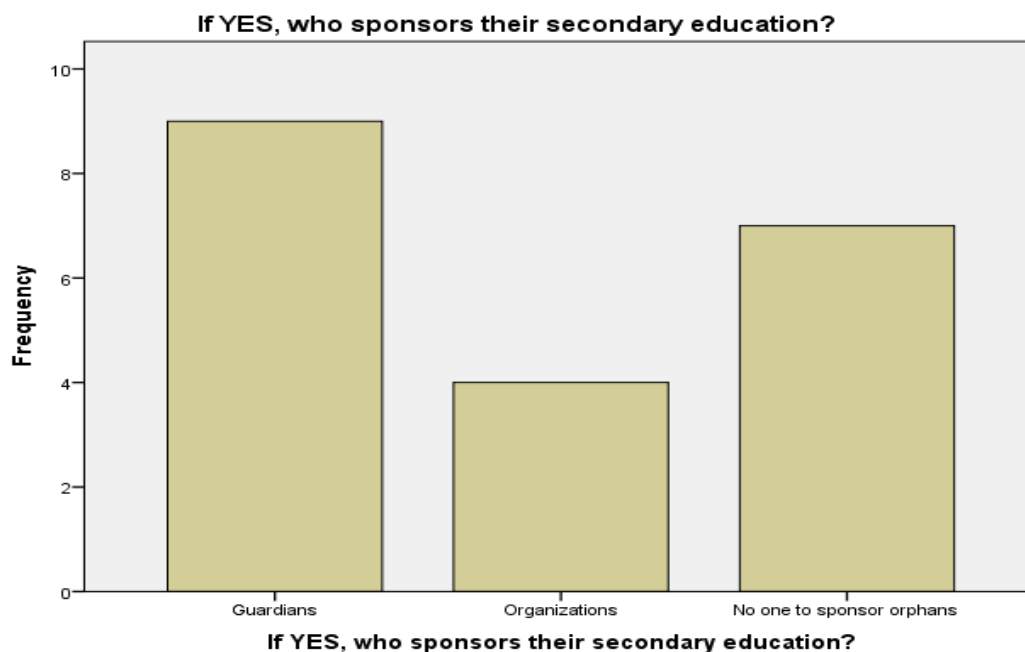
Not all orphans are in a position of being sponsored, only few are selected especially those who their relatives are known to the leaders. Some relatives also do not want to sponsor orphans, they say they have no money and so they force them to drop. It is not true that they have no money instead they want orphans to work for them. Others who were sponsored by various organizations, their sponsors had stopped after the introduction of free education.

This information reveals that, not all orphans are in position of receiving education sponsorship; only few are chosen especially those whose relatives are known to the leaders. Some relatives also treat these orphans as the source of labour and so forcing them to drop. It also emerged here that, there are some sponsors who had stopped to financing orphans in education. It is thus generally established in this study that the discussed are the factors which contribute to persistent school dropout in the district.

A study by Juma (2006) conducted in Zanzibar town investigated the reason for why only few orphans were supported. The study indicated that, the assistance was provided mostly in the month of Ramadan. It was identified that there was no clear policies for caring, supporting and protecting vulnerable children especially orphans. Also a study in Songea district by Nyoni (2009) revealed that the financial support to orphans' education was too bureaucratic and not directed to the needy and at the same time most of needy orphans in place were not aware of it.

The researcher was further interested to find out the responsible persons for sponsoring orphans' secondary education. The community members were asked through questionnaire to identify the responsible persons for orphans' education; their responses are shown in Figure 4.13.

Figure 4.12: Orphans' Education Sponsorship



Source: Survey data, 2017.

Figure 4.13 shows that, 9 (45.0%) community members said guardians, 4 (20.0%) said organizations and 7 (35.0%) said no one sponsored orphans' education. These findings imply that, only few orphans receive assistance and that many of them are left in the villages without a help. The study also discovered that organizations still play a small role in assisting orphans contrary to what has been reported. This suggests that this burden is left to widows and relatives/guardians who are responsible of taking care of both their children and those without parents. The researcher is convinced that this situation has effects on school dropout since relatives/guardians and widows unable to support. During FGD one student from Ndulamo also stated that;

I am an orphan, i do not have parents and so i live with my parents' relatives. I feel very bad every time when am in need of something to assist me in school. Some time my teachers do assist me because, every time i ask my relatives for assistance, they always curse me and speak to me with harsh language. Some time they beat me and say my parents are dead and so i should go to the grave yard and unbury my parents bones so that they could assist me in my what i call secondary education. I was depending on the tree farms that my parents had left, but all farms were taken by them and the money from those farms is used by them. I am very sad because i like school, i want to go to the

university after my secondary education but they always force me to drop. It is teachers and my fellow students who assist me in some needs and it is because of them that, am still here today.

