

**SOCIO ECONOMIC STATUS OF PARENTS AND TRUANCY
AMONG STUDENTS IN SECONDARY SCHOOLS IN
MPWAPWA DISTRICT, TANZANIA**

A Thesis

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DECLARATION A

I declare that, to the best of my knowledge this Thesis entitled "Social-Economic Status of Parents and Students Truancy in secondary schools in Mpwapwa District Tanzania" is my own work and has not been submitted before to any other university or institution of learning.

MICHAEL NYERERE 

Name and Signature of Candidate

8th DEC. 2012
Date

DECLARATION B

I confirm that the work reported in this thesis was carried out by the candidate under my supervision.

Dr. T. W. Sze



Name and Signature of Supervisor

Date

DEDICATION

This book is dedicated to my lovely parents; Mzee Joackim N. Nzunda and Ruthnala J. Mdollo.

ACKNOWLEDGEMENT

All my praises and thankful hands to God, the most merciful and gracious one for His abundant protection to me which enabled to successfully complete this work. Without the Lord God, all this work and my entire study would have been but just myth. This work has made possible too through these valuable significant persons. The first and foremost, I thank my supervisor Dr. Tindi Seje for his intellectual inputs and candid guidance in completion of my work and Dr.(Mrs.) Ijeoma B Anumaka for her tirelessly going through my work with motherly heart and critic on the core of the matter to make this work valuable. I thank too the entire Management of the College of Higher Degrees and Research (CHDR) for their excellent work and contribution to my life. I feel greatly indebted to my parents; Mzee JOACKIM N NZUNDA, my lovely mother RUTHNALA J. MDOLO and my beloved brothers Raphael, Jamuhuri, Edson and Athuman and my beloved sisters Fauster and Romina for their mutual support and cooperation they offered to me during the difficult times of my studies.

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ABSTRACT

The study was carried out to investigate socio-economic status of parents and truancy among students in Mpwapwa district, Tanzania with the following objectives: To determine the profile of respondents; to determine the level of; Parents' SES; students' truancy in secondary schools; and examine relationships between the two variables. The study utilized descriptive survey research design, in particular descriptive correlation. Random sampling was used to select a sample size of 275 respondents. Data was collected through questionnaire and analyzed by using Pearson's correlation coefficient, descriptive statistics; mean, percentage, and frequency presented in tables. The findings of the study revealed that most of the respondents were in adolescent stage (13-20 years). Concerning parents' educational qualification, majority of parents possessed primary level certificate with mean of 3.86, interpreted as very high. Also, majority of parents' SES were low. The researcher concluded that the null hypothesis which was stating the no significant relationship between parents' SES and students' Truancy in Secondary Schools in Mpwapwa District has been rejected. Operant Conditioning by B F Skinner has been upheld due to the findings found out that children born in low SES families found them self operating in less motivated families to education hence their behavior of loving schooling become weakened. The recommendations that arose as a result of the study: Government should sensitize parents on the other alternatives to economic activities rather than agriculture which are threat to semi desert areas like Mpwapwa. Class teachers need to be trained in identifying causes of truancy at school level. Lunch meals should be provided to students in secondary schools as was done when they were in primary schools.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Truancy is a worldwide problem. The government of England is taking serious measures towards the problem. The report shows that in the year 2010 the truancy rate had shot to 44% despite the government prosecuting about 9800 parents in 2008. The figure had shot up because in 2001 only 1961 parents were prosecuted and thousands others were fined due to their students regularly skipping school. Truancy in England is linked with low level of literacy of parents, family holidays and curriculums that are not flexible, interesting and relevant (The Guardian 2010):

In Tanzania, The Ministry of Education; Basic Educational statistics shows that truancy has caused dropout rate in secondary schools in (2010) higher in ordinary level than is advanced level. The statistics was worse in primary schools where 76.8% of dropout is caused by truancy and other reason carrying 8.8%. Separation of families and illiteracy are indicated as the main causes.(Daily News may 2011)

Truancy is an obstacle towards the campaign against poverty eradication in Tanzania through Education. This began by adaptation of UPE (Universal Primary Education) in 1976 and later (Primary Education Development Programme PEDP) in 1995 on which primary education put free, attracted high enrolment of children to school. For example in 2001 the enrolment was 4,841,585 pupils, while ten years later, in 2011 the enrolment figured 8,363,386, around four million increased in enrollment. Unfortunately UPE and PEDP mission on poverty alleviation in Tanzania reported very low due to low quality of

education resulting from problems among others, high rate of truancy among pupils.

In 2006(MCSC) Mkombozi Centre for Street Children reported that despite the abolition of school fees in primary schools since 2001 and the increase of primary school pupils enrollment in Kilimanjaro Region, Northern Highland Tanzania, truancy and dropout remained a problem. Mkombozi cites ten studied primary schools and finds that in 2005 alone more than 170 students dropped out and more than 500 were truants from the target schools.

The number was reported to increase from 54 dropout and 307 truants that carried in schools in 2004. The result of truants reported were pupils poor performance on these schools on which only 8 passed standard seven leaving examination out of 36 in 2002 in one among the selected schools.

The government through the ministry of education and vocational training decides to extend secondary education through enrollment, utilizing the existing secondary schools, and building new others so rapidly under the Secondary Education Development Program (SEDP). This attracted the building of 3430 new secondary schools within ten years from 2001 to June 2011 naming the schools Community Ward Secondary Schools. The number of enrollment of secondary school students increased from 289,699 in 2001 to 1,789,547 in 2011 enrollment.

When introducing SEDP the ministry of education and vocational training gave a list of justification for investing into SEDP. These were; modern economy requires well educed and trained labor for which secondary education is a minimum qualification. Two, secondary education is the necessary condition for economic completions in the context of globalization and liberalization (UR0T M0EC 4a;V).

The implementation of SEDP had experienced massive failure of form four exit Examination in 2010 on which 50% of grandaunts got division zero. This will proceed unless thorough study is done to find out the actual cause if not truancy. It should be remembered that attendance in itself is not sufficient to guarantee in labor market but the level of cognitive achievement matters.

The study therefore seeks to examine socio economic effects on truancy of the students in secondary schools and its link to their potentiality on education return to their community in Mpwapwa District.

Statement of the problem

This study was concerned with the high rate of truancy in students in secondary schools in Mpwapwa District Tanzania. The skipping tendencies in studies for students in secondary schools either in the whole day or part of the day was suspected to have caused the tremendous dropout in both rural and urban areas in this District which has 23 public secondary schools scattered throughout its wards. Non-attendance or truancy is a form of behaviour that is generally overlooked by the public at large (Reid, 2000). Many young people who are truant often engage in meaningless and sometimes criminal activities while away from school (Van Breda; 2006). The results of the three focus group interviews conducted with learners at Martin Hautus Alternative Education Centre show that truant students often engage in fringe activities such as stealing, drug taking, gang related activities, violence and organized crime. There is a strong link between truancy and the rise of a gang culture in our urban areas which police struggle to combat (Patel et al, 2004). The link between parents socio-economic status in terms of regular students attendance to school cannot be

overemphasized. Many parents are suspected to have low socio-economic status. Socio-economic status is the individuals' position in the society in relation to his occupation, education, income and social aspects. Thus socio-economic status is suspected to affect students regularly attending to school. This research was examining if there was relationship existing between parents socio-economic status and students truancy in secondary schools in Mpwapwa district Tanzania. The question to answer therefore using empirical results is; what was the relationship between parents socio-economic status and students truancy in Mpwapwa district Tanzania?

Purpose of the Study

The purpose of this study is:

1. To test the hypothesis of no significant relationship between level of Socio-economic status of parents and level of students- truancy.
2. To validate the theory of BF skinner of Operant conditioning on Level of socio-economic status among parents and students truancy.
3. To add the existing body of knowledge in the area of Level of socio-economic status among parents and students truancy.
4. To generate data on Level of socio economic status of parents and students' truancy in secondary school in Mpwapwa District Dodoma, Tanzania.

Research Objectives

General objective

This study was to investigate the relationship between socioeconomic status and truancy in selected secondary schools in

rural and urban areas in Mpwapwa District.

Specific objectives: To be sought further in this study will be as follows:

1. To determine the demographic characteristics of the respondents in terms of:

1.1 Gender

1.2 Age

1.3 School class of respondents

2. To determine the level of Parents socio economic status

3. To determine the level of reasons for students' truancy in Mpwapwa District

4. To determine the relationship between parents socioeconomic status and truancy among students in secondary schools in Mpwapwa District Tanzania.

