

**ASCRPTIVE CHARACTERISTICS AND STUDENTS' DROPOUT RATE IN
SELECTED SECONDARY SCHOOLS IN RUANGWA
DISTRICT, TANZANIA**

A Thesis

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By:

Kapere Joseph

MED/43782/101/DF

May, 2012

DECLARATION

I declare that, to the best of my knowledge the Thesis titled "Ascriptive Characteristics and Students' Dropout Rate in Selected Secondary Schools Ruangwa District ,Tanzania" is my own work and has not been submitted before to any other University or institution of learning.

Signature

Joseph Kapere

NAME: JOSEPH KAPERRE

REG NO: MED/43782/101/DF

DATE: 22, May 2012

APPROVAL

This Thesis titled “Ascriptive Characteristics and Dropout rate of students in Selected Secondary schools in Ruangwa district , Tanzania” has been done under my supervision and submitted to the College of Higher Degrees and Research for examination with my approval as the supervisor.

Signature Dr. Kayindu Vincent
(Supervisor)

Date.....

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ABSTRACT

This study titled "Ascriptive Characteristics and Dropout rate in Selected secondary schools in Ruangwa district , Tanzania" was carried out with following objectives: To, determine the profile teachers and students in terms of gender ,age ,religion, tribe , race and teaching experience for teachers; determine the level of ascriptive characteristics in selected secondary schools Ruangwa district ,Tanzania; establish the rate of students dropout; to establish whether there is significant difference in dropout rate between male and females students; determine if there is significant of relationship between ascriptive characteristics and students' dropout . The study used descriptive survey which adopted descriptive correlation, descriptive comparative and ex- post facto designs. Two hundred and seven (207) respondents participated in the study. The findings indicate that majority of respondents were males,128 (79%)and they were well mature, experienced and well qualified; there is high level of Ascriptive Characteristics in (mean=2.8);the district dropout rate was (11.06);it was also found that there is significant difference between male and female students dropout rates; the researcher also found a significant relationship between the level of ascriptive characteristics and students' dropout rate. The researcher recommends that, the schools environment should be improved so as to provide a conducive atmosphere in order to make students love schooling; the government should improve the social services of the rural areas; and Parents/guardians need to be sensitized on how they can follow the development of their children in academic sphere.

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LIST OF ABBREVIATION

ANOVA:	Analysis of variance
B E S T:	Basic Education Statistics Report
MOEVT:	Ministry of Education and Vocation Training
NCES:	National centre for education statistics.
PEDP :	Primary Education Development Programme
P T A:	Parents Teacher Association.
SEDP:	Secondary Education Development Programme
S E S:	Socio- economic status.
S P S S:	Statistical Package for Social Science.
T P E P	Tanzania Poverty Eradication Programme.
UNESCO:	United Nation Educational Scientific and Cultural Organization
U N I C E F:	United Nation Children Fund.
U P E:	Universal Primary Education.
URT:	United Republic of Tanzania
U S	United State.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study

Both "Human Capital Theory and Modernization Theory" have proved that education is an important tool for the development of an individual, the society and the nation at large. For this reason the Nations are much concerned over the provision of quality education to her citizens in all countries all over the world. Stakeholders in countries like United State of American, South Africa, Nigeria, and Ghana in particular are convinced that development depends to a large extent on education because it is a solutions to socio-economical, intellectual and technological problems that can be solved through educating their citizens. Despite the efforts being made by different nations in providing education to their people, the world has experienced the problem of students dropping out from schools since 20 Century. For example in U.S the "National Centre for Education Statistics (NCES) annual reports has shown dropout problem very evident and overwhelming. Data from the 2000 Current Population Survey (CPS) of the U.S. Census Bureau of statistics shows that by October 2000,5 out of every 100 of student enrolled in high school in October 1999 left school without successful completing a high school programme. World Bank(2001) observed that the rate of dropout in Tanzania is increasing, a substantial number of secondary students are failing to complete their programs. Bunto(2002) observed that droupout in Tanzania is more serious in community secondary schools which are schools used by noble majority than in other categories of secondary schools. Kisslinger (2006) observed also the problem of dropout in selected ten secondary schools in Kilimanjaro region, Tanzania. In 2005 alone ,more than 170 students dropped out and more than 500 were truants. These number marked increase from 54 dropouts and 307 truants that occurred in

these schools in 2004. Despite the higher demand for secondary education in Tanzania and all over the world schools dropout is still a problem , for example in Ruangwa district among 726 students who were registered as from I in 2008 only 481 completed form four in 2011, some schools like Namichiga lost 57.4 percent of the students . Secondary schools in Tanzania face many problems. These problems include inadequate classrooms, office and houses, for teachers, Laboratories, Toilets, Furniture, lack of water and electricity in some schools, inadequate teaching material and teachers especially for science and Mathematics subjects, and poor performance among students especially Girls in Science and Mathematics (URT, 2010).

Many of the above mentioned problems are education system related. However there are also those which are student related such as class repetition, early marriage and pregnant, students attitudes and motivation and failure to pay schools fees due to poverty. These problems hinder students progress and result to dropouts. This phenomena may demoralize the collective effort and spirit of the people in constructing new community secondary school. Persistence of the problem reveals that more investigation is needed to combat the problem.

Dropouts can be defined in many different ways. Rumber (1987) defined dropout as someone who has not graduated from or is not currently enrolled in a full time, state approved education program. This means according to the author, those people who subsequently obtain qualifications equivalent to a given school diplomas are nevertheless considered to be dropout, along with those who are still enrolled in school after the standard completion time. Narrow definitions of dropout encompass only those who never complete their education circle, or fail to obtain equivalent qualifications. This definition takes account of the fact that some dropouts do eventually return to schools and graduate, or obtain equivalent credentials through alternative avenues, Duncan(1988).

Pallas (1987) cited in Duncan (1988) points out that dropout can be classified as either 'stay outs' or 'returnees'. Stay outs are those who never return to the educational system while returnees are dropouts who return to the educational system at least once. However, the simple definition of dropout chosen for the present study refers to all students from a given cohort who fail to complete a course of study within the usual time. It appears that some dropout repeat classes and other transfer to other schools but one has to look for this evidence. In this case they are a cost in terms of facilities intended to be used by them. This definition also includes students who are expelled.

Dropout rates differ by various demographic factors, including gender, race and ethnicity, immigration status and geographical location. In U.S dropout rates are higher for males than for females. Hispanics have the highest dropout rates by far, followed by African Americans, non Hispanic whites and Asian Americans. NCES (2000)

Gender is a state of being male, female or neutral both phenotypically and genetically. Gender issues are important because of their nature and impact on education access, equity and equality, and empowerment of women through participation and performance.

Gender issues that have effect on quality teaching in schools all over the world includes; gender stereotyping, gender sensitivity, gap and biases, gender discrimination, gender awareness, gender blindness, gender relations and gender responsiveness. In Tanzania gender balance in access to education is almost similar between boys and girls. Disparities between boys and girls educational participation and performance rates in Tanzania indicates distinct patterns. In most parts during the early school years boys and girls enrolment and achievement rates are almost similar, but over years disparities begin to emerge. On the average compared to boys girls achievement rate decline, their school attendance becomes more irregular and they terminate their education more prematurely compared to boys. Mboya (2003).

The intensity of these phenomena tend to increase with progression in education system, and chronological age of the girls: UNICEF(1989;64) illustrates that dropout is more pronounced in upper primary and secondary schools (P6-S4).The gender differentiated dropout rate ,along with the education level and age group pattern in which dropout tend to strongly manifest themselves point more to external factors to school girls than their intellectual incapacities. The gender differentiated premature termination rates seem to imply that school children conception of themselves along gender line predisposes more girls than boys to premature termination. But notion of gender are determined by other external to the individual ,though contextualized by the individual .It implies that girls conception of themselves as feminine, and the perception of girls as feminine by parents and teachers predisposes girls more than boys to dropout.