This finding reveal that, orphans are living under difficult conditions due to lack of assistance and love from their relatives/guardians. They are insulted, beaten and even robbed their possessions left by their parents. These conditions are significant causes to dropping school and start thinking on the alternative ways to sustain their life. Through the interview, the head master of school 'C' was asked by the researcher if all orphans in his school are in position of receiving education sponsorship; he had the following response;

It is not true that all orphans receive education sponsorship, for example we have 84 orphans here at our school 44 girls and 39 boys and this number is only for form two to four, but those who receive sponsorship does not exceed 10. Their sponsors provide the assistance the time when they want to do so, mostly contrary to the school calendar and most of them do not manage to sponsor them until they complete form four causing many orphans to drop. Most of the orphans have difficult conditions both at home and here at school

This information reveals that, only few orphans receive education sponsorship. The sponsors also give assistance the time they want, not according to the child's needs and school calendar. This irregular sponsorship influence orphans to drop out from school. During the interview, the head master of school 'B' also had the following to state;

In our school we have a large number of vulnerable children (orphans) For example; out of 250 students, we have 20 children without all parents, 45 without fathers and 6 students without their mothers. The HIV/AIDS has brought us in this burden of having lot of orphans and widows. Among all those orphans, those who receive sponsorship does not exceed 5 and many of these orphans lives with their grandparents and their mothers who are widows and most of them are sick. This situation influence orphans to quit school due to lack of assistance but also to take care of their sick parents. Others are influenced to join bad groups and start seeking money at their tender age which is very bad. Because of hardship and loneliness due to lack of comfort from both at home and from those surround them, most of them decides to quit school so as to start seeking money especially through business and providing labour. Due to these most of them became fathers and mothers when they are still teenagers.

The interview quote above provides an impression that, most of orphans have no one to finance their education. The situation clearly indicates that this burden is directed to widows and relatives/guardians who had to finance education of both their children and those of their relatives who had passed away. These findings also reveal that it is very few orphans who need assistance are in position of receiving it. This study concludes that widows and parents/guardians are overpowered by the burden of assisting orphans and so force them to drop out of secondary schools.

Concerning the education sponsorship, the researcher wanted to know who were responsible for sponsoring continuing students and dropouts' secondary education in term of other schools costs apart from school fees. Through questionnaire, continuing students and dropouts were asked to indicate the sponsor for their secondary education and their responses are shown in Table 4.16.

Table 4.16: Secondary Education Sponsors

Education sponsors	Continuing students		Dropouts	
	Frequency	Percent	Frequency	percent
Parent (s)	65	54.2	9	45.0
Relatives/guardians	25	20.8	5	25.0
Organizations	9	7.5	1	5.0
None	21	17.5	5	25.0
Total	120	100.0	20	100.0

Source: Survey data, 2017.

Table 4.16 shows that, 65 (54.2%) continuing students were sponsored by either all parents or one to those who were either paternal or maternal orphans; 25 (20.8%) students were sponsored by their guardians/ relatives, 9 (7.5%) students were sponsored by various organizations, and 21 (17.5%) students did not have a sponsor. On the other hand, the table shows that 9 (45.0) dropouts were sponsored by either all parents or one to those who were either paternal or maternal orphans, 5 (25.0) were sponsored by their relatives/guardians, 1 (5.0) by an organization and 5(25.0) dropouts had no one to sponsor their education.

Basing on the field data, it was identified that there is a larger number of orphans in Makete district community secondary schools without education sponsorship. It is clearly shown that very few students and dropouts who needed assistance were in

position of receiving it. Various organizations play a small role in assisting the needy contrary to what has been reported. It is evident from the table that, only 10 students and dropouts were sponsored by various organizations leaving 21 students and 5 dropouts without any assistance. The situation clearly indicates that heavy burden is directed to widows and relatives/guardians who had to finance education of both their children and those of their relatives who had passed away. This also suggests that widows and parents/guardians are overpowered by the burden of assisting orphans and that is why some of them force students to drop out of secondary schools.

Contrary to what was reported by Mwaipopo (2005), Makete district continues to receive support from individuals and numerous FBOs, NGOs and CBOs and even having a social warfare for closer support of orphans and other vulnerable children in the district so as to support education of all qualified orphans by raising their performance and attendance. This study discovered that, only very few of these children receive assistance especially to those who are known to the leaders leaving many orphans in the villages without assistance. The assistance provided is also not enough to cover all school expenses and so most of them decide to quit secondary schools. Through the interview, the head master of school A also stated the following concerning orphans:

Today most of the sponsors had stopped to sponsor orphans and other vulnerable children except for UDIAKONIA that still providing sponsorship. For example we have orphans here, who were sponsored by Makete district but since free education has been announced, the district had stopped to sponsor them. Today no one to assist them in food and school needs because their sponsor had stopped. These orphans here experience difficult situation due to lack of assistance. Apart from those students, we have again another list of 15 orphans who are under difficult conditions and no one to assist them since they live with their grandparents. This has become our burden and we don't know what to do

This text reveals that most of sponsors have stopped to provide education assistance especially to orphans due the provision under free ordinary level secondary education. Through documentary review in one of the selected schools, the researcher found a list of 12 orphans who were sponsored by Makete district through

the REO's office. According to the head of that school, the sponsorship was cancelled immediately after the announcement of free education leaving these orphans helpless. The researcher discovered that there were several necessary school contributions apart from school fees that a student has to pay for him/her to remain at school.