Research questions

1. What are the demographic characteristics of respondents as to:

1.1 Gender

1.2 Age

1.3 School class

2. What is the level of parents' social economic status?

3. What is the extent of student's truancy in secondary schools in Mpwapwa District?

4. Is there significance relationship between parents' socioeconomic status and students' truancy in Mpwapwa district?

Hypothesis

There is no significant relationship between parents' socioeconomic status and students' truancy in secondary schools in Mpwapwa District Tanzania.

Scope**Geographical Scope**

Mpwapwa district at which the study was conducted is in Dodoma Region, the capital town of Tanzania and one of its six districts located slightly to the South East of Dodoma Municipality. Mpwapwa District is bordered; in the North Kongwa District, in North West (Chamwino District, in the South East Kilosa district, in the South Kilolo district and in the South West Iringa Urban. It is 120 kilometers off road south East Dodoma Municipality.

The district has the area of 7479 square kilometers and the population of 301482 with growth rate of 2.1 per annum. Mpwapwa district is divided into 30 wards and has 24 secondary schools of which only one (01) is a private school. The district is semi arid and the population in rural area depend on food crops production and livestock keepings.

Theoretical Scope

The operant conditioning theory by B.F Skinner (1986) had to be proven or disproven in this study.

Content Scope

The study intended to establish various ways under which socioeconomic status might have promoted truancy among students and to investigate other factors that had influenced truancy of students in secondary schools in Mpwapwa District. It also examined if there was no significance relationship in the level of socioeconomic status

between low socioeconomic status and high socio economic status parents in the relation to truancy among secondary school students.

Significance of the study

The findings of the study will be beneficial to the following; parents will improve their educational level in order to encourage their children to be in schools regularly.

Students are exposed to the causes of truancy which will help them remain in schools and become involved in their studies.

It had offered more current information to policy makers with current information in education to reflect back on the existing policy of cost sharing in education system.

The researchers had to get a stepping stone towards further studies of the problem by identifying the existing gap investigated in this study.

The ministry of education and vocational training, education officials and planners would benefit more with the study by getting a way through to rescue the prevailing situation by reviewing policies in education and keeping a close eye to education of both parents and students.

Operational Definitions of Key terms

Truancy – Truancy refers to child losing interest in schooling due to circumstance or environments surrounding him or her.

Socioeconomic status (SES) refers to an individual's or family's economic and social position in relation to others based on income, education, and occupation.

Demographic characteristics of the respondents are attributes looked for in this study in terms of gender, age, and class level of students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, opinion/ ideas from authors/ experts

Truancy

Truancy is the practice of deliberately staying away from school without reasons. Website dictionary. It is any intentional unauthorized absence from compulsory schooling. The term typically describes absences caused by students of their own free will, and usually does not refer to legitimate "excused" absences, such as ones related to medical conditions. The term's exact meaning differs from school to school, and is usually explicitly defined in the school's handbook of policies and procedures

Truancy is defined as any absence from an educational institution that is not excused by authenticated medical or personal reasons such as strep throat and death in the family. Truancy from school can occur in one of three ways. First, the child may refuse to attend school at all. Second, a child may leave school grounds without school permission at some point during school hours.

According to MacIver (1970), students' interest in schooling is the engaging and holding of students' attention in their learning environments. The importance of interest in whatever a person does cannot be underestimated. When it comes to making choices, interest is of considerable importance.

As pointed out by Dewey (1993), interest is a two-dimensional construct which involves identification and absorption. Dewey's conceptualization is very important in educational enterprise

as the relationship between identification, absorption and self-initiated activity offers a straightforward way to analyse school activities.

Interest is a content-specific concept. It is always related to specific topics, tasks or activities. When understood as content-specific, interest fits well into the modern cognitive theories of knowledge acquisition in that new information is always acquired in a particular domain. Subject-matter specific interest is probably more amenable to instructional influence than are general motives.

Making a distinction about the structure of interest, Dewey(1993), identified two forms of interest, namely, personal and situational interest. Personal interest is defined as an interest people bring into a situation. For instance, a student can approach a learning situation with or without interest. Situational interest, on the other hand, refers to an interest that people acquired by participating in an environment or context. For the purpose of this study, interest is directly tied to the child in relation to school. Both aspects of interest (personal and social) are of key importance.

Empirically, interest in schooling has been found to, contribute significantly to the academic achievement of students. For instance, Adeyemo (1999) found that interest in schooling together with other socio-psychological factors were good predictors of students' learning outcome in English language. Again, Adeyemo (1999) discovered that interest in schooling predicted students' attitude to English language, in the present study, the emphasis is to ascertain the effect students' interest could have on their academic self-efficacy.

The child's first place of contact with the world is the family. The child, as a result, acquires initial education and socialization from parents and other significant persons in the family. The parents are, in short, the child's first teachers. They are the first and primary source of

social support for young children. In the African setting, the responsibility for raising a child is a collective one. When parents are involved in the education of their children, children tend to model their parents' attitude and actions. Suffice it to say that parents exert profound influence on every aspect of a child's life. Students with parents who are involved in their education tend to have fewer behavioural problems and better academic performance and are less likely to drop out of school than students whose parents are not involved in their school.

School environment describes the school psychological environment or what others have referred to as the school ethos', school cultures' or the school climate. The emphasis here is on the individual or student operating within a given educational context, in this instance, it is the student's perception of the school environment and his/her reaction to those perceptions that are of importance.

The school psychological environment could be seen from two perspectives. These are: (1) the goal dimension and (2) the relationship dimension. First, there is increasing evidence that the students' perception of achievement goal structure both within the classroom and the school in general are related to their self-perception, use of effective learning strategies, efforts and persistence

The physical environment also affects the behaviour and development of people, of both children and adults who function within it. Hence, school environment encompasses both the socio - psychological and physical dimensions, and both exercise reciprocal effect on each other supportive academic setting is considered by students as an extension of their personal resources and that it serves to reduce anxiety and negative affect that can arise in achievement settings. Further, research evidence as established by Eccles and. also

showed that students' perception of the goal dimension of the school environment is strongly related to their perception of the relationship dimension of school environment.

Stressing the importance of secondary school environment, Bandura (1997) is of the view that good schooling fosters psychological growth that contributes to the quality of life beyond the vocational domain. Stretching his position further, he stated that the goal of formal education should be to equip students with intellectual tools, efficacy beliefs and intrinsic interest to educate themselves in a variety of pursuits throughout their lifetime.

There can be many reasons behind a student's truancy from school. Many students come from homes in which both parents work, and often parents do not see when something is going wrong with their child. Many children have parents that are involved in alcohol or drugs, leaving older children responsible for taking care of the younger ones rather than attending school. Finally, a child may have psychological issues, or addictive that cause them to be absent from school on a frequent basis.

Regular attendance is an important factor in school success. Students who are chronic non attenders receive fewer hours of instruction; they often leave education early and are more likely to become long term unemployed, homeless, caught in the poverty trap, dependent on welfare, and involved in the justice system (House of Representatives 1996, p. 3).

A survey that ought to find out the reasons why there was a persistent poor performance by secondary school students in Tanga Region, which was conducted by the Association of Heads of Secondary Schools in the Region (Tahossa), has identified a number of factors contributing to the problem, including truancy.

The report shows that some schools are built far away from residential areas and that truancy was seriously affecting performance in some schools. In urban areas it shows truancy as a result of students skipping school to work as town bus boys, sell second hand clothes, playing computer games and surfing face book in internets (The citizen 2011)

DeJung and Duckworth (2006) reported on a study of absences in two cities in the western United States. Examining data from six high schools on class absences rather than whole-day absences, they calculated absence rates of 15 per cent for the larger of the two districts, and 10 per cent for the smaller. When using whole-day absences only, rates were 4.4 per cent for the larger district and 2.8 per cent for the smaller.

The researchers also asked students why they were absent from individual class periods. Of the 100 students in the sample, 20 per cent of students stated that they had "other things to do," rather than attend school for a day; illness and personal problems accounted for less than 10 per cent of absences. Students with very high absence rates identified parties, drugs and a general dislike of school for most of their absences.

Contributors to truancy are often divided into school, family, and personal factors (Bell et al, 1994, Corville-Smith et al., 1998). The Citizen (October 2011) quotes The deputy minister of State in the Prime Minister's Office responsible for Regional Administration and Local (Education Tanzania) directing relevant authorities in Mtwara Region to take firm action against truancy in secondary schools. About 3,210 secondary school students in Mtwara Region were not attending classes regularly due to lack of basic needs. Data from region education office shows that 3,208 missed regular class lessons in

region. However the situation is attributed to truancy, the tendency which diminishes students' performance.