Ethnicity is defined as traditions of racial group such as language, religion, behavior and culture Unlike gender, there are differences in overall dropout rate among ethnic groups. The study conducted by Kaufman et al (2001) on dropout rates in United states revealed that Hispania students (7.4% in 2000) dropout more than African- Americans (6.1% in 2000) and African-Americans drop out more than White (4.1% in 2000). Headden (1997) revealed that the high dropout rates for Hispanic students becomes even more serious when one considers that in a few years, Hispanic will surpass African-Americans as the nation's largest minority group.In Tanzania dropout rate is higher in pastrolists tribes such as Masai and Sukuma and in tribe which have the culture of perfoming initiation ceremonies such as Kulya in Mara region and Mwera&Makonde in Lindi region.

Statement of the problem

The efforts that have been made by the Government and the people of Tanzania to increase access to secondary education are likely to be frustrated if the problem of school dropout is not arrested. This problem is becoming

particularly serious in community schools, which represent a great community initiative in Tanzania. There has been little attention given to the ascriptive characteristics (gender and ethnicity) as the cause of school dropout in secondary schools especially in Ruangwa district as if the problem does not exist. In fact, the government does not systematically monitor this problem. For instance, the ministry of Education and Vocational Training provides data on primary schools dropout through annual publication called Basic Education statistics in Tanzania but no data is provided regularly and systematically on secondary schools dropout (BEST 2011)

School dropout is a problem to both the society, the government as well as to the individual. This individual student who did not complete studies often becomes a social cost in the society as he/she cannot get into productive sector of the economy, and may even join criminal rings such as for drug abuse and petty thefts. Such students represent a cost to the government due to the fact that dropping out is interference in the program planning and objectives of the government in providing education to its citizens. School dropout hinders the effort of the government to fight illiteracy and poverty. There is a need to know the level of ascriptive characteristics in terms of gender and ethnicity and how they relate to the rate of school dropout in order to rectify it otherwise the problem may discourage the efforts made by the government, and thus dampen the enthusiasm of the people to build more secondary schools on the self help basis. There has been many studies on the phenomena at primary schools level but very little at secondary schools level as if causation types and nature are the same.

Purpose of the study

- 1.To test the hypothesis if there is no significant difference between male and female dropout rate in secondary schools in Ruangwa district, Tanzania.
- 2.To test the hypothesis that there is no significant relationship between ascriptive characteristics(gender and ethnicity) and students dropout rate in selected secondary schools in Ruangwa district, Tanzania.
- 3.To generate new information based on the findings of the study.
- 4.To validate Maslow's hierarchy of needs theory to which this study is based.
- 5.To bridge the gaps identified from related literature and related studies during review.

General objective

The general objective of this study was to correlate between the ascriptive characteristics and the students dropout rate in selected secondary schools Ruangwa District, Tanzania

Research Objectives

1. To determine the profile of respondents in terms of gender, age, religion, tribe ,race, level of education and teaching experience for teachers.
2. To determine the level of ascriptive characteristics in terms of:
 - (a) gender
 - (b) ethnicity, in selected secondary schools, Ruangwa district, Tanzania.
3. To establish the rate of students dropout in selected secondary schools, Ruangwa district,Tanzania.
4. To establish whether there is significant difference in dropout rate between male and female students in Ruangwa district secondary schools, Tanzania.
5. To determine if there is significant relationship between ascriptive characteristics (gender and ethnicity),and students dropout rate in selected secondary schools, Ruangwa district,Tanzania.

Research Questions

1. What is the profile of respondents in terms of gender, age, religion, tribe, race, level of education and teaching experience for teachers?
2. What is the level of ascriptive characteristics in terms of:
 - (a) gender
 - (b) ethnicity, in selected secondary schools, Ruangwa district, Tanzania?
3. What is the rate of student rate in selected secondary schools, Ruangwa district, Tanzania?
4. Is there a significant difference in dropout rate between male and female students in selected secondary schools, Ruangwa district, Tanzania?
5. Is there a significant relationship between ascriptive characteristics (gender & ethnicity) and students' in selected secondary schools, Ruangwa district, Tanzania?

Research Hypothesis

1. There is no significant difference between male and female dropout rate in Ruangwa district, Tanzania.
2. There is no significant relationship between the ascriptive characteristics (gender and ethnicity) and students' dropout rate from secondary schools in Ruangwa district, Tanzania.

Scope of the Study

Geographical scope

The study was carried in Ruangwa district because there is highest rate of dropout compared to the rest districts in Lindi region and the district has several tribes such as Mwera, Makonde, Makua, Yao and Ngazija which have different traditions, practices, languages, behavior and culture. The study was carried out in selected community secondary schools in three Wards i.e Ruangwa, Mandawa and Mnacho, in Ruangwa District. The study was conducted in nine community Secondary schools, i.e. three schools were selected from each Ward

in Ruangwa District. The schools included; Ruangwa ,Chunyu and Mbekenyera (Ruangwa) ,Mandawa, Liugulu and Namichiga(Mandawa) ,Nkowe,Mnacho and Chinonge (Mnacho).

Content scope

The study focused on the ascriptive characteristics (gender and ethnicity), critically assessed them in order to determine how they affect/influence the dropout of students from secondary schools in Ruangwa district, Tanzania.

Time Scope

The study examined the records and documentation for the enrollment and dropout of secondary school students in Ruangwa district in Tanzania for the the last four years, from 2008 -2011. The study was carried out in one month (30 working days).

Theoretical scope

Hierarchy of need by Abraham's Maslow(1943) will be used to approve or disapprove in this study.

Significance of the study

To policy makers

The findings of the study will help education policy makers in understanding how ascriptive characteristics influence students dropout from secondary schools, and direct their policy alternative to address the problem.

To the school heads

To the heads of secondary schools the findings of the study will help create awareness of the challenges faced by students, which force them to drop out of school, and consequently find means of addressing the challenges identified.

To the local leaders

On the side of leaders, the study will help them to understand the challenges faced by students due to gender and ethnicity factors and draw interventions to reduce or eliminate them in order to promote education completion in their communities.

To future researchers

The study will contribute to the available knowledge as well as act as a basis for further research on the same subject.

This study will benefit the researcher by helping him acquire practical research skills and will also serve as a partial requirement for the award of a degree of Master of Educational Management and Administration from Kampala International University.

Operational Definitions of Key Terms

Ascriptive characteristics: These are factors which have been identified as contributing to dropping out of students from schools. In this study the researcher considered gender and ethnicity only.

Gender; It is the different social behavior and roles assigned to the males and females by a society.

Ethnicity: Is the practices and traditions of a racial group, such as language, religion, behavior and culture.

Dropout; English (1964) defines dropout as a pupil who leaves schools before completing a grade or graduation or delay in completing as expected.

Dropout rate:

Is the proportion of students who leave school system without completion and given grade.

Profile; it is a description of something or somebody that gives useful information.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviewed literature on relevant issues related to this study. The main purpose of this chapter is to determine and analyze researches conducted on the problem being investigated. Literature on the following issues were reviewed: concepts of ascriptive characteristics in terms of gender and the rate of student dropout from school; Theoretical perspective and related studies.

Concepts, Ideas and Opinions from the Authors/ Experts.

Ascriptive Characteristics.

Ascriptive characteristics are factors that are responsible for causing students dropout from school. In this section differences in dropout behaviours are examined by gender and ethnicity.

Gender is a state of being male, female or neutral both phenotypically and genetically. Gender issues are important because of their nature and impact on education access, equity and equality, and empowerment of women through participation and performance.

Gender issues that have effect on quality teaching in schools all over the world includes; gender stereotyping, gender sensitivity, gap and biases, gender discrimination, gender awareness, gender blindness, gender relations and gender responsiveness, Ngaiza (1997). In distinct patterns. In most parts during the early school years boys and girls enrolment and achievement rates are almost similar, but over years disparities begin to emerge. On the average compared to boys girls achievement rates decline, their school attendance becomes more irregular and they terminate their education more prematurely compared to boys. Mboya (2006) Ethnicity characteristics are practices and

traditions of a racial group such as language, religion, behavior and culture. Unlike gender, there are differences in overall dropout rates among the ethnicity group. In U.S., Hispanic students (7.4% in 2000) drop out more than African-Americans (6.1% in 2000), and African-Americans drop out more than Whites (4.1% in 2000), Kauffman et al (2001). The differences in dropout rates among ethnicity groups are not explained by ethnicity alone but the risk factors associated with belonging to a certain ethnic group. Goldsmidt and Wang (1999) found that after including the risk factor in the model, there are no differences in the odds of dropping out for Hispanics and Asians when compared with Whites, however African-Americans in the middle schools were found to be significantly less likely to drop out than Whites. Research has shown that subgroups within the Hispanics ethnicity –Chicanos, Puerto Ricans, Cuban and other Latino groups in U.S have socio-economical & cultural differences that may be related to dropping patterns. Rumberger and Larson (1994) :Valdivieso & Nicolau (1994). According to U.S Census Bureau that the high dropout rate for Hispanic students becomes even more when one considers that in few years Hispanics will surpass African-American as the nation's largest minority group Headden (1997).

