

**CAUSES OF SCHOOL DROP OUTS AMONG THE STUDENTS IN SECONDARY  
SCHOOLS**

**A CASE STUDY OF BUKOBA DISTRICT, KAGERA REGION-TANZANIA**

**BY**

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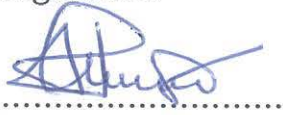
**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN  
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A  
BACHELOR'S DEGREE IN EDUCATION OF KAMPALA  
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**MAY 2009**

### **Declaration**

I do here by declare that this Research Report is my personal work and that it has not been prior submitted in any university for the award of a degree or any other related award.

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### **APPROVAL**

This is my Research Report has been submitted for examination with my approval as University Supervisor.

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SUPERVISOR

## **DEDICATION**

I dedicate this Research Report to my wife, and entire family members, friends and most especially to my Dad and Mum for their tireless effort to see me at school and their financial help during my studies.

## **ACKNOWLEDGEMENTS**

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## **LIST OF ACRONYMNS**

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immune Virus
PTA	Teacher parents' Association
NGO -	Non governmental Organization
UNDP	United Nations Development Program
USAID	United Nations Agency for International Development
UNICEF	United Nations International Education Fund

## **DEFINITION OF OPERATIONAL TERMS**

School drop out    Is the act of pulling out of school before completion of education levels.

Students        -        Is secondary school going child

Education       -        Is the act of acquiring knowledge formally

Class            -        Is the room/place of students' gathering to be taught

Teacher         -        Is the person who imparts knowledge in the students

School           -        is an organized institution from where students come to buy knowledge

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## **ABSTRACT**

The major objective was to examine the causes of pupils' school drop outs in Bukoba district. The study was conducted in Bukoba district, Kagera region; students, community members, teaching staff, and political leaders from the two parishes of were involved in the study. A total of 60 (sixty) participants, 10 students, 10 political leaders, 10 teachers, and 30 community leaders were involved in the study. The study used both qualitative and quantitative data collection methods.

The causes of pupils school drop outs in secondary schools in Bukoba district included; poverty with 35%, corporal punishments with 20%, chronic sickness with 21.6%, long distance of schools with 13.3%, and lengthy learning hours with 10%

The effects of pupils' school drop outs in secondary schools in Bukoba district included; high crime rates with 31.6%, high illiteracy levels with 23.3%, early marriages with 21.6%, early pregnancies with 21.6%.

The solutions to the problems of students' school drop outs in Bukoba district included; build more schools with 21.6%, free education with 28.33, compulsory education with 18.3%, provision of lunch in schools with 20%, reduction of learning hours with 11.6%.

Conclusions and recommendations were then made after presenting and interpreting the data.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The incidence of school student drop out was not known during Missionaries time. This was because the Education curriculum in secondary schools was made in such a way that every one's ability and interest were catered for. Ssekamwa (1993) says that, scholastic materials like textbooks, pens and pencils were supplied by the government. Schools and parents could only buy uniform for their students.

Secondary Education was a pride for students, parents and society at large because a student at school was admired by all. Education was the only route for socio- economic mobility and this discouraged any form of school drop out. It was the educated one who was admired because he was the society's helper, hope and instrument. Every student was required to pay school fees and even schools fees began to hike (Onek S et al; 2007).

By 1974, Tanzania had 3134 secondary schools with a total enrolment of 792,000 students taught by 26,000 teachers, which gave a teacher — student ratio of 1:30. This was a remarkable increase but the problem of lack of employment could have been the start of school drop out. Practical subjects and vocational courses had been dropped after 1960's which increases on the number of drop out. Students started seeing no future in education after early secondary. They went to school to learn reading, writing and arithmetic in lower secondary after which they dropped to join the world of work (Aggarwal; 1992).

According to Ministry of Education and Sports (1998) report, the introduction of free education in primary has led to increased enrollment; large number of students, over crowded class rooms is big challenge of secondary. This has led

to shortage of space, instructional materials and secondary revision skills. Over crowding causes air borne diseases such as flue, cough (Olupot, 2002).

## **1.2 Statement of the Problem**

To day, the student's drop out has generally remained very high in Bukoba District for a couple of years and this compelled the researcher to really find out the factors behind this high rate of school drop out. Many factors led by secondary school program like unhealthy school environment and inadequate instructional materials among others may be responsible for students' negative attitude towards education and end up dropping out of school. According to the Ministry of education report- 2000, lack of parents' participation and discipline at the school may have contributed greatly for this. No systematic study has been done so far to critically assess the study problem; therefore the researcher will try to investigate the causes of pupils drop out in secondary schools in Bukoba District, Kagera region.

## **1.3 Purpose of the Study**

The purpose of the study was to investigate the causes of secondary school drop out in Bukoba district, Kagera Region which has become a great concern of educational planners, administrators, curriculum planners and the general public.

## **1.4 Objectives of the Study**

### **1.4.1 General objective**

To determine the causes and the effects of students' drop out in schools in Bukoba district.

### **1.4.2 Specific Objective**

(i) To establish the causes of Secondary School drop out in Bukoba district, Kagera Region.

(ii) To find out the effects of students' school drop out in Bukoba district, Kagera Region.

(iii) To suggest policy measures to address the problem of students' school drop outs in Bukoba district, Kagera Region.

### **1.5 Research Questions**

The study will be guided by the following research questions;

(i) What are the causes of students' school drop out in Bukoba district, Kagera Region?

(ii) What are the effects of students' school drop outs in schools in Bukoba district?