Tanzania National Examination Council (2010) Pass rate in secondary schools in Mtwara region had dropped from 60.4 percent 2009 to 29 percent in 2010. The situation is reported to have prompted the deputy minister to order village leaders to arrest parents and guardians who their children do not attend classes regularly as a measure to control truancy in the region.

Socioeconomic status

Parrillo (2000) defines the term socioeconomic status (SES) as refers to parents level of education, occupation and income, Hence the socioeconomic status of parents in this context seeks to explain the level of education, occupation and Income of the parents and how those influence the education of the students In secondary schools.

According to Grooper (2000) school dropout is the proportion of pupil who leave the school system without completing a given grade in a given school year. It shows the extent to which pupils abandon school. The higher the rate of drop out the higher the wastage and the lower the internal efficiency.

Farrant (2004) defines School dropout as the peoples, who, despite having the ability to complete an educational course fail to do so, this problem is common in most rural areas where children commonly from recognized part of family labour force. School dropout rate refer to the number of peoples who give up their studies in grade level in a specific year divide by enrollment in a grade level in a year.

Owolabi

According to the Educational Report 2008/2009, concern about Zanzibar poverty eradication programs, about 1% of children drop out

of the schools are caused by low income and poor level of education within student's family, their aim of providing labor force in, fishing and marketing. This is mostly brought about by failure of the parents to pay for their children's school fees. This has led to the high percentage of dependent ratio in Tumbatu.

The number of students who drop out due to different reasons such as lack of school materials, school fees, become very harmful in the societies where they participate on different acts such as robbing, alcoholism and rappers. Girls who drop out become hawkers and as consequence early pregnancies, sexual transmitted disease and others harmful disease which normally affect them.

Arbodela, Petersch and Blackburn (2004) also argued that children's learning is not just a function of what happens inside the school. They argued that factors like malnutrition, inadequate nurturing and supervision and perhaps violence at home along with the many other disadvantages facing poor children can severely impede their academic progress. Moreover, Kendall (2001) also argued that children from low income families tend to have inadequate educational opportunities which keep them to the bottom of the class system. Such children get fewer years of schooling or hours of schooling.

According to Todaro (1999), the poor are the first to drop out because they need to work, the first to be pushed out because they fall asleep in class as result of malnourishment and the first to fail their French and English tests because upper income children have had better opportunities at home hence the hope of village parents fades. The above portrays that the poor's hope is quite minimal since even the education that would have pulled their children up may not favor them because the poor conditions at home do not provide a favorable learning atmosphere.

Arbodela et al (2004), portrays that rural children typically help with agricultural work as their urban counterparts may also be engaged in petty vending. The need to work is cited as the most common reason for poor attendance which in the end leads to drop out of the school due to financial constraints at home. Children in rural areas, and children in poorer homes dropout of school earlier, drop out in greater numbers, and fail to make the transaction to junior high schools compared to their peers in richer homes.

To Anderson et al (2005), parenting has increased dramatically in the past as divorce and remarriage rate escalated and remain high. He further explained that, remarriage of a divorced parent and creations of a step family entail numerous disruptions and tradition. These may include children drop out from school. On the other hand, Parillo (2002) argued that the poor children who do not dropout receive substantial education and formal schooling among the rural poor is often rudimentary or non-existent. Their urban counterparts on the other hand attend overcrowded schools with limited resource due to budget constraints.

Weil (2007) explains that, socio economic differences are the greatest predicator of pupil's success in schools. He categorizes parents into socio economic classes namely; first, middle and lower classes. These classes depend on parent's level education, occupation and income. To him parents of first class are highly educated and employed in highly paid jobs and they tend to have high source of income.

The category of middle class parents comprises of with average education achievements with fairly employed job and income; while parents in low class are those with little or no education background who mainly depend on non sustainable sources of income such as small scale busyness, His conclusion is that students from high SES and

middle class are more successful as they stay longer in schools than do their parents from low or poor socioeconomic backgrounds,

Is the grouping of people within a society on the basis of income, occupation and education (Ganie, Dehart and Alan and Gooper, 2000). Socio economic status (SES) can be measured basing on the level of education, occupation and income. The parents' level of education has a bearing on the education of girls. Likewise, a parent's occupation and level of income do influence education of children. Hence, socio economic status of parents in this context seeks to explain the level of education, occupation and income of parents and how those influence their children's schooling.

Parent's occupation

Denis and Smith (1984) define occupation as a professionally specified job done by individuals. It is one of the key indicators of socio-economic status; People tend to rank Supreme Court justice as one of the most prestigious occupation, followed by occupation such as physician, professor, judge, lawyer and scientist. At the middle range are agents and police officers. The occupations typically considered to have lowest prestige are farm labour middle or servant, garbage collector, janitor and shoe shiner. These rankings do not reflect actual worth of people who perform those jobs, but reflect the judgment made about these jobs and their value to society.

Socio economic status is the powerful factor In educational progress and development not an end in itself but: through its influence in families. Children from poor and un educated families are more likely to experience difficulties both at home and at school that present barrier to their learning, Papalia (2002).

In Australia the high rates of student absenteeism truancy are believed to affect regular attendees and that academic failure may be evidence of a dysfunctional relationship between student and school, suggesting that schools need to be more student--centered and supportive of students with different needs. This argument is supported by research that highlights significant associations between student background factors, poor attendance, and early school leaving (Altenbaugh, et al. 2005).

McNeal (1999) finds that, although all forms of parental involvement result in lower rates of truancy, the beneficial effects of parental involvement are greater among families with higher levels of socio-economic status.

According to Ganie B. Dehart et al (2000) socio economic status may influence children's development in many ways:

Working class and middle class parents tend to use different children rearing methods but good and poor quality care of children cut across socio economic lines.

Persistence of poverty has serious consequences for children cognitive and social emotional development. Cognitive but is especially harmed by parental factors, lead in the environment and lack of stimulation, (social and emotional problems are related more directly to family stress and poor parenting. Homelessness carries a particularly strong set of risks for children, increasing the likelihood of a variety of problems. Transitory poverty affects children less than persistent poverty does but unemployment and often changes in economic circumstances tend to increase family conflict and violence.

Today, sociologists identify three major classes of socio economic status, each with very different life chances and lifestyles. These are: upper class, middle class, low class.

Parent's income

Oxford dictionary, (2006) defines income as money received, especially on a regular basis, for work or through investments. Parents who face unemployment or low wages most likely fail to meet the school expenses of their children and females are the most victims Rabindranath (1991). Kapakasa (1992) commented that parents who are financially stable take good care of their children encouraging them meet their school expenses and supervise their academic work more closely. Students whose parents have good jobs and receive good wages have high chances for success than their counterparts from poor socioeconomic back grounds.

The financially stable parents appear to benefit more from cost sharing arrangement in financing secondary education hence making the clear gap between the rich and the poor in the society. Children from poor family spend more time contributing direct or indirect in their house hold income than other- children. Because of that they are always absent from school during the period of harvest (World Bank, 2000)

Household Income

Is the most important factor determining access to education as schooling potentially incurs range of cost including school fee, uniform, travel equipment and opportunity cost of sending child to school and often they attend, whether they have temporary withdraw and also when if they dropout. According to Wilst (2000) describing exclusion rather than students' interest, she paint poverty as most common primary and contributory reason of students to loose their interest in school. Hinter and May (2003) call poverty is plausible explanation of school disruption Dachi (2003) asked series of question to parent about the financial circumstance surrounding children school

environment. In Tanzania, Poor household tend to have lower demand for schooling than richer household, whatever benefit schooling the cost for them are more difficult to met them the case for rich household Coclough at al (2000).

Scholars have pointed out that, under normal circumstances, high parents' socio-economic status leads to increased or high students' interest in schooling. When student have interest in schooling, even other positive impacts are felt or realised for example, Empirically, interest in schooling has been found to, contribute significantly to the academic achievement of students. For instance, Adeyemo (1999) found that interest in schooling together with other socio-psychological factors were good predictors of students' learning outcome in English language.

Again, Adeyemo (1999) discovered that interest in schooling predicted students' attitude to English language, students with parents who are involved in their education tend to have fewer behavioural problems and better academic performance and are less likely to drop out of school than students whose parents are not involved in their school.