Ethnicity differences in dropout rate have been speculated to be caused by the following factors:

1. Risk factors that are linked to the ethnicity status such as cultural context of different race-ethnic groups, for example in Tanzania dropout rate is high in tribes with culture of marrying under age daughters, Ndomba (1995).
2. Migration from one place to another: In Tanzania when Masai who are pastoralists move from one place to another for searching pasture their children eventually dropout from school, Bunto (2002)
3. Different groups place different emphasis on completing high schools, for example some families don't feel their female children to complete

high school to fulfill their future roles as wives and mothers, Valdivieso & Nicolau (1994).

4. Linguistic differences among these ethnic groups and the typical middle -class teachers in many schools, Alexander .Entwistle &Thompson (1987).In Tanzania, most student from Masai, Sandawi, Barbaiki and Iraq drop school because they fail to cope with Kiswahili/English that are used as language of instruction, Qorro (2003).
5. Poverty is another reason. According to Ekstrom et al (1987), poverty background place considerable strain on both adolescents and their families that can hinder performance and lead to dropping out.

School Dropout

According to Robert G. Grooper et al (2000) school dropout is the proportion of pupil who leaves 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 J.S (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 form recognized part of family labour force.

Dropouts can be defined in many different ways. Rumber (1987) defined dropout as someone who has not graduated from or is not currently enrolled in a full time, state approved education program. This means according to the author, those people who subsequently obtain qualifications equivalent to a given school diplomas are nevertheless considered to be dropout, along with those who are still enrolled in school after the standard completion time.

Narrow definitions of dropout encompass only those who never complete their education circle, or fail to obtain equivalent qualifications. This definition

takes account of the fact that some drop outs do eventually return to schools and graduate, or obtain equivalent credentials through alternative avenues (Duncan, 1988).

Pallas (1987) cited in Duncan (1988) points out that dropout can be classified as either 'stay outs' or 'returnees'. Stay outs are those who never return to the educational system while returnees are dropouts who return to the educational system at least once. However, the simple definition of dropout chosen for the present study refers to all students from a given cohort who fail to complete a course of study within the usual time. It appears that some dropout repeat classes and other transfer to other schools but one has to look for this evidence. In this case they are a cost in terms of facilities intended to be used by them. This definition also includes students who are expelled.

School dropout rate refers 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 (2006). According to the Tanzania Educational Development Programmes between 2009-2012 report shows that ascriptive characteristics have contribute 64% of the cases of schools drop out, these include early pregnancy, poverty, bad and old practices and attitudes especially towards girls education and ecomical activities of some ethnic groups especially pastoralists and hunters who migrate from one place to another for searching green pasture.

Dropout rates have been examined from several perspectives. Event dropout rates measure the proportion of the students who drop out of school in a single year without completing a certain level of schooling .Status dropout rates measure the proportion of the entire population of a given age who have not completed a certain level of schooling and not currently enrolled .Cohort dropout rates measure dropping out among a single group or cohort of student over a given period .High school completion rates measure the proportion of entire population of a given age who have left high school and earned a high school diploma or its equivalent.

Dropout rates differ by various demographic factors, including gender, race and ethnicity, emigration status and geographical location. In United States dropout rates are higher for males than for females. Hispanics have higher dropout rates by far, followed by African Americans, non Hispanic Whites, and Asian Americans. For example in 2000, African Americans, non Hispanic Whites, and Asian Americans were 13.1%, 6.9% and 3.8%, respectively. Individuals born outside the United State have higher dropout rate than those born in United State. There are also regional differences in the United State, with the south and west having the higher dropout rates than the Northeast and Midwest. Students in urban areas are more likely to drop out of school than students in suburban. ,Kaufman et al (2001).

Internationally, there is considerable variation in dropout rate ,because different nations are in different stages of extending universal secondary education, Lewin,K,M (2003). Among developed countries the higher completion rates are generally as high or higher than in the United State, though the nature of secondary programs varies considerably. Rates in other countries lag behind those in developed countries, but secondary enrolment and graduation rates have been increasing worldwide..There are also differences in dropout rates associated with socioeconomic and demographic factors. One notable demographic difference concerns the dropout rates for males and females. Females are less likely to drop out in developed countries and in Latin America and Caribbean, but females are more likely to drop out prior to high school completion in the rest of the world.

In Tanzania gender balance in access to education is almost similar between boys and girls .Disparities between boys and girls educational participation and performance rates in Tanzania indicates distinct patterns. Dropout rate for females is higher in regions which still discriminating girls from schooling, these includes coastal regions and pastoralists regions such as Arusha, Dodoma, Mwanza nad Shinyanga, Kasavubu (2008). Unlike in developed countries there is high rates of dropout of students in suburban and rural areas

in comparison to urban areas. Financial factors include family income. Single parent family are more likely to live in poverty. Orthner & Randolph (1999) the dropout rate is increasing for the children from families on public assistance. The study by Cardoso (2006) in Fortaleza, Northern Brazil, revealed that extreme poverty is another factor lowering attendance has children who have suffered hunger at some point in their lives are less likely to attend school. Galabawa (2005) revealed that after promotion of cost sharing in education system in Tanzania, there was higher rate of school dropout. Poor socio-economic background of a student forces one to dropout of school due to inability pay fees and other school requirement.

Human capital factor include parental education. According to the human capital theory Becker 1991, as cited in orthner and Randolph, 1999) revealed that children model the skills and competencies of their parents and they base their expectation for their own success on the successes of their parents. Godia & Wayaki (1988) revealed that educated parent serve as positive model to their children, while parents who did not do well may describe school in negative terms and perhaps blame teachers for their failure in classroom as well as for their difficulties later in life. They are also unable to tell their children about how to study for examination, meet requirements, select courses or acquire the general academic know how. Consequently pupil may despair and abandon school.

Retention, academic achievement, student attendance, disciplinary problem, and language difficulties are related to dropping out. Since 1960's researchers have identified a relationship between retention and dropping out for-instance Schreiber, (1964); Kaplan and Luck, (1977). The study conducted in United States by Mann (1987) revealed that students who were held back in the same grade, or retained, at least once are 45% more likely to dropout. Students who are held back for two grades are 90% more likely to dropout. Rumberger (1995) also revealed that retention is the most powerful predictor of dropping out at the individual level.

Driscoll (1999) revealed that students' low expectation for their educational future are associated with early high dropout. Worrel (1996) found that variables related to expectations success in the future act as protective factors against dropping out. Young people's perceptions of the economic opportunities available to them also play a role in their decision to drop out or stay in school (Obe 1980, Meeker et al 1995, Kisslinger 2006). Whaley and Smyer (1998) noted that perceptions of competence in job domain and social acceptance by peers were significant predictors of self-worth. Alienation from school strengthened the association while cultural mistrust weakened the association. When controlling for cultural, the positive correlation between alienation and global self-worth was eliminated, suggesting that from African-American student's alienation from school may part of cultural alienation not shared by white students.

Masabo (1994) described that in Zanzibar when girls reach puberty, at the age of twelve to sixteen years, many of them do not continue with their education. According to Islam, which is the dominant religion in Zanzibar, girls should not be publicity exposed after puberty. Some elders in fact insist that exposed girls are not suitable for marriage. Therefore many parents in Zanzibar do not allow their daughter to continue with education after puberty.

Theoretical perspectives.