(iii) What the solutions to students' school drop outs in Bukoba district, Kagera Region?

### **1.6 Scope of the Study**

#### **1.6.1 Contextual scope**

This study was limited to the causes of students drop out in schools in Bukoba district. The researcher will investigate on the causes of the school drop outs, the effects of the school drop outs, and the mitigation of the drop outs.

#### **1.6.2 Geographical scope**

It was carried out a cross Bukoba district, Kagera Region in Tanzania. This particular area was chosen for this study because it's easily accessible to the researcher. It was descriptive in nature whereby the researcher collected data from the teachers, head teachers, students and parents of Bukoba district, Kagera Region.

#### **1.6.3 Time scope**

The research study looked at the current years that are from 2005 to 2007. This particular time was chosen because it coincided with increasing students

drop out cases in secondary schools in the study area. Therefore these years could stand to outline the causes of students drop out. The study was done within only three months.

### **1.7 Significance for the Study**

The findings were of great importance to;

(i) To the Educational Administrators, Planners and Policy Makers to realize the causes of students drop out in secondary schools and perhaps identify solutions to the problem.

(ii) It helped in setting ground for the school heads, NGOs and other services to see the necessity of initiating projects and policies! Laws aimed at addressing causes of students drop outs in secondary schools and societies.

(iii) The study was of significance in making the public aware of the cause, effect and solutions of students drop out. Most societies will be aware that students' drop out is one of the ways of violating student rights and so get away of fighting against it.

(iv) The study was an eye opener to other researchers in making more analyses and critic the problem in the future.



## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

#### 2.0 Introduction

This chapter included looking through the earlier research documents; literature with an aim of identifying a problem of concern eventual number of duplication of early research work is done. Apart from going through other related work. It also involved critically going through other services of materials that are related with the research topic. The world is aware of looming crisis of students drop out in secondary schools. However, the most urgent matter at hand in this study is to review previous studies in relation to the topic. The literature is drawn from a number of sources that are closely related to the subject under study.

#### 2.1 Comparison of secondary school drop out among few countries

Table 1: Overall Dropout Rates in Secondary School-Grades 1, 4, & Final (non disaggregated) 1997

<i>Country</i>	Grade 1	Grade 4	Final Grade
<b>Ethiopia</b>	29	5	6
<b>Kenya</b>	5	...	...
<b>Malawi</b>	26	13	4
<b>Mozambique</b>	8	11	8
<b>Namibia</b>	10	6	9
<b>Rwanda</b>	13	11	13
<b>South Africa</b>	28	...	...
<b>Tanzania</b>	11	10	13
<b>Zambia</b>	22	...	...
<b>Zimbabwe</b>	26	2	30

Source: UNICEF: *Indicators III on Secondary Education in Eastern and Southern Africa with special Reference to the Education of girls, plus various Country report data.*

## **2.2 Parents Participation on students drop out in secondary schools**

Secondary Education was introduced in Tanzania, among the challenges it faced was large numbers and lack of parents/guardians support. Despite these problems, there were many more others such as inadequate school facilities and teachers' illness (absenteeism). Some teachers were unmotivated while others were negligent, pay did not seem to be a key factor but the researchers study revealed that teachers most wanted textbooks and other teaching materials (Ministry of Education and Sports: 2007).

Then according to Ellington (1995), instructional materials are very important in the teaching- learning process thus reducing on students' drop out. He further comments that students can get information from textbooks and carryout their independent learning. The most important factor which affects the availability of textbooks is the government policy especially Secondary Education Program. Parents were given a chance to give their children's the necessary materials but this has been contrary since its inception.

Domestic work has greatly affected school drop out. Parents involve their children in agricultural work and left with no time to attend schools. Parents even do not care for the basic needs of children. They overload them with domestic responsibilities leaving no time to study. They show little interest in children's' learning which made children drop out due to lack of parents' support and guidance.

Ezewu (1998) says that, a poor atmosphere at home also negatively affects learning and lowers students' performance. The economic level of crowded homes can not fully support all the children at school. Some have to drop out and when it comes to making a choice as to who should continue on the meager income of the family usually cited in Bukoba district, Katerera region. Ezewu continues to say that polygamy is a greater cause of school drop out

because of rivalry among family members resulting in; fraternal, parental, conjugal conflict and lack of attention among the family members.

The storage facilities in secondary schools are not appropriate unlike some few lucky schools which have fairly established libraries with parents support. According to Parrot (1998), parents should guide their students in using a number of different resources for their own work in schools.

Onek S et al (2007) mention of the role of parents guardians in schools. The role of parents in a school is all embracing. Parents' organ can determine the fate of their school's policies, plans and programs. The researcher also contends with these ideas because the time available for the teachers to interact with learners is not adequate, so parents should have time for their children especially in counseling them, help them to do home work and love education. It therefore forced the researcher to established vital role of parents and guardians in the students drop out in secondary schools.

Secondary school management is the responsibility of the parents as the focal controller of the program at the ground level. Parents, guardians and parents' organs like PTA and Board of Governors are the planner and general manager of the school. The Education White Paper (1998), observes in regard to the role of parents, guardians in school management that; 'proper school management and administration require planning, organization and directing the school to effect good discipline, academic standards and an atmosphere of educational standards worth of praise'.

This calls for rules and regulations to shape the daily routine of the institution. The provision of professional education management also goes with the parents' organs as the head of the family of learners. Routine in schools is an essential element that parents and guardians should emphasize as to reduce

on school drop out. Such things if not followed in an institutional program can create anarchy (Ibid).