These orphans and other students for example, had nothing to eat at school because most of them stay in school due to geographical nature of the district. For this reason, students have to pay for food since there was no any government assistance on food provision at ordinary level secondary schools. Since the assistance has been cut the major questions are based on the person who could now pay for food of these orphans: The researcher has a view that, it was wrong to cut the assistance since it is well known to the leaders that most of students in their live at schools and so they have to obtain food for their survival while at school. The researcher concludes that this situation also influence orphans to quit school due to lack of assistance. When moving from one area to another, the researcher with a situation as presented in Figure 4.14 and described thereafter:

Figure 4.13: An Orphan (second) Working at a Filling Station



Source: Survey data, 2017.

Figure 4.14 shows a boy aged 16 years working at a filling station as a car and motorbike washer, as he can be seen serving his customer. The researcher got an opportunity to ask him what he was doing at the filling station, and the boy said that;

Am here working as a car and motorbike washer because i don't have parents, both of them has died. I was selected to join in one of the community secondary schools but i dropped when i was in form two since there was no one to pay for my school expenses. I live with my grandmother and so i have to provide labour so as we can have something to eat.

This information shows that not all orphans in Makete district are in position of receiving education assistance. This boy lost the right to education immediately after the death of his parents. Difficult living conditions made him to provide labour at his tender age so as to sustain his life but also that of his grandmother. These findings relate with what was observed by Kailo (2008, p. 410) in Mkuranga District. The study observed that, despite the assistance provided to orphans by the Kiwalani Women Group, this assistance was not adequate as only 300 orphans out of 4,440 were assisted. Despite various organisations, it was identified that not all orphans were supported as most of these orphans lived with their grandparents who are unable to take care of them. With the presence of orphans, it is evident that the burden is left to widows and grandparents to take care of them because relatives obvious skip this responsibility. For those few who receive sponsorship, the evidence in this study indicate the support is not enough to accommodate all school expenses. In this regard, the option has been to drop out the schools.

4.4 Strategies Employed to Manage Secondary School Dropout

The main aim of this objective was to examine strategies employed to manage dropout in rural ordinary level community secondary schools in Makete district council. This was accomplished by using variables which the research thought are important in relation to the demand of the study. Variables such as strategies used by ward and district leaders to manage dropout are elicited through questionnaire and interview methods.

Starting with the community members, the researcher asked them through questionnaire if the local and district authorities always took action to combat secondary school dropout. Their answers are shown in Table 4.17.

Table 4.17: Local Authorities’ Action towards Secondary School Dropout

Categories	Frequency	Percent
Yes	7	35.0
No	13	65.0
Total	20	100.0

Source: Survey data, 2017.

Findings presented in Table 4.17 shows that, 7 (35.0%) community members agreed that local and district authorities always take action in combating secondary school dropout while 13(65.0%) community members disagreed. From these findings it can be stated that the authorities do not take seriously action in managing secondary school dropout cases. The researcher conceives that, lack of seriousness among these local and district leaders contribute to persistent dropout among rural community schools in Makete district. One of the community members among those who replied ‘yes’ wrote the following in an open ended questionnaire,

The police had parents/guardians who forced students to quit school arrested and kept in cells until their children were found and they were told to pay fines after their release. “Mgambo” (local security guiders) were also sent to gather all secondary school age students in the villages who dropped out of schools and sent them back to school while waiting for their parents/guardians to come. Schools under the heads of schools provided these dropouts with some school needs like uniforms, exercise books, food and accommodation for them to stay at school. While they were at school, some of them said that their parents/guardians forced them to quit school. They were telling students that they don’t want them to continue with secondary education, it is the wastage of time, let them go and conduct business which will help them to earn money. This is what the heads of schools and teachers reported to ward committee, villagers and parents/guardians during school parents’ meetings.

The findings reveal that in trying to combat secondary school dropout, the police under the district leaders were sent to arrest all parents/guardians who forced their children to drop out of schools and keep them in cells. Not only that the dropouts were collected and sent back to their respective schools. These were the efforts made

by leaders in trying to overcome the problem. Through an open handed questionnaire, another community member also stated that;

We were witnessing our fellow community members especially those who had children at secondary school receiving letters of a call from the heads of schools so as to discuss this problem in parents' meetings. They were given education on the importance of educating children though many of parents/guardians showed little concern and cooperation in this matter as most of them were not attending. Not only that but schools (teachers and heads of schools) showed great cooperation by receiving the dropouts back to school and helped them though most of them run out of school for second time within few days and by reporting to the authority for students who were not present at school for further follow up. The headmaster here provides a great support for our student to acquire secondary education. The problem is, parents/guardians show little concern on this kind of education and only few of them provide support

This information reveals that not only local and district leaders who participated in eliminating school dropout but also the heads of schools together with teachers showed cooperation. They participated by sending letters of a call to parents/guardians together with providing mass education on the importance of educating children. The researcher asked question of the same nature to the heads of schools through interview and headmaster of school 'F' said;

Yes, some strategies were employed. Parents/guardians who had students at their homes together with those they hide outside the district were arrested and kept in cells. They were told that they will be free when the heads of schools report that those children are back to school. Also all secondary school students who dropped were collected from the streets and sent back to schools as their names were sent to ward and district authorities, the head of schools were told to assist these new comers until their parents/ guardians report at schools. The heads of schools were also providing education to students themselves and their parents/guardians on the importance of education to a child during school parents/guardians meetings.