The study was based on Abraham Maslow's of hierarchy of need theory formulated (1943) which states "that human being needs are in hierarchy manner". He put these needs in form of pyramid, ascending from lowest needs to highest. He elaborated that once the first lower stage need is met, the human being shifts to the second need of satisfaction .He mentioned five respective hierarchies; starting with:

Physiological needs. This is the first stage where needs such as shelter, clothing, food and sex are given first priority and directly attached to human life to be satisfied and they basic needs for human being.

According to this theory the study Logically shows all human beings have to pass through this stage to meet the second step otherwise he/she satisfies the last stages. According to Maslow first stage which is physiologically need this implies hunger, thirsty, food and sex, these need that make people to survive as primary once. Education is the primary mover of the basic needs. This is because education is highly connected with human development which includes ways of searching basic needs. When a human being is not educated he/she cannot get the basic needs. As a result Maslow hierarchy of need is not satisfied by most of the uneducated families whereby they remain on the first stage which apparently affects academic performance of students in the sense that they cannot attend school properly, hence they drop from school.

Safety needs; once the first ones are met, the human being shifts to safety needs. This involves being apart from psychological, economical and environmental dangers to mention some. A human being is by nature, all the time needs to be sure of his safety.

This need involve part of the psychological, economical and dangerous environment. A student by nature all time needs safe and security, in school setting. i.e. conducive Teaching and Learning environment, this is needed by students to perform well in their studies also good economic conditions, this is the ability to acquire learning materials such as textbooks, library requirement ,good nutrition ,school fees and transportation. Once students do not achieve this stage, it results to bad performance and they are unable to reach another level of education. Students have been dropping from schools due to non conducive teaching and learning environment.

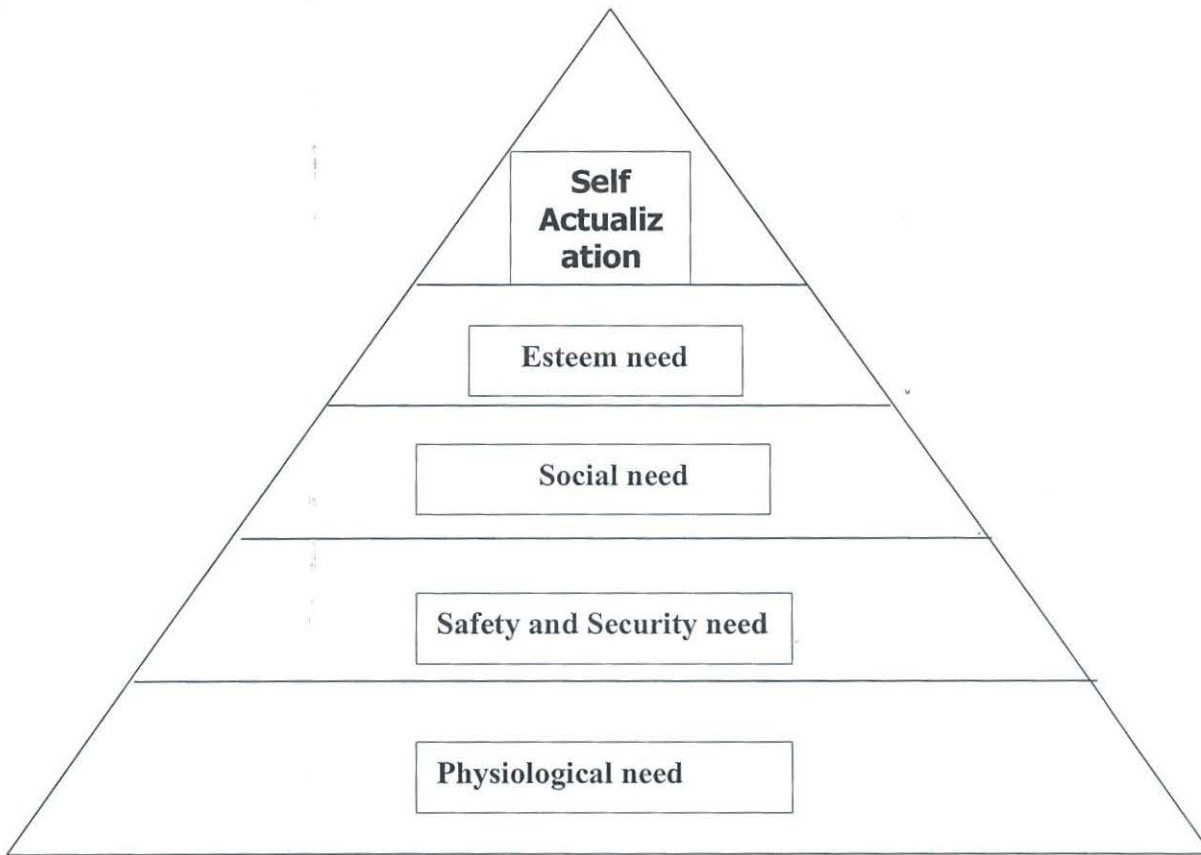
Social needs; Maslow mentions affection, belongingness, acceptance and these factors are concerned with men relations in his society. Maslow mentions affection, belongingness, acceptance and friendliness. In this stage when children feel that society care about them and their education program they can be able to make effort on their study, It is different when they feel that no one cares about them. Hence societies surrounding the students have great

influence toward student's performance and retention school administration, teachers, and non teaching staffing schools. Also can improve academic performance when school administration, teachers and teaching staff, according to Maslow's this stage is very important to be achieved by students or is the gear toward achieving another level.

Self esteem; once social needs are met, the human being needs to be recognized by others. He needs prestige, status and self confidence. This is the fourth stage of human need hierarchy of Maslows, they involves status and prestige. In a school setting once students perform well they need to be recognized by the teachers, parents and other school stakeholders by promoting, congratulating and motivating them. According to Maslow this level is most importance once the students satisfy this need, they will perform well and hence shifted to another level of education completion, Also teaching staff need to show care, affection to enable students have a conducive environment for studies that limit them from dropping out,

Self actualization; Human being in this stage need to grow and develop to fulfill his personal needs. According to Maslow's need-hierarchy model which essentially say that people have need they wish to satisfy so when students achieve self actualization as the highest stage of hierarchies of need they can manage to complete their level of education. Because they have already got what they want. So the families and society play a big role in enabling the students to accomplish their height needs target hence without help from the society, the students cannot accomplish their height level in education.

ABRAHAM MASLOW'S HIERARCHY OF NEED THEORY



Secondary sources

Related Studies

A number of studies related to ascriptive characteristics and dropout have been conducted such as the following:

Kaufman et al (2001) revealed that boys in United States dropout of school only slightly more than girls, reported that they dropped out to support families twice often as boys did (Hahn & Danzberger 1987). Denson & Schumacker (1996) in a study of the interaction of the timing of dropping out and gender in America discovered that males are at a greater risk than female for dropping out, especially during the second semester of both the ninth and tenth grades. Females reported family reasons for dropping out second to

school-related reasons, while males gave family reasons least of all (Jordan et al 1996). According to UNICEF (2003), girls are at more risk than boys.).According to Kaufman et al and Chapman(2001), the National Centre for Education Statistics (NCES)revealed that boys drop out of school only slightly more than girls, where the sexes differ in with regard to their reasons for dropping out .Girls are reported that they dropped out from school to support their families twice as often as boys did ,Hahn & Danzberger(1987).Girls were nearly twice as likely as boys to give marriage or Pregnancy as the reason for their dropping out, Ekstrom.Goertz.Pollack&Rock (1986).These researchers also found that over 25% of males drop out indicated that they chose work over school where as only 10%females did so. However Goldchmidt and Wang(1999) noted that both the middle and high school students girls were more likely to dropout than boys when risk factors were included in the model. Denson and Schmacker (1996) in a study of the interaction of the timing of dropping out and gender discovered that males are at a greater risk than females for dropping out especially during the second semester of both the ninth and tenth grades .Females reported family reasons for dropping out secondary to school related reasons. While males gave family reasons least of all ,Jordan. Lav & Mc partland (1996)

Bhalalusesa and Mboya (2003) revealed that when the families are poor, they educate boys and discriminate girls. This increases dropout rate to girls. Ndomba (1995) revealed that many girls dropped from school in Tarime district due to early marriage where by parents cherished the culture of marrying under age daughters. They do that so as to obtain wealth on cows through dowry.