There are many factors that may increase students' interest in schooling. Socioeconomic status is one of the main factors. There is a strong relationship between socioeconomic status and students' interest in schooling. Students from low income families are more likely to lose their interest of high school than students' from middle – income families. Students of low socio economic status frequently attend schools with a low interest, which increases the chances of their dropout.

Parents with low socio-economic status are likely to have their children have less interest in schooling and hence, school dropout. Forexample:

According to the United States Census Bureau, in the year 2005, the dropout rate of students from low income families was 8.9 percent, as compared to affluent families where the dropout rate was a mere 1.5 percent. The overall dropout rate defined as 16 to 24 year olds who, regardless of when they left school, have not completed high school or a general educational development (GED) program, has decreased from approximately 15% in 1971 to approximately 11% in 1999 (National Center for Education Statistics (NCES), 2000). However, these overall percentages mask important racial /ethnic group differences.

Van Dorn, Bowen, Blau (2006) suggests that it is not just those who live in urban areas from low income households that are at high risk to drop out, but also those who live in rural areas that are from low socioeconomic status. "prior academic achievement" (Van Dorn, Bowen, Blau 2006) and family patterns have an effect on the dropout rate. This means that if a student struggles and earns poor grades early in their academic career they will have more of a chance of dropping out in high school. Furthermore, if student has a sibling who has dropped out of high school, they are then at an increased risk of dropping out. (Jeynes 2007) state that Parental involvement can be defined as parents' participation in the educational processes and experiences of their children.

If there is little parental involvement in a child's education, there is more of a like hood that the student will not succeed. When a parent is not involved or interested in his or her child's education, there is a greater chance that the child will not be interested in uncommon to see little parental involvement in the education of children from low income households. This, in turn, leads to an increase in behavioral problems. Domina states, "Parental involvement does not

independently improve children's learning but some involvement activities do prevent behavioral problems. Interaction analysis suggests that the involvement of parents with low socio economic status may be more effective than that of parents with high socioeconomic status. Domina (2005) parental involvement, it means that not only helping with homework but also becoming involved and active in other aspects of a child's education. (Domina 2005). Academic achievement requires both student and parent involvement.

According to the Zanzibar Revolutionary government declaration on (23rd 1964) and UPE emphasize free education for all especially primary schools is still a challenge due to several factors one being poor attitudes about the value of education among parents, educating especially the girl child. However, sometimes it may not be parents' attitudes that may lead to poor academic performance but other factors like, lack of interest in education among the pupils or students themselves. The loss of identity suffered by our children makes them value money more than school. They would rather work on sea and waiting outside coming to take their bags where they can earn money than attend school where they earn nothing. One student from Curon was quoted saying "My school is very mediocre. I want to quit for I am getting behind. This education is useless". Arbodela et al (2004).

According to Craft (2002), household income is an important factor in determining access to education as schooling potentially attracts a range of costs, both upfront and hidden. He further explained that upfront costs include school fees while the more hidden cost include uniforms, travel equipment and the opportunity costs of sending a child to school. The household income is seen as a determinant of children's education and is it linked to a range of

factors; when children start school, how often they attend, whether they have to temporally withdraw and when they have to dropout. Some research studies highlight the link between household income and how it interacts with dropping out from school.

UNICEF (2005), Bruneforth, (2006) and Cardoso and Verner, (2007), whilst describing exclusions rather than dropout per se, paint poverty as the most common primary and contributory reason for students to be out of school. According to Macionis, Janssen and Benoit (2005), formal schooling and especially learning that is not directly linked to work is mostly available only to wealthy people. They further noted that all low – income countries have one trait in common when it comes to schooling. There is not very much of it. In poorest nations in Africa only half of all children ever get to school and for the world as a whole, just half of children reach the secondary grade. As a result 15, 39, and 40 percent of Latin American, Asians and African are illiterate respectively. Hunter and May (2003) call poverty a plausible explanation of school disruption.

Dachi and Garrett (2003) asked a series of question to parents and guidance about the financial circumstances surrounding a children school. On enrolment in Tanzania, virtually all households responding said the main barrier to sending children to school was financial and their inability to pay. Cough (2000) describes the link between wealth and schooling retention in more detail. He noted that amongst those who had never enrolled; children at school were on average from better- off households than those who dropped out who were in turn form richer background than school age children who had never enrolled.

Parrillo (2000) stated that the most significant educational problem which many African countries face today involves the issue of finance, since it affects all aspects of the quality and effectiveness of learning". According to him poor parents usually are disadvantaged with respect to education; they often must accept job that pay minimum wages that are too low to provide enough support to their families including school expenses to their children. According to him parent's lack of money to meet school fees is the frequent reason to school dropout and non enrolment among students.

Goetz (1995) stated that parents who are not educated themselves generally will not value the education of their children. This automatically will demoralize their children because no one will be bothered to care them. on the other hand educated parents care their children education and would like them to be educated even more than them so that they may be better off in life. They do take care of their children in school and even collaborate with their teachers for good will of their children.

Parent's education

Ogonja (1990) stated that many African parents with little or no education behave like cultural orphans doing nothing other than killing the society because they do not sense the importance of education to their children academically. According to Garbarino and Benn (1992), Parents' education level is strongly associated with student's achievement. In general, children of parents with higher levels of education perform better on average and the level of drop out of such children is low. A family attitude towards the education of their children makes a significant difference in the classroom achievements. Parents

may not be present in the classroom, but have a profound influence on the ways their children view school and learning. The extent to which the parents support the schools objectives directly affects their children's academic performance (Karl, Garrison, Robert, Magoon, 1972). Parental education attainment may influence the expectations of a child and strongly affect the children's aspirations (Bourque, Cosand 1989).

Parents with higher education are much more likely to be interested to their children's education. Even if parents are not communicating with their children, the children can see, from their surroundings that education is important and so they feel like are expected to succeed in the classroom.

Other factors contributing to truancy of their children in schools

Apart from socioeconomic status of parents, this study also focus on the social setting, accessibility of schools and personal attitudes of the students which are predictors of truancy among students.

According to Porter (1990), reported that future moral behavior. Good or bad and success or failure of children depends mainly on the knowledge acquired at home. But Maridon (1976) argue that most secondary school students today generally have poor attitude to learning and copy immoral behavior from their peers and not necessary from home. The construct of self-efficacy emerged as a central and popular issue in psychology.

Further relevance of academic self-efficacy was demonstrated by Adeyemo (2001) when he found that students' curricular option was influenced by self-efficacy. Concluded from their study that academic

self-efficacy correlated with semester and final year grades in class seatwork, homework, examinations and quizzes, essays and reports.

The issue therefore is this: if academic self-efficacy is so important in educational enterprise, how do we then identify factors that could predict it among fresh students. Although the chance to rural poor families have increased in enrolment in secondary schools, in which in Mpwapwa district there are 24 secondary schools, of at least one in each ward; the challenges of walking long distance to school and lack of hostels, has ended up these children affording very low quality of accommodation or no accommodation near their schools and have to raise their living cost through working. And youth especially the girls are made vulnerable to risk of sexual abuse as they are forced to live away from their home, Rajan (2001).

Pong & Ju, (2000), Research has also demonstrated that students from single-parent and step families are more likely to drop out of school than students from two-parent families. Because truants are the indicator of drop out, such findings is a one way on why we should investigate more on truancy to limit dropout.

Ngau (1991) argue that after government and parents have played their roles effective and efficiency, the learning outcome is the sole responsibility of the pupils. Dissatisfaction and lack of enthusiasm among students in many countries is undoubtedly a sign characterized most schools.