From these findings, it shows that, some strategies were employed by ward authority together with the district authority as a way of trying to eliminate the problem of secondary school dropout. This includes arresting of all parents/guardians who had forced students to quit school together with those who hid students by sending them to the ward committee and later to cells waiting for their cases.

4.5 Effectiveness of the Employed Strategies to Manage Dropout

The main aim of this objective was to examine the effectiveness of various strategies that were employed so as to manage dropout in rural ordinary level community secondary schools in Makete district council. The researcher therefore asked the respondents on the effectiveness of the employed strategies. The researcher was interested to know if the employed strategies were fruitful to manage school dropout cases. Community members were asked through questionnaire to indicate if the strategies were successful. Their answers are shown in Figure 4.15.

Figure 4.14: Effectiveness of the Strategies to Combat Secondary School Dropout



Source: Survey data, 2017.

Figure 4.15 shows that 3 (15.0%) community members said agreed to the question and 17 (85.0%) community members disagreed. From these results, it can be said that, to the large extent, the employed strategies to combat school dropout have not been successful, leading to persistent dropout in the district. One community member among those who disagreed wrote the following in an open ended questionnaire response;

Some of our leaders especially those of villages and ward receives corruption by accepting some money from some parents/guardians so as to hide some of the dropouts and protecting their parents by not arresting and sending them to cells. It is true that measures were taken to eradicate secondary school dropout but the problem is; they were not successful and so leaders decided to leave the problem as it is.

From this comment, it provides some insights that, most of local authority leaders are untrustworthy. This is because some of these leaders cooperate with some of parents/guardians to violate students' right to education and so contributing to the problem of dropout in the district. A study by Kalinga (2013) also observed that, lack of commitment among village and ward executive officers precipitated students' school dropout in Mbeya, Dar-es-salaam and Kilimanjaro regions. These uncommitted leaders showed little concern to the problem and so pushing both students and their parents/guardians to devalue education. Another community member also wrote the following in an open ended questionnaire response;

No, it was not totally successful. This is because, when these students were sent back to school they truly stayed for only few days and left school for the second time despite the assistance that was given to them. Their parents told them that they should stay at school for only few days and then run out of the district to other parts of the region to hide themselves so as to save their parents/relatives from the police by saying that students themselves have left school and they do not know where exactly they are. I have an example of one boy who dropped in form two in our ward secondary school who his parents hide him outside the district and report that they don't know where he is. I have been living in this ward for a long time and so i know everything and i can even mention the names of those parents together with their children.

This finding reveals the strategies employed as less effective. This is because, while the authorities struggled to send the dropouts back to schools, their parents/guardians on the other hand struggled on how to send them back home. From this observation it is stated that, it is parents/guardians who are the key reason for the failure of the employed strategies to manage secondary school dropout in Makete district. This is based on the justification that, they are the one who participate in hiding students by pretending that they don't know where they are. During the interview, the head master of school A also commented that;

Makete district prefer to see all secondary school aged children acquire their right to education but the great problem and barrier is their parents/guardians because most of them do not show cooperation with us and the district authority in general. Contrary to other reasons of dropout in other areas, here is very different as parents/guardians themselves forces and teaches their children that secondary education is the wastage of time. Even those students who dislike school, to the large extent are caused by their parents/guardians because they are always imparting negative ideas to them concerning secondary education together with

refusing to pay for their school expenses. Some of the ward and village leaders are also corrupt because they accept money from some parents/guardians so as not to be located and arrested, so elimination of this problem has become difficult. Up to now, our district has nothing to add or assist because the authority fails where to start to because of the indigenious of Makete district, only few cooperate with us.

This information also reveals that, parents/guardians are the ones causing failure to the employed strategies to manage school dropout. They even teach their children to be stubborn by denying the stay at school. The researcher posits that, lack of cooperation from parents/guardians is a major cause of school dropout persistence in Makete district. The study further enquired on the effectiveness of the strategies to manage school dropout; another community member also claimed the following in an open ended questionnaire response:

No, in our ward, many of the dropouts confessed before their teachers and ward leaders that they dislike secondary school. They like business as it earn them a lot of money so they have to leave them alone. These dropouts always draw examples from rich people in the district. They say that in the district there many people who are very rich as a result of business and yet they ended in standard seven, so they will not stay at school. They should do to them whatever they want, but they will go back to the villages and never stay at school.

The findings also reveal some ineffectiveness of strategies employed to manage secondary school dropout in Makete district because the dropouts were not ready to go back to school despite the measures that were taken to collect them. The researcher posits that, lack of readiness among dropouts is among the reasons that make the strategies to manage dropout effective failure. The explored the dropouts' readiness to go back to school in order to determine whether they had some attitude to schooling. Through questionnaire, the researcher asked them to indicate their readiness to go back to school if some sponsors are availed. Their responses to this question are shown in Table 4.18.