USAID (2001) also agrees with above authors indicating that increased poverty in households affected by HIV AIDS leads to decreased access to, and quality, of education. In these households resources to pay for school fees, books and supplies are often lacking. Children are often forced to leave school once a parent becomes sick; girls are often forced to drop out of school to care for sick parents and other relatives, while boys may be forced to drop out of school because their income is needed to support the household.

Children who remain in school may find it difficult to concentrate on school work or to interact with teacher or peers and when a parent dies; many orphans do not continue their education due to decreased economic capacity of their foster families. Besides secondary being in place the drop-out problem has reached a stage which parents have found necessary to focus on government and public attention. So that is why, the current study intends to find out causes of students' drop out in secondary schools.

### **2.3 Indiscipline cases and Students drop out in secondary schools**

Indiscipline as the general lack of discipline. John W (2003) speaks of moral behavior and norms as acceptable standards for judging discipline in a society. There is also an implication of social criteria by which one must be judged as a misfit or fitting in society. Moral rules are a prerequisite for standard discipline. Generally, according to the Education White Paper (1998), the increasing rate of students' drop out is attributed to; teachers and students' absenteeism, school strikes, drunkardness, late coming, teasing, smoking and abuse of other substances.

According to Kasirya (2000) data from policy, NGO, and school centre suggests that indiscipline in class/ lesson is the common multi practice done by

students in Tanzania. He maintained that, the problem of indiscipline is gradually and steadily spreading to the rural areas concentrating mainly in town/ trading centre. In a study done on drug substance abuse in secondary schools of Dar-es-Salaam and Moshi districts found that, 71% of the students dodge classes and use that time using drugs and alcohol. Secondary schools in Bukoba district, Kagera region, students especially between 15 years and 18 years are taking some drugs like Marijuana, all in turn forcing them to school drop out consequences.

Baraba (2004) observed that, the management and administration of a school are the basis of good discipline. He proposes that such routine things as morning cleaning, school assembly, class activities, Sunday services, parades, break time, games and sports, punctuality, uniform, teachers' smartness, meals and habits of drug abuse such as smoking and drinking are crucial in containing school organization as well as management. Therefore, he concluded that, there is need to reduce managerial loopholes that result into indiscipline of students ending up in dropping out of school.

D Llyodd (1986) on the possible causes of indiscipline and the administration of punishments dwells on the influence of the home on the students' behavior. This is followed with his observation on children background. That 'if a child is mal — adjusted in discipline due to his background indiscipline may take long to correct'. This work has unearthed any relationship between students' background and indiscipline. Generally, the influence of the home on the child and the school community culture and vise — versa is responsible for indiscipline cases like increasing child drop out in secondary schools.

Aggarwal (1992) outlines the following causes of school students' drop-out as;

- Poverty of parents which necessitates utilization of the services of the children for supplementing their learning.
- Least qualified and untrained teachers being kept in charge of one class.

- Lack of regular and effective inspections and academic guidance by inspecting staff and lack of adequate accommodation and attractive school environment.

Ssekamwa J et al (1993), says that, dropping out of school may be reduced through drop out prevention programs. These are programs that aim at improving the school and home environment. Emphasis should be placed on the internal efficiency of the educational system. This would include; adequate supply of trained and motivated teachers, provision of teaching materials and enhancing co operation between teachers and parents.

The home environment should be improved through non formal education which could empower the adults to encourage and support the education of their children. Such programs would enlighten adults in our society. Non formal education targeted on income generating activities would improve the earnings in homes so that parents are able to meet school requirements and reduce school drop out due to inability to pay fees (ibid).

Aggarwal (1992), outlines the following measures for controlling drop out;

- Under the school health services, students may be given nutritious diet by the introduction of mid day meals.
- Children may be liberally promoted from class one to class two.

A reasonable teacher — student ratio may be maintained at such a level to ensure adequate individual attention.

Effective secondary revision and inspection may be provided by both district officials and head teachers.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter included the methodology of the study. It entails research design, geographical location/area and population, sampling design, data collection methods and instruments, data analysis and processing and the limitations of the study.

#### **3.1 Research Design**

The research study was conducted using a case study of Bukoba district, Kagera region. It was purposely chosen as a case study because it experiences high rate of students' drop out cases among the secondary schools. This enabled the researcher to take an easy look at the study and analyze it from different perspectives. The study was both quantitative and qualitative in nature.

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

The research study took place in Bukoba district, Kagera region among the selected schools with an aim of establishing the causes of students drop out in secondary schools. The area receives little rainfall, which is less than 875mm that falls approximately 90-130 days per rainy season per annum. Bukoba district, Kagera region soils are sandy loams, sandy clays and laterite loams. The major languages spoken there are; Kiswahili, Lugnada, and English and the researcher chose the area because he is able to speak all these languages which are spoken there.

#### **3.3 Target Population**

The population under study composed of 10 head teachers/teachers, 10 students, 10 political leaders and 30 parents. The study considered gender balance of the respondents. It will be purposively chosen as a case study

because it experiences a wide spread of students drop out. This enabled the researcher to analyze the phenomenon from different perspectives.

Table 2: The sample size of 60 respondents was chosen and this was arrived at as:-

Category	Number of Respondents
Political leaders	10
Students	10
Teachers	10
Parents	30
Total	60

### 3.4 Population Sample

Data was collected from size of 60 respondents. The sampling of respondents was done first by use of simple random sampling method; where by researcher divided the schools according to their divisions. That is, one school was selected per parish and only seven schools were randomly selected. The simple random sampling technique was used to select the respondents from the identified schools, which are teachers/ head teachers, students and parents.