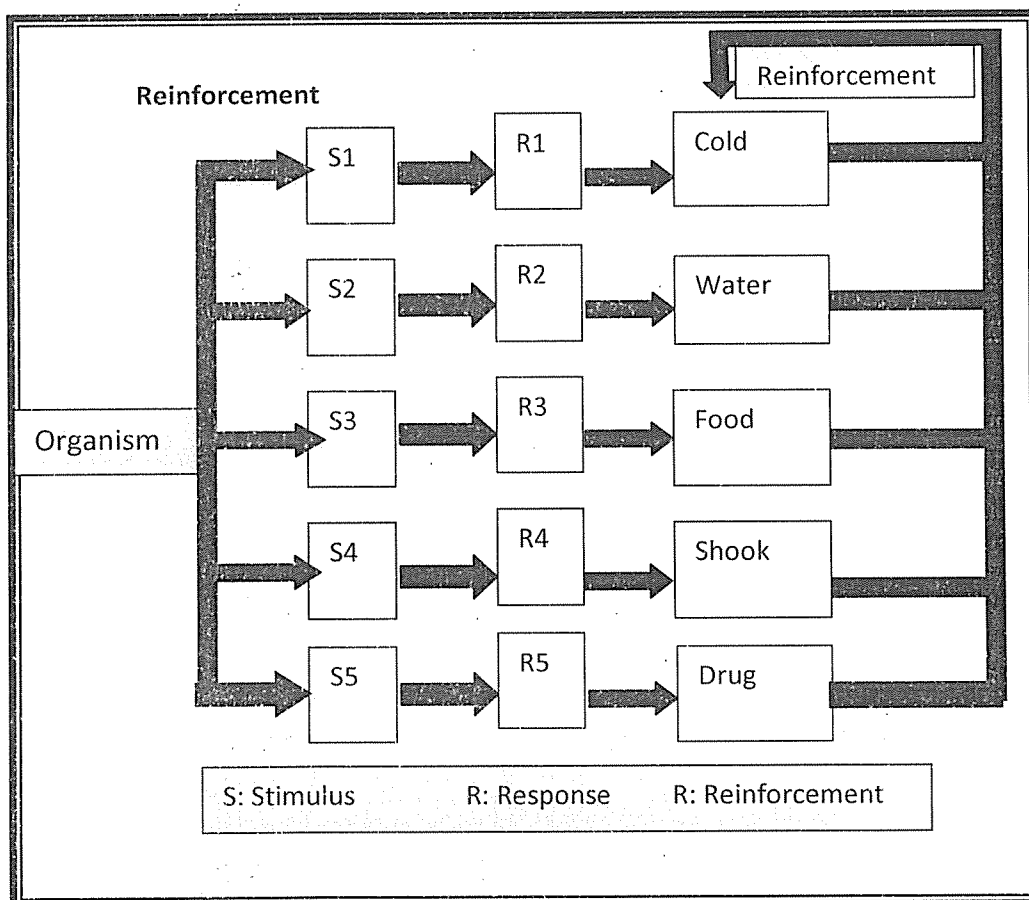
Maiyo (1999) as recited in Hafisa S(2009), says that pupils should be guided and collected appropriately rather than use of authoritarian discipline which is associated with traditional discipline, which emphasize on punishment to badness and reward to goodness. Punishment has been known to create fear, resentment and hostility.

Meanwhile Malekela (1994) warn that, the problems of UPE on lack of teachers and poor school environment which lead to parents in the devalue of sending children to school, and lead the initial progress towards achieving UPE unsustainable may occur to SEDP.

Theoretical perspectives

B. F. Skinner's operant conditioning theory explain that, Operant conditioning theory states that; when behavior is followed by a consequence; the nature of the consequence strengthens or weakens the organism's tendency to repeat the behavior in the future.

Figure 1: Operant Conditioning Model



Source: Del Hawkins et al (2001) operant conditioning in

http://courses.unt.edu/kt3650_5/sld017.htm

The parents' social economy status should be regarded as reinforcer for increasing the operant that is, the behavior of regularly or irregularly attending to school for their children. Truancy is suspected to be behavior followed by the ill reinforcing stimulus to education such as family conflicts, separations, divorce or single family parent, level of education of parents and parents' occupations, low income of family living below poverty line or food poverty line and alternative to education available in the community such as livestock keeping and marriage.

Related Studies

A number of studies have done in relation to parents' socio economic status and students' interest truancy in secondary schools.

Mulu (2008) conducted a research on Parents' socio economic status and students' achievement in secondary schools in Kitui Kenya. The study showed that parents who assisted their children and guided them; their children performed better than those whose parents never guided them. So the study found out that the parents' ability to support their children was directly related to their academic achievements.

Nyareki (2007) Studied socio-economic factors and Mathematics performance in Kenya. He reported that many of the parents were not good at Mathematics during their school days which had a negative impact on their children's performance in Mathematics. Also the study showed that the parent economic activities, fees payment responsibilities are highly significant to student academic performance in Mathematics in primary level.

Macions, Janssen, Berriet (2005) conducted studies on parents' socio- economic status and dropout rate in Weneba Ghana. They found

out that parental socio-economic status was significantly related to pupils dropout of schools. They asserted that poverty and family type are explanations for school disruption. They observed that low socio-economic status and low income was the main barrier among parents to sending their children to school.

Adyemo (2005) studied the parental involvement, interest in schooling and school environment among the secondary schools in Oyo State, Nigeria. The study recommended that, there is a need to forge home- school partnership for the purpose of not only enhancing the academic well-being of the students but their overall well-being as well. The responsibility of educating the child should not be left to the school alone. For the child to be academically efficacious, the need to foster the home- school partnership is indeed highly necessary. As parenting and parental involvement practices require training, school counsellors can organize seminars and/or workshops where parents are exposed to parenting skills and practices.

Salina (2001) studied the causes of dropout of pupil in selected primary schools in Kabarnet Division, Kenya. He found out that "majority of parents have knowledge on the causes of school dropout and still most of them makes their children stay at home to babysit their siblings or herd cattle. Also the parents were so poor which show their income was low to assist their children to continue with their education.

In Tanzania, the main problem of school lack of interest for schooling among the students was financial problem, low family income and the long distance walking to school. In a study of gifted dropouts by Renzulli and Park (2000), they found out that the students they studied disliked school and felt disconnected from the groups in school. The further noted that in general, these pupils were from lower

income families and had parents who were not as likely to monitor their school activities, and raise student's interest and the gifted that had stayed in school were from high income families and had parents who were likely to monitor their school activities costs, for them are more difficult to meet than is the case for richer households, to support the above. Macions, Janssen, Berriet (2005) conducted studies on parents' socio- economic status and dropout rate in Weneba Ghana. They found out that parental socio-economic status was significantly related to pupil's dropout of school. They asserted that poverty and family type are explanations for school disruption. They observed that low socio-economic status and low income was the main barrier among parents to sending their children to school.

Salina (2008) conducted research on parental support and academic performance in Gikindu Kenya. The study revealed that involvement of the parents in their children's learning process contributed better performance in school. It was also established that the way parent brought up their children affected their entire life including how they performed in school and how they relate with others. Also children behavior at home is reflected in how he/she was brought up at school and therefore parenting still had an effect on the child upbringing.

Kujah (2009) studied the effect of socio-economic conditions on students' performance in Homa-bay district, Kenya. The study found out that some parents show very little interest in their children's activities. They are not interested or concerned with the students' education and do not encourage them to do well in school. Also children do sleep away from parents' houses. This makes students to be out of their parent's monitoring and control. This causes poor discipline and parents are inconsistent in their style of upbringing

them. Thus students begin to feel uncertain and confused and finally cause child mothers and early marriages. Also the study revealed that there are teachers who do not have proper skills who may not be aware of student's individual need and may therefore fail to modify the curriculum or lesson preparation. Some teachers are not sensitive to such students in their classes. The researcher found out that demotivated teachers are not sufficiently concerned about doing their best for the learners.

Nyambura (2008) conducted a research on factor contributing to students' dropout in secondary schools in Mbeere, Kenya. The study found out that students dropout due to the class repetition and drug abuse. Indiscipline of students and peer influence early marriage and teenage pregnancies, also cause students' dropout in Mbeere, Kenya. In addition to that, majority of pupils who leave school engage in child labour. Girls are mainly employed as house helpers in urban centre while boys in jobs such as shop attendants, cooks in hotels and others work as shamba –boys.

In Tanzania, the main problem of school lack of interest for schooling among the students was financial problem, low family income and the long distance walking to school.

Pryor and Ampiah's(2003) researched on schooling in a Ghanaian village, found education as being regarded as a relative luxury with many villagers considering education not worthwhile how people regard schooling and the importance placed on it at times might shape interactions between schooling, household income and dropping out. Poor households tend to have lower demand for schooling than richer household whatever the benefits of schooling, the costs, for them are more difficult to meet than is the case for richer households, to support the above.

Gaps identified in the related studies

Mulu (2008), Nyereki (2007), Harriet et al (2005) conducted study on socioeconomic status in Kenya and Nigeria; Tanzania particularly Mpwapwa no such research had done. Alina (2001) Rwezuill and park (2000) studied cases of pupils' dropout in Tanzania, Kenya and Nigeria respectively.

While they concentrated on dropout and students interest, the study is on Mpwapwa which has never done by any researcher. Therefore the study on parents socioeconomic status and truancy among students in secondary schools in Mpwapwa district worthwhile and bridge gap in knowledge.