Unlike gender, there are differences in overall dropout rate among ethnic groups. The study conducted by Kaufman et al (2001) on dropout rates in United states revealed that Hispania students (7.4% in 2000) dropout more than African- Americans (6.1% in 2000) and African-Americans drop out more than White (4.1% in 2000). Headden (1997) revealed that the high dropout rates for Hispanic students becomes even more serious when one considers that in a few

years, Hispanic will surpass African-Americans as the nation's largest minority group.

Berstecher (1972) conducted a study in three developing countries, Dahomey, Equatorial Guinea and Thailand and revealed that many indigenous African communities at the age of fifteen, adolescent boys and girls undergo some kind of initiation ceremonies. They give priority to these activities compared to formal education. Young girls or school-aged girls are kept in-door for quite a longtime, eventually they drop out of school.

D' costa (2002) observed that many males in Atharogram catholic region in Bangladesh particularly fathers are less educated and are dropout themselves, and many students particularly males have many friends wasting their hours with them rather than studying. Lack of parental guidance, lack of motivation towards education and lack of adequate formation programs from the local church were some of the factors influencing high rates of dropout in the region. Cardoso (2006) observed massive dropout in Brazil. Students dropout because of early parenthood and extreme poverty.

Waiyaki and Godia (1988) revealed school curriculum sometimes does not meet the needs of the local communities as a result African indigenous education become a supplement which has a negative impact on formal education, because some of the children when they acquire this education dropout. Nevertheless it appears that some communities do not value education. This suggests the ideas that parents and children do not see the importance of schooling because it devalues their culture. Dropout children are not questioned by their parents when they drop school.

The study conducted by Kimaro (1981) revealed that Muslim religion has a big negative effect on the attitude of the coastal people towards education. She observed that coastal communities tend to think that Koran education is superior to secular education, hence not bothered when their children drop from schools

Language difficulty as shown in many studies that is one among the reasons students drop out. The study conducted by Hahn and Danzberger (1987) in United State revealed that 25% of Hispanic dropouts two years behind in English language proficiency by the eighth grade. Berstecher (1972) who conducted a study in Thailand and Dahomey, accepted the problem of language as one among the factors that determine dropouts, especially when the language used in school is not the one spoken at home.

Qorro (2007) revealed difficulties in using English as a teaching language in secondary school in Tanzania. English language has a weak base in primary schools and home. Students face difficulties in learning process, and these result into poor academic performance and encourage dropping out.

The study conducted by Farmer and Payne (1992) revealed that students from families with poor relations with the school, lack of parental involvement and single-parent homes are more likely to dropout. Goldschmidt and wang (1999) also revealed that students from single parent home have parents with less time and resource to devote to their children's education.

The study conducted by D'costa (2002) in Bangladesh revealed that many males, particularly fathers are absent from their families as they work abroad. They are less educated and are dropout themselves. According to Hanushek and Lavy (1994) dropout incidence is highest in children of divorced mother, never married with husband absent in comparison with women with husband present. Millanzi (2005) also revealed that a child belonging to a single parent family is lacking parental love, and a poorer of parents affects children schooling.

Researches has revealed that for some dropout, self-concept increases after dropping out, especially if the environment outside of school provides more opportunities for status attainment than the school (House 1999). Many youth invest more of their self-esteem in peer-related activities (Hare 1985). Another area these youth may invest their esteem is job competence (Mboya 1986). As cited by House (1999), some research suggest self-perceptions may be

mediating factors between risk for dropping out and whether or not students stay in school.

The study conducted by Gordon (1995) in Zimbabwe revealed that many young people's perceptions of the economic opportunities available to them also play a role in their decision to drop out or stay in school. Dropouts often have occupational aspiration than their peers. Mboya (1986) revealed that job increase the percentage of students dropping out of school. Some students may and do have to take on a job to support themselves or their families. The job may interfere with school hours, School homework, and school activities.

The influence of peer group in school dropout has been studied by different people. Ellenbogen and Chamber (1997) revealed that student at risk of dropping out had more friends who were dropouts and fewer friends who were in school and of the same sex. Elliot and Voss (1974) revealed that youths that associate with other at risk youths have a higher probability of dropping out due to the differential association fact. The study conducted by Schwartz (1995) revealed many students are encourage to drop school when they see their friends get married and feel they are comfortable enough. Since these students learn what their friends (peer groups) are doing, they become encouraged to drop (Hanushek and Lavy 1994 Kimaro 1981).

Drugs and alcohol has been mentioned in different studies as one among the causes of school dropout. Alcohol disorders and heavy drinking lead to dropping out of school for adolescents (William and Wynder 1993). Students who do poorly in school may use alcohol and other substances to cover their feelings of depression, anxiety and inadequate and/ or to increase their social acceptability within peer groups. Schwartz (199) revealed that drug problem are very serious and have side effects to students. Students who are addicted drop out of school. They do this to either to help drug addiction or to get handle on their problem. Kandel et al (1984) revealed that alcoholism is among unacceptable behavior in a school. Since the school can not tolerate alcoholism, students with this behavior are often expelled from school.

Research on the role of pregnancy on school dropout by Ribar (1992) has shown that adolescent child bearing has no effect on dropping out of high school when underlying socio-economic factors are taken into account. The study conducted in Kenya by Meeker et al (1995) revealed that school girl pregnancy is the problem in connection with girls who drop out of school and in such cases the assumption usually is made that pregnancy preceeds and causes school leaving. Nkoma (1979) revealed that changes that occur to the bodies of young women during adolescence make them engage in early sex, which results in early pregnancies and dropping girls is not allowed to continue with school even after delivery. In Tanzania, the issue is still under hot debate whether to allow them to continue with study after delivery.

Students in non-secular schools are significantly less likely to drop out. Rumberger (1995) revealed that even after controlling for the students composition of the school, the mean dropout rate in Catholic schools is lower than in public school. The study conducted in Bangladesh by D'Costa (2002) revealed that more and effective awareness formation programs for students have decreased the dropout rate in the area. This implies that the Catholic Church plays a vital role in the education process. Many schools under religion institutions in Tanzania have good teaching and learning environment, competent and committed teachers, and essential school facilities such as instructional material, hence discouraged dropping from school (Galabawa 2005).

Schwartz (1995) revealed that if a student does not have a stable school life, is more likely to drop out of school. Stableness allows the student to feel comfortable enough to try to work at school. If they have a stable school life, it will allow them to concentrate on staying in school instead. The more stable the situation is the more comfortable the student becomes with the surrounding, the better they get along with teachers and students, and the easier it is for them to fit in and work hard at school. Bad school experiences are also a large contributor for the school dropout rate.

Borich (1988) revealed that better classroom interaction is influenced by a conducive climate which describes the atmosphere or mood in which interaction between teachers and students take place. Students drop out of school because they couldn't keep up with school work, they didn't get along with teachers, and they didn't feel safe in school (Nkoma, 1979).

School policy and practice is another category in school variable. In this category there will be the following sub parts; school climate, extracurricular activities and vocational programs. Other subparts are; school finance, and school size.

School climate is one among the factors which influence dropout rates in schools. It was revealed by Rumberger (1995) that schools have lower dropout rates when student perceive the discipline climate to be fair. It was also revealed by Bryk and Thum (1989) that students whose schools had more orderly environment had lower probabilities of dropping out. It was also revealed by Brouillette (1999) that for Innercity dropouts, their decision to leave high school had often been the result of the level of violence both in and around their former schools. Paredes (1993) concluded that a positive school climate is related to lower dropout rates.

Research has shown that the amount of involvement in extracurricular in school activities has a negative relationship with dropout rates; as discussed by Kronick and Hargis (1998). Participating in such activities provides potential dropout with motivation to come to school. Mahoney and Cairns (1997) found that the school dropout rate among at risk students was much lower for students who had previously participated in extracurricular activities when compared to those who did not participate.

However, there was only a modest relationship between extracurricular participation and dropping out among students who were higher performing in school. The study conducted by Coburn and Nelson (1989) revealed that most students who do not dropout despite risk factors in their lives are involved in at least one extracurricular activity. These activities not only give these students a

sense of belonging to the school environment, but also introduce them to student with similar circumstance providing a network of support.