### 3.5 Research Instruments

Data was collected by use of the following methods;

**Questionnaires;** These were used to collect data from the respondents. These helped in collecting information in a short time. They were for teachers and head teachers. All questionnaires were designed to get the views; attitudes and perception of the respondents regarding the causes of students drop out in secondary schools in Bukoba district, Katerera region.

**Interviews** —An interview guide was also used by the researcher to collect information from parents and students in selected secondary schools. An



interview guide will be used to obtain information from these respondents. This method was used because it ensures accurate information and allowed deeper investigation into the study problem.

**Secondary Sources:** This information was collected from textbooks, magazines and other related information about the problem. These were supplement on the data got from secondary respondents.

### **3.6 Ethical Procedures**

The researcher got an introductory letter from the Dean of Faculty of Education Learning introducing me to the people in authority of Bukoba district, Katerera region especially the local council administrators and head teachers of the selected schools, seeking for permission to carry out research about 'the causes of students drop out in secondary schools in Bukoba district, Katerera region. After permission is granted, the researcher was able to collect data from the chosen schools and respondents according to the agreed time schedule.

### **3.7 DATA PROCESSING AND ANALYSIS**

Audrey J. Roth argues that "data processing is concerned with classifying response into meaningful categories called codes." Data processing starts by editing the schedules and coding the responses. Editing, Coding and Tabulation techniques are used in data processing exercise. Data processing is the link between data collection and analysis.

Nachmas and Nichimas pointed out that it involves the transformation of data gathered from the field into systematic categories and the transformation of these categories into codes to enable quantitative analysis and tabulation; the data collected is classified into a meaningful manner for easy interpretation and understanding. This will involve preparing data collected into some useful, clear and understandable data. The whole exercise will involve editing, tabulation and analyzing the data statistically to enable the researcher draw conclusions in relation to the research variables. So Data was processed and

analyzed qualitatively. This included; use of tables, frequencies, percentages and use of descriptive statistics for easy presentation of the research findings.

### **3.7.1 Editing**

Editing was the process whereby the completed questionnaires and interview schedules are analyzed in the hope of amending recording errors or at least deleting data that are obviously erroneous.

This is aimed at improving the quality of information from respondents. The researcher fills out few unanswered questions. However, answers filed are deducted from the proceeding answers or questions.

### **3.7.2 Coding**

“The purpose of coding in research is to classify the answers to questionnaires into meaningful categories so as to bring out their essential patterns.” Coding will be used in this research in order to summarize data by classifying different response given into categories for easy interpretation. For each question, list of probable answers was prepared.

### **3.7.3 Tabulation**

“Tabulation can be done manually or by a computer.” According to Moser and Kalton, “data once edited and coded are put together in some kind of tables and may undergo some other forms of statistical analysis.” Data is put into some kind of statistical table showing the number of occurrences of responses to particular questions with percentage to express data in ratio form.

## **3.8 Limitations of the study**

The study was hindered by the following factors;

Refusal of the respondents to effectively respond to the questions was one of the most notable problems that the researcher is faced while conducting the research.

Financial constraint was also a factor that limited the study. Transport costs were also high to be met by the researcher and this fully contributed to the delay of the research because it made it hard for the researcher to continue with the tight budget.

Rudeness and hostility among some respondents were also other limitations of the study in the sense that the researcher found that there are rude and hostile respondents who in the long run turned down the request of the researcher to answer the questions. Many of such respondents walked away despite of the fact that the researcher may tried to plead for their attention.

Shyness of the respondents was another limitation of the study.

The researcher was also affected by the prevailing weather conditions i.e. the rain. It is true that the researcher was conducted during rainy season and it became so hard for the researcher to find the respondents since they were in doors.

However, these problems were overcome by the researcher in the following ways;

Strict adherence to the tight budget was the solution to the problem of lack of finance.

Humble talk and convincing of respondents was the ways employed by the respondents to overcome the problem of unwilling and shy respondents to answer the questions.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

#### 4.0 Introduction

The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

#### 4.1 Social Demographic Characteristics

##### 4.1.1 Age

Respondents were asked questions related to their age and the results are shown in the table below:

**Table 3: Age distribution of respondent**

Age group	Frequency	Percentage
<b>Below 24</b>	4	6.6
<b>25 - 29</b>	16	26.6
<b>30 - 39</b>	12	20
<b>40 - 49</b>	22	36.6
<b>50 - above</b>	60	10
<b>TOTAL</b>	<b>60</b>	<b>100</b>

Source: Primary Data

The figure shows that 6.6% of the respondents were below 24 years, 26.6% were between 25-29 years of age, 20% were between 30-39 years of age, 36.6% were between 40-49 years and 10% were above 50 years of age.

##### 4.1.2 Marital Status

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the

respondents was obtained by asking them whether they were married, single, widowed or widowers.

**Table 4: Marital status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Married</b>	30	50
<b>Single</b>	8	13.3
<b>Widow</b>	16	26.6
<b>Widower</b>	6	10
<b>TOTAL</b>	<b>60</b>	<b>100</b>

Source: Primary Data

Table 2 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widower

#### **4.1.3 Sex of the respondents**

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

**Table 5: Sex of the respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Female</b>	38	60
<b>Male</b>	22	40
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Primary Data

Table 3 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

#### 4.1.4 Educational status

Respondents were asked questions related to their educational status and their responses are shown in the table below;

**Table 6: Educational level of the respondents**

<b>Education levels</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Uneducated</b>	22	36.6
<b>Primary</b>	14	26.6
<b>Secondary</b>	8	13.3
<b>University</b>	4	6.6
<b>Tertiary</b>	6	10
<b>Others</b>	4	6.6
<b>Total</b>	<b>60</b>	<b>100</b>

Source: Primary Data

Table 4 above shows educational levels of the respondents and it revealed that 36.6% of the respondents were uneducated, 26.6% were of primary level, 13.3% had secondary education, 6.6% received university education, 10% had tertiary education and 6.6% fell under other levels of education.