Table 4.18: Dropouts' School Readiness

Categories	Frequency	Percent
Yes	9	45.0
No	11	55.0
Total	20	100.0

Source: Survey data, 2017

Table 4.18 shows that, 9 (45.0%) dropouts were ready to return back to school while 11(55.0%) were not ready. From these results it can be concluded that the employed strategies to manage school dropout are less effective due to absence of school readiness among the dropouts. The heads of school were also asked on the effectiveness of the strategies to manage secondary school dropout, the headmaster of school B replied the following through interview:

These strategies were not successful at all because, after they were sent back here, those students stayed for only few days then left school. They were found neither here at school nor at their homes. Their parents hide them in other regions especially in Mbeya and Njombe town. When asked, they said even themselves don't know where their children are but later it was revealed that they were hiding them after one student seen by villagers early in the morning trying to run assisted by his father. When that child asked, she said that her father told her to run so that the police could not arrest him as it will be seen that he know nothing about the child. Since that time, this problem has remained as it is because parents/guardians and community members in general do not show cooperation with teachers and the district authority in general, since they are the one who encourage students to quit school.

This finding reveals that, some of the dropouts were forced to stay in school and it was not their will. This situation also indicates that there are also some of the students at schools do who not like schooling but are at school in fear of the authorities. This is an indicator to the authorities that some students might continue to drop in the future and so make school dropout problem persistent. This result support what was observed by Chinyoka (2014) in the study which asserted that, low morale and lack of interest in secondary school education among the ordinary level students in Zimbabwe drove many of them out of the system as they were seeing that this kind of education has no benefit at all.

4.6 Viable Measures to Eliminate Persistent Secondary School Dropout

The main aim of this objective was to examine the viable measures that can be employed to eliminate the problem of persistent dropout in Makete district council. During data collection, respondents were asked suggest measures to be applied to

eliminate the problem of persistent dropout. Through the open ended questionnaire response, one community member said;

I suggest that parents/ guardians who force their children to quit secondary school should be arrested and punished severely together with paying fines for disturbance. This is especially to those who hide children after they have sent back to school. Heads of schools together with other teachers also should continue to report whenever they detect that some students are absent at school. Teachers are the one who spent much of their time with students since they only return home during holidays as in Makete all students stay at schools except for few schools where boys have to rent in the villages.

This information implies that, the authorities should seriously work on those who try to violate children's right to education. Cooperation between parents/guardians, teachers and the authorities bring success to the efforts. Another community member also wrote the following through open ended questionnaire response regarding the suggestions:

I think laws should be created in the parliament to protect children's right to secondary education and parents/guardians who violate this right should be sued to court. Learning environment should also be improved to attract children together with the construction of dormitories and libraries. The government also should assist parents in food provision at all schools because we pay a lot of money for food at schools. For example, i have a child who is in form three and so it require me to pay for her 91,000/= for every 3 months, meaning that i have to pay 364,000/= for the whole year and this is only for food at school. There are other contributions also like dormitory, security together with other school expenses like exercise books. So we ask our government at least to help us by supplying food at our ward schools

From this result, the researcher posits that, school contributions such as those of food and dormitory are among the reasons discourage students' attendance to school. For the elimination of the persistent dropout to be a success, the researcher recommends that government should assist in food provision in schools and improve the learning environment in order to attract students to love school. When asked what should be done to eliminate the problem of secondary school dropout, the head master of school 'F' delineated that:

Parents/guardians, various education stakeholders together with all community members should show cooperation with district authorities, teachers and education leaders toward efforts to combat secondary school dropout. Village and ward leaders also should make sure that they fulfil

their duties by not receiving bribery or hide those who violate children's right to education. District authority should show cooperation that whenever they receive various cases of parents/ guardians who skip their parental responsibilities of caring their children, and those who mistreat or force students to quit secondary schools by providing them severe punishment as a lesson to all others who have the same behaviour.

From the statement above, the researcher establishes that, unity between people and the government authorities is very less in the district. This disunity causes both students and their parents/guardians to see secondary education as not necessary to them and so creating the environment of withdrawing from it. For fruitful results, cooperation between both the indigenous people and the authorities is needed, starting from the local to district authority. The researcher also asked the same question to the headmaster of school 'E' also stated,

Our government should improve learning environment and school infrastructures like laboratories with equipments, libraries and building of dormitories and dining halls at schools to attract children to stay at schools and all students should stay at school because some of schools boys rent in the villages, this will help students to avoid temptations and influences of bad groups in the villages. The government should also increasing the capitation grant in accordance with school needs, it should contribute in food provision at schools of at least 25.0% for each school because most of students in Makete stay at school due to district's environmental condition(mountainous and schools are very scattered). Due to this, some parents/guardians fail to pay for food and dormitory contribution and hence force their children to drop.