CHAPTER THREE

METHODOLOGY

Research design

The design of the study is descriptive survey which adapted the co relational strategy. The socioeconomic status of parents will be correlated with student's truancy. Some aspects of ex post facto design is used in demographic characteristics in retrieving data in parents socioeconomic status (Amin 2005).

Research population

The study population of this study comprised of 880 day truant students having seen the school in 24 hours. All the students involved their parents. Any of their parent, mother, father or guardian was taken during the sampling.

Sample size

The method for determining the sample was purpose full sampling where by the researcher determined the number of respondents from each category.

The Slovene's formula was used to determine minimum sample size

$$n = \frac{N}{1+Na^2} \quad (\text{see appendix V})$$

A sample size of 275 was distributed to all eleven secondary schools and students were selected as indicated in table one. The students were selected (sampled) by using the formula;
Total population of school Divided by total population size required and multiplied by sample size.

Table 1

Respondents of the study

School	Male	Female	Total population	Total sample
A) Kibakwe	60	50	110	34
B) Berege	55	40	95	30
C) Vingh'awe	44	36	80	25
D) Mwanakianga	50	35	85	27
E) Mazae	37	30	67	20
F) Chunyu	50	40	90	28
G) Kimagae	50	45	95	30
H) Godegode	36	24	60	19
I) Mount Igovu	60	40	100	31
J) Pwaga	50	48	98	31
Total	492	388	880	275

Sampling procedures

The purposeful sampling method was utilized to select the respondents based on the following criteria:

Male and female respondents

Students ranging from Form one to form four

The systematic random sampling was employed to finally select respondents with consideration to their computed minimum sample.

Research Instrument

A standardized instrument called socioeconomic status and truancy questionnaire was admitted to sampled students at schools and partly was filled by their parents at home. Part A of the questionnaire contained items on demographic characteristics which is a fill in style. Part B was items on Parents socioeconomic status while part C was students' truancy. The responses for part B and C are ranked according to Likert Scale Style which has four options. These are: strongly agree (4), agree (3), disagree (2) and strongly disagree (1).

Validity And Reliability Of Instruments

Validity of instrument of **0.956** was determined by the formula:

$$CVI = \frac{RQ}{TQ} \text{ (By Amin, 2005)}$$

Legends: CVI = Content Validity Index

RQ = Relevant Questions

TQ = Total number of Questions

(See appendix VI)

Data gathering procedure

The sampled secondary schools were visited and coded. The population was identified and sampled. Coded questionnaires were then distributed to respondents after instructions. After two days the filled questionnaires were collected and checked ready for analysis.

Data Analysis

The frequency and percentage distribution were used to determine the demographic characteristics of the respondents.

The means were used to measure the level of Socioeconomic status and level of truancy.

The following mean range was used to arrive at the mean of the individual indicators and interpretation of students' truancy.

A. For the Level of Parents' Socioeconomic Status

Mean Range	Interpretation	Response
Mode		
3.26-4.00	very high	strongly agree
2.51-3.25	high	agree
1.76-2.50	low	disagree
1.00-1.75	very low	strongly disagree

The numbers of students who were deliberately staying away from school without any reasons was collected on average per week and the mean average was got per year for the last four years in the ten schools as seen from appendix VII. In order to understand the analysis of the data collected from the respondents. The following numerical values and interpretation were utilized for the obtained means.

00 – 34	1	Very low
35 – 54	2	Low
55 – 74	3	High
75 – 100	4	Very high

Pearson correlation coefficient had utilized to test the null hypothesis on correlation (HO#1): There is no significant relationship between parents' socioeconomic status and students' truancy in secondary schools in Mpwapwa District; at 0.05 level of significance.

Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher;

1. Seek permission to adopt the standardized questionnaire on Parents' Socioeconomic Status and Students' Truancy in Secondary Schools in Mpwapa District Tanzania
2. The respondents and schools were coded instead of reflecting the names.
3. Solicit permission through a written request to the concerned officials of the secondary schools included in the study.
4. Request the respondents to sign in the Informed Consent Form (Appendix 3)
5. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.

Limitation of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. Extraneous variables which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.
2. Testing: The use of research assistants have brought inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. Researcher assistants were trained to minimize this threat.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings from the study with specific emphasis on the socioeconomic status of parents and students' truancy in secondary schools in Mpwapwa District Dodoma Tanzania.

The study solicited response for these research questions:

1. What are the demographic characteristics of respondents as to:
 - 1.1 Gender
 - 1.2 Age
 - 1.3 School class level of students
2. What is the level of parents' social economic status?
3. What is the extent of student's truancy in secondary schools at Mpwapwa District?
4. Is there significance relationship between parents' socioeconomic status and student's truancy in Mpwapwa district?

Table 2

Demographic Characteristics of the Respondents (students)

Categories		Frequency	Percentage s
Gender	Male	147	53.5%
	Female	128	46.5%
	Total	275	100.0%
age	13- 20	272	98.9%
	21 and above	3	1.1%
Education	Form I	66	24%
	Form II	73	26.5%
	Form III	66	24%
	Form IV	70	25.5%
Total		275	100.%

Respondents in this study were selected secondary schools' students from Mpwapwa District in Dodoma Tanzania. The first objective in this study was to determine the profile of the respondents. The respondents of this study were described in terms of age, gender, and the students' educational level. Table 2 above shows this description.

As indicated in table two, most of these students are in teen age which is the most challenging age in the developmental milestone of human being. (Slavin R.E 2003) reports research findings that, "adolescence can be a time of great risk for many as teenagers now are able, for the first time to engage in behavior or make decisions that can have long term negative consequences (Dryfoos, (1998): National Research Council). This research showed that 98.9% of respondents age fall between 13- 20, the teen age. Physiological and physical changes in their body can result into not feeling well or waking up late decisions, hence a problem in schooling as was reported in this study, table 5.

Level of socioeconomic status of parents

The second objective of the study was to determine the level of Socio Economic Status of Parents. Table 3A below presents the general responses.

Table 3
Level of socioeconomic status of parents

Item	Classes of SES	mean	interpretation	rank
farming	Occupation	3.83	Very high	1
livestock keeping		2.99	high	2
civil services		2.64	high	3
self employed		2.60	High	4
private business		2.42	Low	5
below 100,000Tsh	Income	3.92	Very high	1
100,000 - 300,000Tsh		2.63	High	2
700,000- 1,000,000Tsh		2.55	high	3
1,000,000Tsh and above		2.49	low	4
400,000- 600,000Tsh		2.46	Low	5
primary level certificate	Education	3.86	Very high	1
no education		2.43	Low	2
degree		2.15	Low	3
diploma		2.15	Low	4
masters		2.00	Low	5
Ph d		2.00	Low	6
give me pocket money	Others	2.44	low	1
make follow up of what I do at school		2.34	Low	2
provide basic school requirements		2.17	Low	3
pay my school fees regularly		2.04	Low	4
AVERAGE MEAN		2.9	High	

Table 3 presents the Mean obtained from questionnaires on the level of parents' socioeconomic status. These measures of central tendency are ranked top down, from the first to the twenty first' based on the mean for each index.

The first three at top ranked very high mean which is between 3.92 to 3.83; followed with other seven next to the first top with high means range between 2.64 of mean to 2.52. The last eleven mean index range from 2.51mean to 2.00 mean. The interpretation of these means is analyzed in the categorized three basic socioeconomic statuses of parents; these are education, occupation and income as indicated in table 3.

Education of Parents and Students' Truancy in Secondary Schools

The education of parents is crucial to education of children due to the fact that it contributes to the decision making on putting aside family issues that stigmatize students' regularly attendance to school. In this study primary level certificate education ranks the mean of 3.86 with interpretation of very high cause of truancy to students. This research has shown that 3.86 of 275 parents involved in this study have only primary education certificate or less. When students responding to the research question on how to eradicate truancy among them, respondents students with the mean of 3.57 interpreted as very high suggested that education to parents would help to eradicate truancy against the mean of 1.62 which is interpreted as low suggesting on providing punishment to parents as shown in table 6. This suggests the clear impact of semi education of parents caused by

policy of education for self reliance ideology which insisted primary school as a basic education to every Tanzanian.

Parents' Occupation

As shown in the table 3A, responding to the question on their occupation, parents' respondents showed with the mean of 3.83 among them were peasants. This mean is interpreted as very high. This shows that most of the truancy students are from peasant families.