## 4.2 Causes of school drop out in Bukoba district

**Table 7: Causes of students' school drop out in Bukoba district**

<b>Response</b>	<b>Political leaders</b>	<b>Students</b>	<b>Teachers</b>	<b>Parents</b>	<b>Total</b>	<b>Percentage</b>
<b>Poverty</b>	4	2	5	10	21	35
<b>Corporal punishments</b>	2	3	1	6	12	20
<b>Chronic sickness</b>	3	0	2	8	13	21.6
<b>Long distance of schools</b>	0	2	2	4	8	13.3
<b>Lengthy learning hours</b>	1	3	0	2	6	10
<b>Total</b>	10	10	10	30	60	100

Source: Primary Data

### **Poverty**

Poverty has been noted by the respondents as one of the causes of school drop outs in Bukoba district. The respondents here noted that many of the people are quite poor to afford school fees and other incentives that may be necessary for students' academic purposes. Poverty in this area is quite alarming that it poses a lot of threat to the school going children in Bukoba district and the study found that 21.6% of the respondents gave poverty as the answer. The parents in this area are described to be living in absolute poverty-a state of individual acceptance that he/she is poor. Given this kind of situation, many of the school going children suffer a lot because the result of every thing is felt by them and no one else. Poverty is a very big problem to many of the households in Bukoba district and to the rest of the people in Tanzania at large especially

those of the rural settlement. This has been due lack of income generating activities among the population and due to over reliance on agriculture.

### **Corporal punishments**

Corporal punishments have also been cited as another cause of school drop outs in Bukoba district, Tanzania with 20% of the respondents. Corporal punishment has been a lingering problem because many of the teachers have been found to be giving undesirable punishments to the students to the extent that many of the children decide to drop out of school because they can not endure with the level of mistreatment in the schools. Many of them look at schools as a rough place to leave in and some of the students look at school as 'a free prison' in which one is seen free to move home and come to school at will. One of the teachers in the local secondary school had this to say "am a teacher like any other teacher in Bukoba district but I have never caned any student more than two strokes yet I see my fellow teacher caning students to the extent of fainting. With this kind of situation, many of the students have been forced to run away from schools.

### **Chronic Illness**

The respondents also noted that chronic illnesses have also been partially responsible for the school drop outs in Bukoba district. It has been found that many of the school going children drop out of school because of chronic disease. Many of these diseases include HIV/AIDS, asthma, epilepsy among other diseases mentioned with 21.6% of the total number of respondents. The respondents noted that many of students diagnosed with such diseases feel so suppressed and uncomfortable to study as many of them look at going to school as wastage of time. Chronic illnesses have forced many students to drop out of school because the students can not concentrate, as many of them don't attend school because of long sickness once they fall sick. Epilepsy has been noted as one of the worst sickness among the sicknesses mentioned because it has the worst effect on the students. On teacher said "I had a very bright



student in my class but this student dropped out of school because of epilepsy since he in many cases could be attacked and could loose conscious, which forced him to abandon studies"- said one teacher.

### **Long distance of school**

Long distance of schools is yet another reason given by respondents as one of the causes of school drop outs in Bukoba district and this had 13.3% of the total percentage of the respondents. It has been found by the researcher that many of the students drop out of schools because of long distances of school location which become so hard for the students to travel to schools every day for example the day students who have to commute from home every day to school. Many of the students have to travel long distances of between 2 km-6km daily from their homes to schools. This is a very long distance to be traveled by young school gong children because many of them get tied in the process of traveling to schools. To make matters worse still, many of these students are being caned for late coming once they are caught coming late. Long distance to traveling plus punishments for late coming do worsen the rate of school drop outs in Bukoba district.

### **Lengthy learning hours**

Lengthy learning hours have also been given by the respondents as one of the causes of school drop outs in Bukoba district with 10% of the percentage of respondents. Many of the students have been found to be learning for lengthy hours for over eight hours a day or more like for candidate students who do have to study for extra hours though these learning hours are constitutionally wrong. Public holidays ought to be respected but many of the schools do operate illegally even in these public holidays and weekends. Long hours of studies have forced many students to drop out of schools because many of them can not afford being in class for long hours due to their low learning levels. Many students do not adapt to such long working hours set by many schools in Bukoba district.

### 4.3 The effects of school drop out in Bukoba district

**Table 8: The effects of school drop out among school students**

<b>Response</b>	<b>Political leaders</b>	<b>Students</b>	<b>Teachers</b>	<b>Parents</b>	<b>Total</b>	<b>Percentage</b>
<b>High crime rates</b>	3	4	2	10	19	31.6
<b>High illiteracy levels</b>	3	2	5	4	14	23.3
<b>Early marriage</b>	1	2	2	9	14	21.6
<b>Early pregnancies</b>	3	2	1	7	13	21.6
<b>Total</b>	10	10	10	30	60	100

Source: Primary data

#### **High crime rates**

High crime rates are one of the foreseen effects of school drop out in Bukoba district as per the respondents who in this consisted by mainly parents with over 18% of the respondents. The respondents here noted that once there is a high school drop out in the area, the result of it all will be high crime rates as many of the students who do not go to school will be involved in crimes and this had 31.6% of the total percentage of the respondents. One of the parent in this place said that many of the criminals around the sub county are former school drop outs who have resorted to crimes due to idleness and total lack of what to do. Many of the parents are so worried of further drop outs in school for fear of high crime rates which is now rocking the area. Crimes have been associated with idleness and it has been found that many of the young people who not attend school usually lack what to do and they have been associated with crimes because of idleness and others are in school.