Vocational programs have lower rates of school dropout compared to the rates of academic students. Friednberg (1999) summarized many studies that have shown a positive relationship between participating in Vocational/technology education and staying in school. Students who participate in these courses are more motivated because they are able to learn academic skills in amore applied setting, while learning skills that may be used to gain employment in the future, Beryman (1980) found that most dropout were taking courses from general curriculum. In addition she noted vocational students have a more positive attitude towards school, clear goals, and a general satisfaction with life.

School finance is another aspect which influence school dropout rate. Koshal, Koshal and Marino (1995) revealed an association between higher expenditures per pupil and lower dropout rates and a relationship between attendance and family structure. Loeb and Page (2000) discovered a relationship between teachers' salaries and dropout rates, and revealed that raising teachers' salaries reduces dropout rates.

Gordon (1995) in the study conducted in Zimbabwe revealed that a large majority of dropout students are those who were held back in the same class. This made those students feels as if they were not as smart as the other students, so why even bother. Bunto (2002) revealed to pass the standard four and form four National examination is one among the factor for dropping out of school in Tanzania. Kronick and Hargis (1998) revealed that school has been determined to be a good predictor of dropping out. Non-attendance in elementary schools is moderately with non-attendance in high schools and eventually dropping out.

Meeker and Ahmad (1999) in the study conducted in Kenya revealed that students who have poor attendance for reasons other than illness are also more likely to dropout. Clearly, students who miss school fall behind their peers in the

classroom. This, in turn, leads to low self-esteem and increase the likelihood that at risk students will drop out of school. The study conducted by Kandel et al (1984) revealed that students who perform poorly in schools are those exhibit unacceptable behavior such as truancy, drug abuse, alcoholism etc. Since the school cannot tolerate such kind of behavior, they are often expelled from schools.

Research has between shown that smaller school tend to have lower dropout rates than large school. Pittman and Haughwout (1987) found that high school size impacts the dropout rate. These researchers propose that large students' bodies result in a negative school climate and hinder students' abilities to relate to the school. Bryk and Thum (1989) found that smaller school size is a moderating variable that facilitates a social environment conducive to faculty and student engagement.

In addition to the impact of a students' family poverty level, the poverty of the neighborhood conditions directly affect the educational inclination of student relative to race. The neighborhoods in which students live affect boys more than girls, possibly because girls are more likely to have stricter curfews (Esminger Lamkin, and Jacobson 1996) Rural populations may place less emphasis on completing high school as needed for adulthood.

In 2000 dropout rates in America were higher in the South and West than in the Midwest and Northeast region (United States General Accounting Office 2002). When student risk factors are held constant, student attending public schools in the South or West are more likely to dropout than those students attending schools in the Northeast and Midwest (Rumberger 1983)

Knowledge Gap

Many studies about school dropout have been carried throughout the world, and particularly in Tanzania, and from these studies done in different places of the world, various causes of dropouts have been established, and ways

suggested as to how to combat the problem, but no study has been done particularly in Ruangwa district on the level of ascriptive characteristics in terms of gender and ethnicity versus dropout rate of students. Since some times causes, trend and solutions differ from one geographical location to another, it is important to study the problem in Ruangwa district so that solution suggested can be useful.

CHAPTER THREE

METHODOLOGY

This chapter presents a research design methodology. It described the techniques and methods of sampling, data collection, processing and analysis. It also highlighted limitations encountered in conducting the study.

Research Design

The design of this research is descriptive survey which adopted the descriptive correlational study because the researcher is correlating ascriptive characteristics and the students dropout rate. The study also adopted ex- post facto because it referred data on dropout from the schools. Descriptive comparative was used to describe the difference between male and female dropout rate.

Research Population

The population of the study was 430 comprising of 70 teachers and 360 students from nine selected secondary schools in Ruangwa district, Tanzania.

Sample Size

The sample for this study consisted of 45 teachers and 162 students (207 respondents) chosen from among teachers and students in nine selected secondary schools in Ruangwa district, Tanzania.

To determine the sample size the researcher was guided by the formula of sloven which is:

$$n = \frac{N}{1 + N \times (e)^2}$$

Where

n = number of sample

N = total population

e = level of significance 0.05

n = 430

$$\frac{1+430(0.05)^2}{2.07}$$

n = 430

2.07

n = 207

Table 1 Respondents of the Study

Names of schools	Total Population		Sample size	
	Teachers	Students	Teachers	Students
School A	8	40	5	18
School B	8	40	5	18
School C	8	40	5	18
School D	8	40	5	18
School E	8	40	5	18
School F	8	40	5	18
School G	8	40	5	18
School H	8	40	5	18
School I	6	40	5	18
Total	70	360	45	162
Grand Total	430		207	

Source: Primary source

Sampling procedure

Purposive sampling method was used in selecting schools to be included in this study, this was because the schools have different characteristics. The head teachers were also purposively sampled because of their positions, experience and expertise as it was thought they would give appropriate in depth information required. Some respondents were randomly selected in order to give every individual in the universe equal chance of being selected in the sample.

Research Instruments

The research tools that were utilized in this study included the following:

1. *face sheet* to gather data on the respondents' Profile (gender, age, qualifications, number of years teaching experience, marital status ,tribe,race and religion).
- 2.The research instrument had (1-14) indicators to determine the level of gender and (15-23) to determine the level of ethnicity. The response modes of the questionnaire on level of ascriptive characteristics in terms of gender and ethnicity indicated as: strongly agree (4); agree (3); disagree (2); strongly disagree (1).
- 3.The researcher collected the number of students dropped from schools between 2008-2011 from schools' registration and attendance registers

Validity and Reliability of the Instruments

Content validity was ensured by subjecting the researcher devised questionnaires on ascriptive characteristics and school dropout to judgment by the content expertise during proposal healing, suggestions from the researchers' supervisor regarding scope, relevance and consistence of the instrument were incorporated for improvement. To test validity of the instrument, the following scale adopted from Handy, (2007) was used:

$$V = RQ / TQ = (30 / 38) = 0.79, \text{ where}$$

V=Validity

RQ=Relevant Questions

TQ= Total number of Questions

The number of relevant questions divided by the total number of questions was 0.79 which is above 0.5, hence valid.

The test-retest technique were used to determine the reliability (accuracy) of the researcher devised instruments to ten qualified respondents from Ruangwa Secondary Schools. These respondents were not included in the actual study. In this test- retest technique, the questionnaires were administered twice to the same subjects to check If the instrument being measured is stable.

Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the College of Higher Degrees and research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix).
4. Reproduce more than enough questionnaires for distribution.
5. Select research assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.
- 6.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within ten days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

After the administration of the questionnaires

The data gathered was collected, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis.

A.For profile of the respondents

Frequencies and percentages were use to analyze data collected.

B. For the ascriptive characteristics

The means were applied for the ascriptive characteristics . An item analysis illustrated the strengths and weaknesses based on the indicators in terms of mean and rank. The following mean ranges were used to arrive at the mean of the individual indicators and interpretation:

Mean Range	Response Mode	Interpretation
3.26-4.00	Strong agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.00-1.75	Strong disagree	Poor

C.For rate of dropout and correlation of two variables

The analysis of Variance (ANOVA) was utilized to test the difference between means for hypothesis one (Ho #1) at 0.05 level of significance.

A correlation coefficient to test the hypothesis on correlation (Ho #2) at 0.05 level of significance using a t-test was employed and computed to determine the influence the independent variable on dependent variable.

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. Sought permission to adopt the standardized questionnaire on Students dropout through a written communication to the author.
2. The respondents 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)
5. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Present the findings in a generalized manner.

Limitation of 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 are 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. **Instrumentation:** The research instruments on Ascriptive characteristics and Dropout rate were not standardized. Therefore a validity and reliability test had been done to produce a credible measurement of the research variables.

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRITATION OF DATA

This chapter focused on the presentation, analysis and interpretation of data collected via questionnaires and observation. It presented the profile characteristics of the respondents (gender, age, marital status for teachers, level of education, religion, race, tribe and teaching experience for teachers, and ascriptive characteristics (gender and ethnicity) and dropout rate in selected secondary schools.