Income Among Parents

The study discovered that the parents' respondents mean of 3.92 with an interpretation of very high were in lower class of income below 100,000 Tshs. This becomes possible because Mpwapa is a semi arid area experiences drought every rain season. The first class had a mean of 2.51 interpreted as low. This low earning suggests their low ability to support their children to school due to the fact that most of them are peasants or petty traders as shown in table 3 resulting to high level involving their children in family activities. Their failure to meet school requirements to their children contributed to high suspension of their children from schools.

Table 4 below offers more detailed summary of four years on level of truancy among students in secondary schools in Mpwapa district, Tanzania.

Table 4

**Level of Truancy among Students in Secondary School
between 2008 - 2011**

Year	Average score	Mean	Interpretation
2011	61.1	2.09	High
2010	55.3	1.91	High
2009	67.0	2.10	High
2008	55.6	1.97	High
Average Mean	59.75	2.01	High

It is evident that more learners engage in truancy in secondary schools. Table 4 shows that average mean of 2.01 that is interpreted as being high from the ten schools that were sampled for the study. This would be attributed to lack of parents' interest in the students school work. Students whose parents are never interested in the school work will always engage in truancy thus lack of parent involvement as this seen that schools are located in remote areas were largest number of parents are not professionally employed. There are also factors such; school size and attitudes of teachers, other students, and administrators and inflexibility in meeting the diverse cultural and learning styles of the students. Schools did not have consistent procedures in place for dealing with chronic absenteeism and did not have meaningful consequences available for truant students.

With respect to 'school,' a number of factors can be identified as significant to the causes of truancy for students in the study area which is being reflected with these high levels as seen in table 4;i) the

students' relationship with their teachers and school rules and the effect of school on young people; ii) the boredom in the classroom and the dislike of their teachers which resulted in the low value given by the students to school and school work which resulted in 'wagging' or the occasional skipping of classes. This can lead to the students holding negative views of their own ability and perseverance; iii) Three, teachers failure to praise the students' work and to accommodate their needs or listen to them. iv) Students who experienced academic difficulty are likely to wag during class and were unwilling to seek assistance from teachers or academic services; v) finally; this can be attributed to the curriculum which failed to impart the knowledge and the skills to help students to function effectively in the classroom and to assist their social and academic development.

The Relationship between Parents' Socio-Economic Status and Students' Truancy in Secondary Schools

Pearson's Correlation Co-efficient was utilized to test the relationship between the variables at the level of significance, as shown in Table 5 below. The research hypothesis in the null form state that, "There is no significant relationship between parents' socio-economic status and students' truancy in secondary schools in Mpwapwa District Tanzania.

Table 5

Relationship between Level of Parent's Socio-economic Status and Student's truancy

Variable correlated	r-value	sig. value	Interpretation	Decision on HO
Level of parents' socio-economic status Vs students' truancy in secondary schools	0.118	0.050	Significant relationship	Rejected

Table 5 indicates the mean ratings by the teachers about level of parents' socio-economic status and students' truancy in secondary schools were correlated. It was found out that at a five level of significance the r – value is less than 0.05 hence accepted the hypothesis, at stated that there was no significant relationship between level of parents' socio-economic status and students' truancy in secondary schools.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter focused on the findings, conclusion and recommendation of the study that were presented in chapter four. Firstly, it discussed the major finding as expressed in objectives, research question and hypothesis. Secondly, conclusion was drawn to the findings of the study and lastly, recommendations were given, and areas for further research were made.

Findings

The following were the finding of the study:

Regarding the profile of the respondents, the study revealed that most of the respondent was in adolescent stage (13-19 years). Concerning the level of parents' educational qualification, majority of parents' possessed primary level certificate at mean of 3.86, interpreted as very high. None possessed Masters Degree and Ph D Degree.

Also, findings of the study showed that majority of Parents' Socio-economic Status in Mpwapa District who have students in secondary schools are low. The computed mean index was 3.92 for lower class socio economic status ranking first top of mid class and first class with only 2.00 mean interpreted as low in the scale.

Findings from table 4; about the truancy of students from schools indicates that; i) Teachers and students indicated that parental neglect is a common cause of truancy. Many parents of truant students do not even know what their children are doing at the schools; ii) Teachers do not even report students who do not attend classes, because they think the students are adults, and therefore, they should

not know why they are not at the school; iii)b administrators are ignorant of causes that can combat the problem of truancy by students at the school; and the administrators indicated that their school policy emphasizes compulsory attendance and students do not abide by these rules.

The study found that the catchment area of built Ward Secondary Schools involved in the study not friendly in terms of the location, most of them are built in the far place from peoples' residence, and two, the catchment area is very wide causing students to walk on foot or ride bicycles five to twenty five kilometers.

Data analysis using Pearson Correlation Coefficient showed that there is a significant relationship between two variables (parents' socio-economic status and student's truancy) in Mpwapwa District Tanzania.

Conclusion

In this chapter, the researcher's conclusions thought to be drawn based on the purpose of the study: Based on the findings of study, the researcher concluded that Parents' socio-economic status and Students' Truancy in Secondary Schools in Mpwapwa District Tanzania is not significantly related. Therefore, the null hypothesis which was stating the no significant relationship between parents' socio-economic status and students' Truancy in Secondary Schools in Mpwapwa District Tanzania has been rejected.

Regarding the theory, Operant Conditioning by B F Skinner has been upheld due to the findings found out that many parents in Mpwapwa District fall under low class of socioeconomic status simultaneously with no, or little education. The children born in this families found them self operating in less motivated families to education hence their behavior of loving schooling become weakened

and the opposite become true; strengthening truancy by furnishing them with family issues, a leading cause for student truancy as indicated in table 4.

Student absenteeism and truancy is an increasingly important problem which is facing schools in all areas. Many factors contribute to poor attendance, and interventions are constantly trying to help students attend school regularly, thus school truancy is a grave concern particularly to parents, educators, mental health professionals and society at large. Truancy has been strongly linked to greater discipline problems in school and later criminal behavior in adulthood as early mention in the literature review. Effective identification, prevention and management strategies are important to avert its multiple adverse outcomes and combating truancy is one of the first ways of reaching out quickly to a disaffected young person and help families that may be struggling with a rebellious youth. It is therefore necessary that parents should show concern and try and know what their children are doing at school.

Recommendations

On the basis of these findings, the researcher recommended the following:

Policy makers, school supervisory officers, school administrators should take into consideration the issue of hostels to accommodate most of the students travelling very far distance to school and improve the accessibility to education for all children by reducing the catchment areas at least to five kilometers of mobility.

The following are recommendations that arose as a result of the study:

- i) Government should sensitize parents on the other alternatives to economic activities rather than agriculture which is threat to

semi desert areas like Mpwapwa. Bees keeping which have done better in some Regions of the same climatic condition such as Singida Region can be encouraged to improve people's income.

- (ii) Parents play a very important role in the education of their children. Parents need to take a very keen interest in the education of their children.
- (iii) Class teachers must also report students who do not attend regularly to Head Masters, so that they can enquire the reasons why learners sometimes do not attend classes or dodge at all.
- (iv) Class teachers need to be trained in identifying causes of truancy at school level so that can be aware of them;
- (v) It is necessary to have school regarding the attendance of classes by learners, but policies need to be implemented.
- vi) Lunch meals should be provided in secondary schools as is done in primary schools to handle physiological needs and psychological effects to students who stay the whole day without a meal. Mean while school fees and other functional fees should be removed as in some countries in East Africa such as Uganda who are now practicing Secondary Education for All.