According to these findings, it implies that, most of community secondary schools in Makete district have poor learning environment together with poor infrastructure. In different other contexts, this has become a reason for many students' school dropout. The researcher establishes that, lack of laboratories with equipments, absence of libraries, dormitories, dining halls together with food at schools attracts many adolescents to run out of secondary schools in Makete district. The researcher also asked the headmistress of school 'D' on the measures to be taken to eliminate secondary school dropout in the district; this headmistress recommended that:

Tireless provision of education to parents/guardians on the importance of educating children and provision of severe punishment to all those who will violate children's right to education together with those who hide children. Teachers too, should counsel students insisting the importance of

education as well as showing great love to them. Government should also consider teachers by improving their working conditions together with paying their claims in time. For poor parents/guardians, the government should assist peasant farmers to improve their farming activities like provision of subsidies to produce more, because some parents/ guardians (very few) are really poor and so unable to manage sponsoring their children's education.

This information implies little awareness on the importance of secondary education in the community. In the framework of the researcher, this also constitutes reasons for children school dropout. The researcher also observes that poor teachers' working conditions and delayed claims payment have effects increased on hatred that teachers have on students and so severe punishments to students which consequently cause students to quit school. In this study, provision of education to parents/guardians, improved teachers' working conditions and support to improve farming activities to peasants are thought to be some of the viable measures to reduce school dropout. The headmaster of school 'C' was asked on the measures to combat secondary school dropout and said that:

Free education should be improved because there are some challenges like food provision at school which demand more money far away from school fees. Since most of schools here in Makete student live at school and so parents/guardians have to pay for food and security and we have to tell them to do so because we as school, don't have any quick source of income. Trees in our school farms which we depend much as a source of income, are still too young to harvest and we do not have any successful development projects here at our school. Even for boys in few schools who have rented in villages, parents/ guardians have to pay for children's food and house rent, so you can see how this is important.

This quote reveals that, despite the introduction of free education, parents/guardians still have to pay more than what they used to pay before. The researcher therefore views that various contributions such as for food and security at schools might also determine parents' attitudes on school attendance by students. In this view, the researcher suggests that, the government should think of the better ways to improving free secondary education, which should include improvement of teaching and learning environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS

5.1 Introduction

This chapter presents summary of the findings, conclusions, policy implications and recommendations for the further study. It begins with summary by pinpointing the major findings of the study and then concludes by highlighting the major arguments. The chapter also presents the policy implications for policy directions and recommendations regarding the problem of secondary school dropout and the chapter finally provides the direction for future studies.

5.2 Summary of the Study

Despite various initiatives conducted toward the problem, this study has discovered that dropout is persistent among rural ordinary community secondary schools in Makete district.

The study however, discovered that it is not poverty that drew most of students out of schools since very few parents/guardians who were unable to sponsor their children education. The study found that economic factors other than poverty and parents/guardians' negative attitudes towards secondary education are the key factors for school dropout in Makete district. Tree farming as the chief economic activity in Makete district enable people to generate a lot of money after timber harvesting and later transform its capital into business activities. It is these activities that influence students to dislike school and see that secondary education is the wastage of time as they claimed to have no benefit compared to business and so decides to drop out of school so as to generate money. Parents/guardians on the other hand believe that investing in secondary education is the wastage of their money and regards tree farming and business as the sound inheritance to their children. They persuade students to drop school by telling them that secondary education has no benefit rather it is the wastage of money and so should put much efforts in conducting business. Parents/guardians negative attitude and perceptions toward secondary education influence students to see that this kind of education is useless.

Strategies that were employed to manage dropout include; the provision of education to parents/guardians on the importance of educating children through parents' meetings at schools, arresting parents/guardians who forced students to quit school, and to send the dropouts back to schools. The effectiveness of these strategies was less as most of the dropouts ran out of schools and parents/guardians continued to force students to drop out of secondary schools. The rate of dropout continued to rise because leaders were bribed to allow students to stay at home, they continued to receive bribery so as to hide the truth concerning parents/guardians who hide their children. The suggested measures to combat the problem of secondary school dropout were provided by the heads of schools and the community members. They suggested that there is a need of improving free secondary education, improvement of teaching and learning environment, provision of education to parents/guardians on the importance of investing in human beings and general protection of children's rights especially that of education.

5.3 Conclusions

This study discovered that economic factors which are tree farming and business together with parents/guardians' negative attitudes toward secondary education as the major reasons for school dropout among students in Makete district. The conclusion in this study establishes that, negative attitude toward secondary education among parents/guardians has a significant contribution to secondary school dropout among students. Their negative attitude towards secondary education has in turn an adverse impact to children as most of them disliked secondary school and preferred to conduct business and other activities to generate money instead.

5.4 Policy Implications

We have lots of policies to protect children's rights in Tanzania; these include those of children's right to education. The challenge however is on how we work on what we have established. The problem is not having too many polices but rather on how these policies are implemented and its level of success. One important thing is, there is a need to make sure that we implement those polices effectively than formulating new policies with a failure of several other in meantime. Various education polices should be put in practice to make sure that children acquire their rights of getting

education and deal severely with all those who trying to violate this right. The burden for educating children has been reduced nearly to zero, it however requires commitment policies and available acts which reinforce schooling rights for the children.