Profile of Respondents

This section describes the profile of respondents in terms of gender, age, marital status, level of education, race, tribe, religion and teaching experience for teachers. On the other side, Students' profile, deals with gender, age, level of education, race, tribe, religion and parent occupation. Respondent's profile was analyzed using means and percentages as shown in table 2A &2B below.

Table 2:A Profile of Respondents (Teachers)

Gender	Frequency	Percent
Male	32	71.1
Female	13	28.9
Total	45	100.00%
Age		
20 – 24	05	11.1
25 – 29	17	37.8
30 – 34	08	17.8
35 – 39	07	15.5
40 and above	08	17.8
Total	45	100.00%
Marital status		
Single	22	48.9
Married	20	44.4
Divorced	00	00
Widow	03	6.7
Total	45	100.00%
Education level		
S.6	02	4.4
Certificate	01	2.2
Bachelor degree	14	31.1
Master degree	03	6.7
Total	45	100.00%
Race		
African	42	93.4
Asian	02	4.4
European	00	00
American	01	2.2
Total	45	100.00%
Tribe		
Mwera	06	13.3
Yao	02	4.4
Makua	01	2.2
Makonde	04	9.0
Ngazija	00	00
Other	32	71.1
Total	45	100.00%
Religion		
Muslims	14	31.2
Catholics	19	42.2
Protestants	06	13.3
S.D.A	06	13.3
Total	45	100.00%
Teaching experience		
Less than one year	09	20.0
1-2 years	11	24.5
3-5 years	09	20.0
6-10 years	06	13.3
Over 10 years	10	22.2
Total	45	100.00%

Source: primary source

Table 2:B Profile of Respondents (Students)

Gender	Frequency	Percent
Male	96	59.2
Female	66	40.8
Total	162	100.00%
Age		
10 – 14	05	3.0
15 – 19	131	81.0
20 – 25	26	16.0
Total	162	100.00%
Level of education		
S.1	07	4.4
S.2	35	21.6
S.3	60	37.0
S.4	60	37.0
Total	162	100.00%
Race		
African	147	90.7
Asian	09	5.5
European	06	3.8
American	00	00
Total	162	100.00%
Tribe		
Mwera	87	53.7
Yao	23	14.0
Makua	16	9.8
Makonde	11	6.7
Ngazija	04	2.8
Other	21	13.0
Total	162	100.00%
Religion		
Muslim	79	48.8
Catholics	62	38.0
Protestants	14	8.8
S.D.A	07	4.4
Total	162	100.00%
Parents' occupation		
Civil servants	42	26.0
Businessmen	21	13.0
Pastoralists	07	4.2
Farmers/Peasants	92	56.8
Total	162	100.00%

Profile of Respondents (Teachers)

In terms of gender of teachers, the table-of analysis above (2.A) indicates that teachers dominated in this study were males, that is (32) frequency and (71.1%) . This value is higher than that of female (13) frequency and (28.9%).

In terms of age 17 (37.8%) of teachers were between 25-29 years old ,these were many compared to other ages which ranged between 11.1%-17.8%.Regarding marital status there were 22 (48.9%) teachers who were single,20 (44.4%)were married, and finally there were 03 (6.7%)teachers who were widow. Majority of the teachers being married could be because they are adults .Secondly, African culture attaches a lot of importance to marriage. A married person is respected more than an unmarried one in Africa. For the level of education of the teachers the analysis showed the data recorded in table gives the clear sense that most of them were Diploma holder teachers 25 (55.6%),followed by bachelors' holders 14 (31.1%),Masters holders' 03 (6.7%), 06 (4.4%), induction teachers with teaching license 2 (4.4%) and finally 01 (2.2%) was certificate teacher who was a matron.

There were many African teachers 42 (93.4%)as compared to Asian 02 (4.4%) and American 01(2.2%) .The various races of teachers in Ruangwa district secondary schools could be attributed to the fact that the policy of the government of Tanzania is to increase the number of teachers in rural areas.This is achieved sometimes by hiring expatriates. In term of teachers' tribes many of them were not from indigenous tribes that is 32 (71.1%).This may not bring motivation to the students. In terms of religion 19 (42.2%)were Catholics, 14 (31.2%) were Muslims, and finally each of protestants and SDA believers had 09 (13.3%) respectively. Regarding the number of years of teaching experience all categories had between 6-11 teachers with (13.3%-24.5%).

Profile of Respondents Students

In terms of gender of students, the table, (2.B) indicates that students dominated in this study were males that is 96 (59.2%) as compared to female students 66 (40.8%).

In terms of age, most students (81%) were between 15-19 years, that means they were mature enough to fill the questionnaire, only few 05 (03%) had 10-14 years old. This shows that like in many secondary schools of Africa, secondary schools are dominated by adolescents. Regarding the level of education of the students the analysis showed the data recorded in the table gives the clear sense that most of them were S.3 and S.4, 120 (74%), this means that they have stayed enough in school and experienced a lot on dropout issues.

There were many African Students 147 (90.7%) as compared to Asian 09 (5.5%) and European 06 (3.8%). In term of students' tribes many of them were from indigenous tribes dominated by Yao 87 (53.7%), followed by Makua, 23 (14.0%). Other were 21 (13.0%). In terms of religion 79 (48.8%) were Muslims, 62 (38.3%) were Catholics, and finally each of protestants and SDA believers had 14 (8.8%) and 07 (4.4%) respectively. Regarding parents' occupation, most students had parents who were farmers/peasants 92 (56.8%), followed by parents who were civil servants 42 (26.0%), businessmen, 21 (13.0%), and finally pastoralists, 07 (4.2%). This means that there were few students from parents who were pastoralists.

The second objective was, to determine the level of ascriptive characteristics of the respondents in terms of;

(a) gender

(b) ethnicity

In this study, the level of ascriptive characteristics in terms of gender and ethnicity were measured using 23 qualitative questions, 1-14 (gender), 13-23 (ethnicity), in which respondents were required to indicate the extent to which they agree or disagree with each statement by indicating the number that best

describe their perceptions. All the 23 items were likert scaled using four points ranging between 1= Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree. Their responses were analyzed and described using Means as summarized in table 3A &3B below

Table 3:A Level of ascriptive characteristics in term of gender

Indicators	Mean	Std deviation	Interpretation	Rank
Girls are at more risk than boys for dropping out of school.	3.6	0.489	Very satisfaction	1
Female dropouts had higher educational aspirations as compared to male dropouts.	3.48	0.582	Very satisfaction	2
Generally, the school experience of female dropouts tend to be more positive than that of male dropouts.	3.42	0.77	Very satisfaction	3
Girls are over worked at home than boys	3.35	0.820	Very satisfaction	4
Female dropouts were more engaged in school than were male dropouts.	3.22	0.69	Satisfactory	5
As compared to girls, boys drop out due to discipline cases.	3.20	0.832	Satisfaction	6
Male students with single-parent families drop out from school more frequently as compared to female students of the same status.	3.20	0.68	Satisfaction	7
When families are poor they educate boys, and discriminate girls.	2.97	0.93	Satisfaction	8
Female dropouts had less/no close friends with reputations for causing trouble in school.	2.95	0.94	Satisfaction	9
Female dropouts had less problem behavior as compared to male dropouts.	2.84	0.728	Satisfaction	10
Male dropouts had close friends who engaged negative behavior	2.57	1.10	Satisfaction	11
Boys dropout to support their families	2.26	0.80	Fair	12
As compared to male students, female students performance and participation in education increase with age.	1.87	0.77	Fair	13
Average mean index	3.0	0.78	Satisfactory	

Source: Primary source.

Table 3A analyzed from teachers and students the level of ascriptive characteristics in terms of gender. For instance the findings portrayed four major factors with the highest level of ascriptive characteristics in terms of gender, that is girls are at more risk than boys for dropping out from school

(mean=3.6);female dropouts had higher education aspirations as compared to male dropouts (mean= 3.48);generally, the school experience of female dropouts tend to be more positive than that of male dropouts (mean=3.42); and girls are overworked at home (mean=3.35), all these are equivalent to Strongly Agree on the likert scale.