### **High illiteracy level**

High level of illiteracy was also given as one of the immediate effects seen with school drop outs in Bukoba district. The respondents noted that as the world is struggling to wipe out illiteracy, it may seem hard for the people of Bukoba district because illiteracy rate is expected to increase the more than it is today and this had 23.3% of the total percentage of the respondents. Whenever there is high school drop outs in an area, the level of illiteracy increases and this is hazardous in the society especially for national development because many of the people will not be economically productive as they are expected to. With a high level of illiteracy, the result of it all is underdevelopment because many of the population will not be in position to compete in this globalized world since survival in the globalized world needs literate people who can compete economically in the society; that is within Tanzania, East Africa, and the world at whole because the world is growing at a very high rate.

### **Early marriage**

Early marriage was a no fore gone conclusion to the respondents as one of the citable effects of school drop outs in Bukoba district with 21.6% of the total percentage of the respondents. The respondents her noted that with school drop out among young people, marriage if therefore the result because there will be nothing that these idle people will think of other than marriage. Early marriages to day in the society increases the chance of early birth and resultant increase in the population of an area with it effects again. This kind of situation in quite scaring to the people in the area of Bukoba district because there will be a high population due to increased birth rate in the area. Early marriage threatens parents because many of the young people will be married yet they can not control their relationships/marriages and many of tem will be forced to divorce. Early marriages in general have diverse effects in the society since it is associated with many social evils in the society.

**Early pregnancies**

Early pregnancies are always the result of the early school drop outs in Bukoba district as per the respondents and this also had 21.6% of the total number of respondents. The respondents who happened to be mainly political leaders said that early pregnancies are always associated with school drop outs. They posed a worry of high death rates among the young pregnant people because many of them will be forced to die in process of child birth as they are young of normally give birth with out any contradiction. Early pregnancies cause a lot of effect to the parents who will be expected to look after the new born babies since their daughters can not afford looking after such children born to them. This in many cases are seen as unwanted pregnancies as the partners will not desire the pregnancies since they are not ready for them but the pregnancies come just as a result of unprotected sex by the partners though with out any intension of being pregnant..

#### 4.4 Solutions to students' school drop out in Bukoba district

**Table 9: The solutions to the students' school drop out**

<b>Response</b>	<b>Political leaders</b>	<b>Students</b>	<b>Teachers</b>	<b>Parents</b>	<b>Total</b>	<b>Percentage</b>
<b>Build more schools</b>	3	1	2	7	13	21.6
<b>Free education</b>	0	4	2	11	17	28.3
<b>Compulsory education</b>	4	2	1	4	11	18.3
<b>Provision of lunch in schools</b>	1	3	5	3	12	20
<b>Reduction of learning hours</b>	2	0	0	5	7	11.6

Source: Primary Data

##### **Build more schools**

Building of the more schools is one of the solutions given by the respondents as one of the ways of solving the high rate of school drop out in Bukoba district-Tanzania with 21.6% of the percentage of the respondents. The respondents here said that there should be more schools in Bukoba district. This is because there are few schools in Bukoba district and this has been of a greater effect in the area since many of the available schools have been found to be few as compared to the demand in the area. There are quite many students in the area yet the available schools do not much the available number of students who want to access the schools. In addition to these few schools available, they are again worsened by the distances of these school location because many of these schools are located far away from the area

where many of the students live, hence worsening the problem of school drop outs.

### **Provide free education**

Provision of free education is yet another solution to school drop outs in Bukoba district and this had 28.3% of the total percentage of the respondents. The respondent here noted that there should be provision of absolutely free education in Bukoba district because it has not been clear whether there is free education or just an existence of the name 'Free education'. Secondary education for example exists by name but not by practice because many of the students do pay some amount of money while in school. The government is called upon here to ensure that there is education availed to the students because many of the students do pay some amount of money every term in the name of maintenance fee, holiday fees, and examination fees among others as many schools may subscribe to the need. These kinds of fees are so expensive to the students to the extents that many of them can not meet the costs and the solution to which is school drop outs.

### **Compulsory educations**

Emphasis of compulsory education was also another solution given by the respondents in Bukoba district. Compulsory education is therefore one of the solutions given by the respondents here as the solution to the school drop outs and this is because there is reluctance on the emphasis of compulsory education and this had 18.3 of the respondents. Once compulsory education is emphasized in schools, there will be a decrease in the number of school drop outs in Bukoba district. This solution was given by the respondents because compulsory education exists in words but not in practice especially in lower levels of education. The respondents here said that the alternative to the school drop outs in Bukoba district can be implemented mainly when there is emphasize to compulsory education in the sub county because this will force

the parents to send their children to school by force and they will go because they are sent to school.

### **Provide lunch in schools**

Provision of free meals at school was also seen as another solution to school drop outs in Bukoba district with 20%. The respondents noted that it is necessary for meals to be provided in schools at a free cost because many of the students do not eat lunch at school and this means that they go to class in hungry stomachs yet this is very hard to contain. Many of the students have dropped out of schools because of 'forced fasting' as said by one of the teachers who noted that many of the parents send their children to school with nothing even to eat the whole day yet this limits their concentration levels, forcing them to abscond school. The teachers here agree that provision of lunch to the students can boost students' performance and even promote their attitudes towards academics.