5.5 Recommendations

Since education is one the basic rights of any child, there is a need to ensure that all individuals have access to it and ensure that this right is not violated. In this regard, the researcher recommends for the followings;

5.5.1 Recommendation for Action

Since secondary school dropout in Makete is closely linked with parents/guardians negative attitudes towards CSSs, our government should follow ups the mechanisms to improve community secondary schools. These schools should not focus on quantity only but also put much emphasis on the quality of education provided. This can be done through recruiting qualified teachers, improving the infrastructure like laboratories, libraries and dormitories, provision of food for students at schools provision of transport as most of these schools are located in remote. Both the government and NGOs should work as a team to find ways on how to educate citizens especially those from rural areas on the importance of investing in human capital. This is because human capital investment benefits both parents and the nation. The government also should make sure that, laws concerning children rights especially that of education are enforced and heavy punishment to be provided to people who will violate this right. This will help to reduce the problems of secondary school dropout in community secondary schools.

5.5.2 Direction for Future Study

This study offers a valid background for further research. The study has depicted some issues concerning the problem of dropout in rural ordinary community secondary schools in Makete district council. There are issues pertaining to the problem that need to be raised and explored. Further studies may use the findings of this study as a basis on exploring the issue of secondary school dropout in the district.

Moreover, this study pointed out some alternative solutions to resolve the problem of secondary school dropout, but one may search for more. In addition, from the findings, it is evident that, majority of parents/guardians were the key factor for the whole cycle of the problem. Therefore, one many need to study more on why these parents/guardians behave in this manner toward secondary education. Furthermore, it was investigated that many students who were subjected to secondary school dropout are boys rather than girls. Future studies may therefore focus on why boys are much subjected to dropout than girls in Makete district council. Lastly, since this research focussed on some parts of the district, it would be important for further researchers or study to expand to unvisited parts.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE DROPOUTS

A.DEMOGRAPHIC CHARACTERISTICS

A1. Name of the respondent (not necessary).....

A2. Age of respondent.....years

A3. Gender of respondent (Tick the correct item)

(a)Boy (b) Girl

A4. Name of your ward

A6. Parents' information

(a) Both father and are alive (b) Father is alive, mother is dead

(c) Mother is alive, father is dead (d) Both father and are dead

B. QUESTIONS ON SCHOOL DROPOUT

B1. Why did you decided to quit secondary school? (Tick one item)

(a) I didn't see the importance of secondary education

(b) My parents/guardians were not assisting and encouraging me to go to school

(c) My sponsors stopped to finance my secondary education

(d) I had no one to sponsor my secondary education

Other reasons

.....

B2. At which school were you studying?

(a) Mang'oto (b) Kitulo (c) Iwawa (d)Lupalilo (e) Ukwama (f)Ipepo

B3.Who was financing your secondary education before you dropped?

(a) Both parents (b) Father (c) Mother (d) Relatives/Guardians (e) Organizations

If your answer is (e), give the name of the organization that sponsored your secondary education.....

B4. At which class did you dropped out of school?

(a) Form one (b) Form two (c) Form three (d) Form Four

B5. Who was taking care of you in term of food, clothes and shelter after quitting school?

(a)I, myself (b) Parents (c) Guardians/Relatives (d) Mother (e) Father

B6. Did you engage in any activity after dropping out of secondary school?

(a) Yes (b) No

B7. If YES, which duties were you performing? (Tick one item only)

(a) House girl/ Houseboy (b) Lumbering and carrying timber from the forests to main roads (c) Street vendor (d) Providing labour in farms

Other duties, specify.....

B8. Do you have tree farm(s)?

(a) Yes (b) No

B9. For your views, what do you think is the most important and valuable between tree farms and secondary education?

(a) Secondary education (b) Tree farms

B10. If it happen that someone or an organization want to sponsor your education will you accept the sponsorship and go back to school?

(a) Yes (b) No ()

Give reasons for your answer.....

.....

APPENDIX II: QUESTIONNAIRE FOR CONTINUING STUDENTS

A. DEMOGRAPHIC CHARACTERISTICS

A1. Name of the respondent (not necessary).....

A2. Age of respondent.....years

A3. Gender of respondent (Tick the correct item)

(a) Boy (b) Girl

A4. Ward name.....

A5. Parents' information

(a) Both father and mother are alive (b) Father is alive, mother is dead

(c) Mother is alive, father is dead (d) Both father and mother are dead

B. QUESTIONS ON SCHOOL DROP OUT

B1. Do you like secondary education or they had forced you to study?

(a) Yes (b) No

Give reasons for your answer

.....

B2. Are you an orphan?

(a) Yes (b) No

B3. Who sponsors your secondary education?

(a) Parents (b) Organizations (c) Relatives/ Guardians

(d) None

If your answer is (b), mention the name of an organization that sponsors your education

B4. Do they send fund and all other school requirements for you on time?

(a) Yes (b) No

B5. Apart from the school fees do you still pay for other school contributions such as food, security and dormitory expenses?

(a) Yes (b) No

What happens between you and the school authority if it happens that you fail to pay these school contributions and others on time?.....

B6. Despite the sponsorship and the assistance you receive from the sponsors or parents/ guardians, do they really like you to continue with studies?

- (a) Yes (b) No

Explain for your answer

B7. Do your parents/ guardians have tree farms?

- (a) Yes (b) No

If YES, did they give you a farm(s) too as your inheritance?