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
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APPENDICES
APPENDIX 1
TRANSMITTAL LETTER

 <p>KAMPALA INTERNATIONAL UNIVERSITY</p>	<p>Ggaba Road - Kansanga P.O. Box 20000, Kampala, Uganda Tel: +256 - 414 - 266813 / +256 - 772 - 322563 Fax: +256 - 414 - 501 974 E-mail: admin@kiu.ac.ug Website: www.kiu.ac.ug</p>
<p>OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND DISTANCE LEARNING COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)</p>	
<p>Date: 16th, May, 2012</p>	
<p>RE: REQUEST FOR MICHAEL NYERERE MED/36132/113/DF TO CONDUCT RESEARCH IN YOUR ORGANIZATION.</p>	
<p>The above mentioned is a bonafide student of Kampala International University pursuing Masters in Educational Management and Administration.</p>	
<p>He is currently conducting a research entitled " Socio Economic Status of Parents And Students' Truancy in Secondary School in Mpwapwa District, Tanzania. "</p>	
<p>Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.</p>	
<p>Any information shared with him from your organization shall be treated with utmost confidentiality.</p>	
<p>Any assistance rendered to him will be highly appreciated.</p>	
<p>Yours truly,</p>	
<p> Dr. Ssemugenyi Fred Head of Department Education, Open and Distance Learning (CHDR)</p>	
<p>NOTED BY: Dr. Sofia Sol T. Gaire  Principal-CHDR</p>	
<p>"Exploring the Heights"</p>	

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ___ Physical Safety of Human Subjects
- ___ Psychological Safety
- ___ Emotional Security
- ___ Privacy
- ___ Written Request for Author of Standardized Instrument
- ___ Coding of Questionnaires/Anonymity/Confidentiality
- ___ Permission to Conduct the Study
- ___ Informed Consent
- ___ Citations/Authors Recognized

Results of Ethical Review

- ___ Approved
- ___ Conditional (to provide the Ethics Committee with corrections)
- ___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III
ACCEPTANCE LETTER

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE

LOCAL GOVERNMENT AND REGIONAL ADMINISTRATION

MPWAPWA DISTRICT COUNCIL



Telegraphic Address: DSCO MPWAPWA
Telephone Nos. 026 - 2320795/2320888
Fax No. 026-2320888

P.O.BOX 12
MPWAPWA

On Reply Please quote:
Ref. No. HW/MPW/S 10/6 VOL II/4

29.07.2012

Head of Department,
Education, Open and Distance Learning (CHDR),
P.O.BOX 20000
KAMPALA - UGANDA.

Ref: REQUEST TO CONDUCT REASERCH

Dear Sir,

Reference is made to the above captioned headline and your letter dated 16th May, 2012.

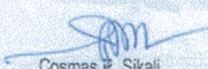
Just a few lines to inform you that your request for Mr. Michael Nyerere MED/36132/113/DF to conduct a research on "Social Economic Status of ~~Parent~~ and Students' Truancy in Secondary School in Mpwapwa District Tanzania. In our organization has been accepted.

The sample areas will be the following secondary:-

- | | |
|-------------|----------------|
| 1. Berege | 6. Chunya |
| 2. Kibakwe | 7. Mwanakianga |
| 3. Pwaga | 8. Mount Igovu |
| 4. Godegode | 9. Ihala |
| 5. Lupeta | 10. Mazae |

The researcher is allowed to commence his research with effect from 27/07/2012 to 24/08/2012

With regard


Cosmas P. Sikali
For: DISTRICT EXECUTIVE DIRECTOR

MPWAPWA

K.N.Y. MUKUSEKIZI INTENDAJI
HALKA MWAUZI YAMLA YA
MPWAPWA

APPENDIX IV

RESEARCH INSTRUMENTS

A. FACE SHEET: PROFILE CHARACTERISTICS OF THE RESPONDENTS

Gender (Please Tick):

☐ (1) Male

☐ (2) Female

Age: (Please Tick):

(1).13- 14,___(2).15-16,___3).17-18,___ (4).19-20___5).21and above___

Respondents qualifications under education level (please specify)

1. Form one_____ 2. Form two_____

2. Form three_____ 3. Form four _____

PARENTS' SOCIO-ECONOMIC STATUS (SES)

Direction 1: Please write your rating on the space before each option which corresponds to your best choice in terms of your school. Kindly use the scoring system below:

Response Mode	Rating	Description
Strongly agree	(4)	Very high socio-economic status
Agree	(3)	high socio-economic status
Disagree	(2)	Low socio-economic status
Strongly disagree	(1)	Very low socio-economic status

Source of parents' income

_____ 1.civil services

_____ 2.private business

_____ 3. farming

_____ 4. livestock keeping

_____ 5.self employed

Level of parents income per month

- ___ 6. below 100,000 TSHS
___ 7.100,000 - 300,000 TSH
___ 8.400,000 – 600,000 TSH
___ 9.700,000 – 1,000,000 TSH
___ 10.1,000,000 TSHS and above

Level of parents education

- ___ 11.No education
___ 12.primary level certificate
___ 13.secondary level certificate
___ 14. diploma
___ 15. degree
___ 16.masters
___ 17.Ph d

level of schooling support

- ___ 18.My parents'/ guardians pay my school fees regularly
___ 19.My parents'/ guardians' provide basic school requirements.
___ 20.My parents'/ guardians' make a follow up of what I do at school
___ 21.My parents'/guardians' give me pocket money

C. STUDENTS' TRUANCY LEVEL TO SCHOOL

Direction 2: Please use the rating guide provided below with reference to the Students' level of truancy. Kindly write your scoring on each blank before an option.

Response Mode	Rating	Description
Strongly Agree	(4)	Very high students
Agree	(3)	High students' truancy
Disagree	(2)	Low students' truancy
Strongly Disagree	(1)	Very low students

Level of students truancy

- 1) ___ Long Distance to home
2) ___ Woke up late
3) ___ Not feeling well
4) ___ Suspended
5) ___ Family issues

- 6) ___ *Hang out with friends*
- 7) ___ Needed a break from school.
- 8) ___ Don't like school
- 9) ___ Too far behind in school
- 10) ___ Appointment
- 11) ___ Felt unsafe

D. THE SCHOOL ATTENDANCE RECORDS FOR 2008 – 2011 IN PERCENTAGE

Year	attendance annually				
	FORM I	FORM II	FORM III	FORM IV	Average
2011					
2010					
2009					
2008					

SOURCE: Stop Watch, MBTA Truancy Watch Student Survey Analysis
November 2007 – May 2008

APPENDIX VI

VALIDITY OF INSTRUMENT

According to Amin (2005) validity of instrument is determined by the formula:

$$CVI = \frac{RQ}{TQ}$$

Legends: CVI = Content Validity Index

RQ = Relevant Questions

TQ = Total number of Questions

$$CVI1 = \frac{35}{38} = 0.921$$

$$CVI2 = \frac{36}{38} = 0.947$$

$$CVI3 = \frac{38}{38} = 1.000$$

Therefore:

$$CVI = \frac{CVI1+CVI2+CVI3}{3}$$

$$CVI = \frac{0.921+0.947+1}{3}$$

Answer: CVI = 0.956

APPENDIX VII

SCORES FOR THE AVERAGE TRUANCY FROM VARIOUS SCHOOLS

SCHOOLS		Mean scores of the respective years in the different schools	2011	2010	2009	2008
A	2011	62	62			
	2010	56		56		
	2009	67			67	
	2008	56				56
B	2011	60	60			
	2010	53		53		
	2009	68			68	
	2008	58				58
C	2011	59	59			
	2010	56		56		
	2009	68			68	
	2008	56				56
D	2011	59	59			
	2010	52		52		
	2009	70			70	
	2008	51				51
E	2011	64	64			
	2010	58		58		
	2009	66			66	
	2008	59				59
F	2011	60	60			
	2010	54		54		
	2009	64			64	
	2008	54				54
G	2011	58	58			
	2010	57		57		
	2009	66			66	
	2008	56				56
H	2011	58	58			
	2010	54		54		
	2009	64			64	
	2008	55				55
I	2011	68	68			
	2010	55		55		
	2009	68			68	
	2008	54				54
K	2011	63	63			
	2010	58		58		
	2009	69			59	
	2008	57				57
Average scores			61.1	55.3	67	55.6
Overall Mean score			59.75			

Source: Attendance Registers from Sampled Secondary Schools

APPENDIX VIII

RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

Personal Profile

Name: Michael Nyerere

Gender: Male

Nationality: Tanzanian



Educational Background

1. Certificate of Teacher Educators: (OUT) The Open University Of Tanzania (2010)
2. Bachelor of Education (psych): (UDSM) The University Of Dares salaam (2006)
3. ACEE Malangali Sec School (TZ) (2001)
4. CSEE (Ifakara Secondary School (TZ) (1998)

LC 189
N9946
2012

Work Experiences

1. Seven years teachers college teaching (Mpwapwa T.C) 2006 to current
2. District Coordinator of Tanzania institute of adult education (TIAE) 2008- 2011
3. Chief Student Dean Mpwapwa Teachers college 2009- 2011

MICHAEL NYERERE

**E-HEALTH READINESS INDEX IN HOSPITALS IN UGANDA: CASE STUDY
OF MASAKA REGIONAL REFERRAL, KITOVU AND VILLA-MARIA
HOSPITALS IN MASAKA DISTRICT**

BY

NSUBUGA WILFRED MUKALAZI

MCS/18816/71/DU



**A Research Dissertation Submitted to the School of Postgraduate Studies in Partial
Fulfilment of the Requirements for the Award of the Degree of**

Master of Computer Science of

Kampala International University

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2009

August, 2009