### **Reduce on learning hours**

Reduction of learning hours by the school administration has also been given by the respondents as one of the solutions to the high rate of school drop outs in Bukoba district. The respondents noted that there should be reduction in the students' learning hours if school drop out is to be curbed because many of the students are found to be dropping out of schools due to long learning hours in many of the schools in Bukoba district and this had 11.6% of the total number of respondents. The long learning hours have affected many of the students in many schools because many of them have dropped due to having lengthy school hours which in many cases run between six hours to nine hours every day. This kind of trend has been so alarming in the area because a reasonable number of students have left school after realizing that they can not cope up with the long learning hours in many schools.

## **CHAPTER FIVE**

### **SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATION, AND CONCLUSIONS**

#### **5.0 Introduction**

This chapter was concerned with the summary of the major findings, recommendation and conclusion.

#### **5.1 Summary of the study**

The major objective was to examine the causes of students' school drop outs in Bukoba district, Kagera region. The study was conducted in Bukoba district students, community members, teaching staff, and political leaders from the two parishes of were involved in the study. A total of 60 (sixty) participants, 10 students, 10 political leaders, 10 teachers, and 30 community leaders were involved in the study. The study used both qualitative and quantitative data collection methods.

The causes of students' school drop outs in secondary schools in Bukoba district included; poverty, corporal punishments, chronic sickness, long distance of schools, and lengthy learning hours

The effects of students' school drop outs in secondary schools in Bukoba district included; high crime rates, high illiteracy levels, early marriages, early pregnancies.

The solutions to the problems of students' school drop outs in Bukoba district included; build more schools, free education, compulsory education, provision of lunch in schools, reduction of learning hours as per the respondents.



Conclusions and recommendations were then made after presenting and interpreting the data.

## **5.2 CONCLUSIONS**

The conclusion was made in line with the various themes of the study and was based on the findings of the study

The causes of students school drop outs in secondary schools in Bukoba district included; poverty with 35%, corporal punishments with 20%, chronic sickness with 21.6%, long distance of schools with 13.3%, and lengthy learning hours with 10%

The effects of students' school drop outs in secondary schools in Bukoba district included; high crime rates with 31.6%, high illiteracy levels with 23.3%, early marriages with 21.6%, early pregnancies with 21.6%.

The solutions to the problems of students' school drop outs in Bukoba district included; build more schools with 21.6%, free education with 28.33, compulsory education with 18.3%, provision of lunch in schools with 20%, reduction of learning hours with 11.6%.

### **5.3 Recommendations**

The recommendations were made in relation to the findings and conclusions. The researcher therefore came up with the following recommendations in an attempt to address the problem of students' school drop out in Bukoba district.

#### **Parental responsibility**

Parental responsibility is one of the recommendations that the researcher came up with in an attempt to address the high level of school drop out in Bukoba district. Parental responsibility here comes because many of the parents have been found to be irresponsible in the way that since many of them did not go to school, they have therefore found no reason of taking their children to school many of the parents sit back to see their children miss school and they do not care about education of their children. So the researcher here recommends that the parents should take fore front responsibility of ensuring that their children go to school with out fail. This is very important because there is no way how the students can be left to do what they want. The parents should therefore ensure that their children go to school with out fail and they should ensure to find out their attendances at school so because some of them can go and end on the way.

#### **Community involvement**

Community involvement is yet another reason the researcher cam up with in this research as the recommendation in this topic of school drop out in Bukoba district. The researcher here found that the community members of Bukoba district, Kagera region care less about the education of the children in their sub county and this is why the principal researcher recommends that there should community involvement in the education of the children in this sub county. The African culture states it very clear that 'education of a child in Africa is sole responsibility of the whole community'. This phrase means that education of the child goes beyond the role of the individual parent to the role of the whole society at large.

### **Government role**

The role is here by called upon to take a role in the education of the children in Bukoba district. The issue here is that the government has been found to be relaxed and mindless of the situations in schools and the general problems that the school going children are facing from wherever they are studying from. The students have a lot of problems that the government does not know and many of these problems have forced the children to drop out of school but the government through the Ministry of education has done nothing. The government's role is to guard the citizens from any harm but the government of Tanzania seem to have neglected this because many of the students are not cared for by the government and this is reason why they drop out of school for example the government does not warn teachers over corporal punishments, over changing of fees to the students in public schools among others.

### **Ban corporal punishments**

Corporal punishments should be totally banned from the schools in Bukoba district so that the students can have peace and a good atmosphere of studying. The researcher found out that many of the students have dropped out of school because of corporal punishments levied to them by their teachers and this so happens mainly in rural schools like among the schools of Kanguga district. The government is therefore called upon here to safeguard the students from such kind of mistreatment because it is against human right. The students in Bukoba district need to be protected from corporal punishments because it undermines their potential and lowers their concentration if they are left in the hands of the mercy less teachers.

### **Arrest school drop outs**

Arresting of school drop outs is one of the recommendations given forth by the researcher for this research topic. The researcher here recommends that there should be imprisonment of school drop outs in Bukoba district. The researcher

here states that arresting of school drop outs should be seriously done the responsible authorities in Bukoba district because many of the students do drop out of schools for even no reason and this has been fuelled by the absence of any law that prohibits the dropping out of school when one is still in the school going age. The government and the general district officials need to implement laws that are quite applicable to the school going children and this law should work to prohibit the students from unnecessary drop out of school in the district. Once this is done, there will be total reduction in the number of school drop outs in Bukoba district.