- (a) Yes (b) No

Be free to explain for your answer.....

B8. Do you have any relative (s) who dropped out of secondary school?

- (a)Yes (b) No

If YES, how many of them and why they dropped.....

B9. Apart from your relatives do you know other students who also dropped out of school?

- (a) Yes (b) No

B10. If yes what do you think were the reasons for them to drop out of school?

(Choose one answer only)

- (a) They had no one to sponsor their secondary education
- (b) Their parents forced them to quit school
- (c) They said secondary education has no benefits compared to business and other activities
- (d) Pregnancy (e) Peer influence and bad groups
- (f) Corporal punishment (g) Health problems

B11. Apart from being assisted, why do you think some orphans still dropping out of secondary schools? (Choose one answer only)

- (a) The assistance provided by sponsors is not enough to accommodate all necessary school expenses
- (b) Only few orphans are sponsored
- (c) Guardians/ relatives discourage orphans to continue with secondary education
- (d) Orphans themselves did not like school (e) Pregnancy and early marriage

B12. For your views, what do you think should be done to eliminate the problem of school dropout in your school and Makete district in general?

APPENDIX III: QUESTIONNAIRE FOR COMMUNITY MEMBERS

A. DEMOGRAPHIC CHARACTERISTICS

- A1. Name of the respondent (not necessary).....
- A2. Age of respondent.....years
- A3. Gender of respondent 1=Male, 2=Female (Tick the correct item)
- A4. Ward name.....
- A5. Education Status: Tick the correct item
(a) Below standard seven (b) Standard seven (c) Above standard seven
- A6 Respondent's occupation: Tick the correct item
(a) Peasant/farmer (b) Business (c) Others
- A7 Marital status: Tick the correct item
(a) Married (b) Widow (c) Widower (d) Divorced

B. QUESTIONS ON SCHOOL DROPOUT

- B1. Does the problem of secondary school dropout exist in your ward? (Tick the correct item)
(a) Yes (b) No
If your answer is YES, explain to what extent does the problem of school dropout is a challenge in your ward
- B2. Do you have orphans who are in secondary school in your ward?
If your answer is YES, explain to what extent do they exist
(a) Only few (b) Many
- B3. If YES, who sponsors their secondary education?
(a) Guardians (b) Organizations (c) No one to sponsor orphans
If some are sponsored, do they receive full assistance on time depending on the school expenses?
- B4. Do all qualified orphans for secondary education in your ward are in position of receiving sponsorship or only few are sponsored? (Tick one item only)

(a) Yes, all of them receive sponsorship (b) No, only few receive sponsorship

B5. Despite all the assistance offered, what do you think are the reasons that force orphans and other students to drop out of secondary schools in your ward? (Tick one item only)

(a) Most of them dislike school they prefer to conduct business and other activities to generate money

(b) Parents/guardians forces them to quit school

(c) The assistance provided is not enough for all school expenses

(d)The assistance is not directed to all the needy, only few of them receive sponsorship

Other reasons specify.....

B6. Is it true that soft wood timber production as a chief human activity in Makete, which generates a lot of money influences students to quit school so as to conduct business?

(a) Yes (b) No

Explain for your answer.....

B7. Does the ward and district authorities always take action in managing the problem of secondary school dropout?

(a) Yes (b) No

If YES, explain which actions that are always taken to combat the problem of secondary school dropout.....

B8. Were those efforts made by ward authority succeeded in combating secondary school dropout? (If any)

(a) Yes (b) No

B7. What do you think should be done to eliminate the problem of secondary school dropout?

.....
.....

APPENDIX IV: INTERVIEW GUIDING QUESTIONS FOR THE HEADS OF SCHOOLS

1. What is the name of your ward?
2. What is your level of education?
3. How many students do you have at your school?
4. Are you faced by the problem of school dropout?
If yes, at which classes do this problem is common?
5. From the year 2014 to 2016, how many students dropped out here at your school?
2014..... 2015..... 2016.....
6. What reasons drove these students out of your school?
7. Is it true that climate, geographical location together with human activities like soft wood tree farming in Makete district attract many students especially boys to see that secondary education has no benefit hence to drop so as to engage in business?
8. What are your views concerning parents/guardians' awareness and attitude toward secondary education to their children, do they really like and assist their children to acquire ordinary level secondary education?
9. Do you have students who are orphans at your school?
If YES, how many boys and girls?
10. Apart from parents/guardians do you have other individuals or organizations that support orphans' education?
If YES, name those organizations/ individuals together with the number of student that they assist.
11. Do these orphans receive sponsorship until they finish their secondary education?
12. Is it true that all qualified orphans for joining secondary education are in position of receiving sponsorship?
13. Apart from receiving sponsorship, do these orphans really like secondary education or they have been forced to study?
14. If some fail to complete their secondary education, what reasons precipitate these orphans to quit school?

15. As a head of school, what actions do you usually take to combat dropout at your school? Do these actions fruitful?
16. Do the village and ward authorities and the district in general provide support and assistance to eliminate secondary school dropout? If YES, were these actions successful to eliminate the problem?
17. For your views, what do you think should be done to eliminate the problem of secondary school dropout in Makete district?