#### **Promote career guidance**

Career guidance should be promoted in Bukoba district in the way that the students ought to be guided on what to do as far as education is concerned. Many of the students do study but they do not know why they are studying and many of them think that they are studying for their parents or their teacher who do force them to study hard and even go to school. Career guidance was found to be lacking among the students and this is why many of the students could voluntarily drop out of school since they have no vision. The researcher therefore recommends that there should be career guidance imparted on the students by the teachers and even the parents plus all stake holders in schools. Once there is career guidance among the students, it becomes very hard for them to study because they lack directions of studies and visions of studies.

#### **5.4 Areas for further research**

Further research needs to be on the general causes of students' school drop outs in Bukoba district in order to find out the actual causes of students' school drop outs in secondary schools and also the dilemmas of secondary which is really making the students to pool out of schools.

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## APPENDIX I

### QUESTIONNAIRE TO TEACHERS

I CONSTANTINE RWEHUMBIZA a student of Kampala International University pursuing a Bachelor's Degree of Arts in Education kindly requests you to answer these questions in utmost faith that would really help me successfully finish my course as a partial fulfillment of the award of Bachelor of Arts in Education (BAE). I therefore affirm that this information is purely for the academic purpose.

#### SECTION A

Tick where necessary

1) Sex

(a) Male ☐ (b) Female ☐

2) Age

(a) 20-25 ☐ (b) 25-30 ☐

(c) 30-40 ☐ (d) 41-50 ☐

(e) 50-60 ☐ (f) 61-70 ☐

3) Marital Status

(a) Married ☐ (b) Single ☐

(c) Widower ☐ (d) Widow ☐

4) Religion

(a) Catholic ☐ (b) Protestant ☐

(c) Muslim ☐ (d) Others (Specify) .....

5) Educational Level

(a) None ☐ (b) Primary ☐

- (c) Secondary ☐      (d) Post Secondary ☐

### SECTION B

1) Do you have children?

- (a) Yes ☐      (b) No ☐

2) Have your children ever dropped out of school?

- (a) Yes ☐      (b) No ☐

(c) If yes, or no state why

- (a) .....  
(b) .....  
(c) .....  
(d) .....  
(e) .....  
(f) .....

### SECTION C

1) What do you think are the major causes of students' school drop out in Bukoba district?

- (a) .....  
(b) .....  
(c) .....  
(d) .....  
(e) .....  
(f) .....



2) What do you think are the effects of students' school drop out in Bukoba district?

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....
- (f) .....

3) What do you think are the solutions to students' school drop out in Bukoba district?

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....
- (f) .....

**END**

**THANK YOU**

## APPENDIX II

### QUESTIONNAIRE TO STUDENTS

I CONSTANTINE RWEHUMBIZA a student of Kampala International University pursuing a Bachelor Degree of Arts in Education kindly requests you to answer these questions in utmost faith that would really help me successfully finish my course as a partial fulfillment of the award of Bachelor of Arts in Education (BAE). I therefore affirm that this information is purely for the academic purpose.

#### SECTION A

Tick where necessary

6) Sex

(a) Male ☐ (b) Female ☐

7) Age

(a) 1-5 ☐ (b) 5-10 ☐  
(c) 10-15 ☐ (d) 15-20 ☐

8) Class of study

(a) p1-p2 ☐ (b) p2-p3 ☐  
(c) p3-p4 ☐ (d) p4-p7 ☐

9) Religion

(a) Catholic ☐ (b) Protestant ☐  
(c) Muslim ☐ (d) Others (Specify) .....

10) Educational Level

(a) Nursery ☐ (b) Primary ☐

**SECTION B**

3) Do you enjoy free education?

(a) Yes ☐ (b) No ☐

4) Have you ever dropped out of school?

(a) Yes ☐ (b) No ☐

(c) If yes, or no state why

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

(f) .....

**SECTION C**

4) What do you think are the major causes of students' school drop out in Bukoba District?

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

(f) .....

5) What do you think are the effects of students' school drop out in Bukoba District?

(a) .....

(b) .....

- (c) .....
- (d) .....
- (e) .....
- (f) .....

6) What do you think are the solutions to students' school drop out in Bukoba District?

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....
- (f) .....

**END**

**THANK YOU**

### **APPENDIX III**

#### **BUDGET:**

The study is estimated to cost 495,000/= arrived at as follows:-

ITEM	COST (UGHS)
Stationary and other related costs	150,000
Transport	200,000
Communication	50,000
Photocopy	20,000
Typesetting and binding	50,000
Internet	15,000
Subsistence	25,000
Miscellaneous	35,000
Total	495,000

**FACULTY OF EDUCATION  
OFFICE OF THE DEAN**

**Monday November 24, 2008**

**TO WHOM IT MAY CONCERN**

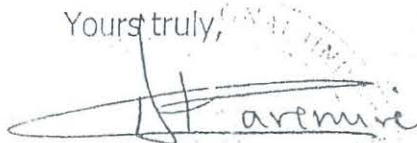
Dear Sir,

**INTRODUCTION LETTER**

Mr/Ms/Mrs. CONSTANTINE BWEHUMBIRA RegNo. BAE/126736/11AF is a student in the Faculty of Education. He/She is now carrying out a study about THE CAUSES OF SCHOOL DROP OUTS AMONG STUDENTS IN SECONDARY SCHOOLS as one of the requirements for the completion of his/her studies. He/She is thus introduced to you.

Kindly help him/her accordingly.

Yours truly,



for: **Oyedade S.A (PhD)**  
**DEAN**