However, on the other hand ,the results show low level of ascriptive characteristics in terms of gender for indicators; male students dropout from school to support their families ,and as compared to male students, female students' performance and participation in education increase with age as seen in the above table with means (2.26 and 1.87 respectively) which are equivalent to strongly disagree on the likert scale.

Table 3:B Level of ascriptive characteristics in terms of ethnicity.

Indicators	Mean	Std deviation	Interpretation	Rank
In tribes with culture of marrying under age daughters many girls dropout of school due to early marriage.	3.28	0.8	Very satisfactory	1
When young girls/boys are kept in- door for a long time for initiation ceremonies they eventually dropout from school.	3.13	0.9	Satisfactory	2
Bad practices and traditional attitudes towards girls education lead to dropout of students.	3.11	0.84	Satisfactory	3
Students from pastoralist tribes drop from school more frequently as compared to farmers' children.	3.08	0.81	Satisfactory	4
Different ethnic groups place different emphasis on completing formal education to their children.	2.68	0.09	Satisfactory	5
Poverty backgrounds place strains on students which hinders performance and lead to dropping out.	2.55	0.8	Satisfactory	6
African related students dropout from school more frequently as compared to Asian and European related students	2.51	0.91	Satisfactory	7
Some student dropout of school because formal education does not meet their needs as compared to traditional teachings	2.13	0.83	Fair	8
Linguistic differences among the ethnic groups and language of instruction contribute in students dropping from school.	2.08	0.81	Fair	9
Initiation ceremonies encourage sexual intercourse which may lead to pregnancy and then dropout.	1.8	0.68	Fair	10
Average mean index	2.63	0.84	Satisfactory	

Source: Primary source

Table 3B analyzed from teachers and students the level of ascriptive characteristics in terms of ethnicity. For instance the findings portrayed one major factor with the highest level of ascriptive characteristics in terms ethnicity, that is, in tribes with culture of marrying under age daughters many girls dropout due to early marriage, (mean=3.28), this is equivalent to Strongly Agree on the likert scale.

The results above are similar to the finding of the study conducted by Berstecher (1972) in three developing countries Dahomny, Equatorial Guinea and Thailand that initiation ceremonies leads to student dropout. Also Ndomba

(1995) revealed that many girls dropped in Tarime District due to early marriage and with that of Joseph M. Ngaroga (1996) who found that students drop from schools as a result of early pregnancy, forced marriage and failure of parents to meet education costs because of their occupation.

However, on the other hand ,the results show low level of ascriptive characteristics in terms of ethnicity for indicators; some students drop out from school because formal education does not meet their needs as compared to traditional teachings; linguistic differences among the ethnic groups and language of instruction contribute in students dropping from school; and ,initiation ceremonies encourage sexual intercourse which may lead to pregnancy and then dropout, as seen in the above table with means (2.13,2.08 and 1.8 respectively) which are equivalent to strongly disagree on the likert scale.

The third objective was to establish the rate of students dropout from secondary schools in Ruangwa district.

Table 4:0 Ruangwa District DropoutRate.

School years	Total No of student	Total No of dropout	Dropout rate
2008	2019	311	15.4
2009	2272	279	12.3
2010	2517	240	9.5
2011	2650	188	7.1

School years	Number of male student	Male dropout	Male rate of dropout	Number of female students	Female dropout	Fem. Drop Out Rate
2008	1220	179	14.6	799	132	16.5
2009	1370	166	12.1	902	113	12.5
2010	1562	141	9.0	955	99	10.3
2011	1593	124	7.8	1057	64	6.0

The dropout rate was traced from the documentary reviews. The documents involved were the school admission and attendance registers as well as Ruangwa District education statistics booklets in which the records of enrolment and dropout were kept. The process involved four intakes (2008, 2009, 2010 and 2011). The intakes referred to the aggregates of individual students who joined a school were identified as member who shared the same class in a particular year. The table indicates the findings regarding the trend of rate of dropout by years and gender in four intakes as traced from schools' admission and attendance registers. The data from the table shows that dropout rate of girls was generally higher (11.3) compared to boys dropout rate (10.8.).the average dropout rate was(11.06) and the dropout rate trend to decrease with years for both girls and boys students

The fourth objective of this study was to establish whether there is significant difference in dropout rate between male and female students. . The above objective was set to establish whether there is significant difference in dropout rate between male and female students, for which it was hypothesized that there is no significant difference between male and female students dropout rate. To achieve this a t-test was used.

Table:5: t-value

	Years	Means	Std deviations	Std error
Male students	4	10.8	2.66	1.33
Female students	4	11.8	3.79	1.89
Index average	4	11.06	3.22	1.61

Source: Primary source

Ho-Male and female students dropout rates are the same, $\mu_1 = \mu_2$

Ha- Male and female students dropout rates are not the same, $\mu_1 \neq \mu_2$

The calculated value for $t=0.19$, looking up the spread sheet of the software t-test we find critical value of $t=0.45$ which is large than the calculated value, we therefore reject null hypothesis and accept the alternative hypothesis that there is significant difference between male and female rate of dropout.

The reasons for these differences can be drawn from the respondents questionnaires of both teachers and dropouts. For example the option "when families are poor they educate boys and discriminate girls" had (mean = 2.970) which is satisfactory. This is similar to study by Bhalalusesa and Mboya (2003) which revealed that when families are poor, they educate boys and discriminate girls.

The reasons for these differences can be drawn from the respondents questionnaires of both levels of gender and ethnicity. For example the option "when families are poor they educate boys and discriminate girls" had (mean = 2.97) which is satisfactory and the respondents agreed as a reason for students dropout. This is similar to study by Bhalalusesa and Mboya (2003) which revealed that when families are poor, they educate boys and discriminate girls.

Another reason is the traditional customs and norms of Ruangwa District indigenous like practicing initiation ceremonies and early marriage/ pregnancy. In option "In tribes with culture of marrying under age daughters many girls dropout due to early marriage" (mean = 3.28) which is very satisfactory and the

respondents strongly agreed as being a reason for girls dropout. This is similar to study by Ndomba (1995) who revealed that many girls dropped from schools in Tarime District due to early marriage where parents cherished the culture of marrying under age daughters. They do that so as obtain wealth on cows through dowry the case that is similar to Ruangwa District.

The fifth objective of this study was to determine if there is a significant relationship between Ascriptive characteristics(gender & ethnicity) and the dropout rate of students in selected secondary schools in Ruangwa District Tanzania. The above objective was set to establish the relationship between ascriptive characteristics in terms of gender and ethnicity and students dropout rate, for which it was hypothesized that there is no significant relation between ascriptive characteristics (gender & ethnicity) and students dropout rate. In order to test this hypothesis, the Pearson correlation was used with 0.05 level of significance.

The results generated are in table 5 below;

Table:6:0 Pearson's correlation (n = 207).

Variable correlation	Sample	R-Value	Signi value	Interpretation	Decision HO
Ascriptive characteristics	207	0.972	0.000	Positive correlation	Reject
Dropout rate	11.06				

Source: Primary data.

Using Pearson correlation it was observed that the ascriptive characteristics are positively related to the level of dropout rate (corr.coeff.0.972, P = 0.000). The r- value in Table – indicates a positive correlation between two variable (r=0.972) the significance value indicates that the two variable (the ascriptive characteristics and dropout rate) in selected secondary schools are significantly correlated (the sign.is less than 0.05, which is the maximum sig. value for us to

state existence of a significant relationship. Basing on these results, the stated research hypothesis is rejected, the alternative is accepted leading to a conclusion that the level of ascriptive characteristics in terms of gender and ethnicity and dropout rates sig = 0.000 are significantly correlated at 0.05 level of significance that interprets positive correlation and null hypothesis was rejected.

From these results it is worth to state that dropout rate of students in Ruangwa District, Tanzania is influenced by ascriptive characteristics (gender and ethnicity).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the findings, conclusions and recommendations based on the study objectives and hypothesis. It goes ahead to suggest areas for further research.

FINDINGS.

Based to the findings in the above analysis, the study reached five objectives such as ; to determine the profile of teachers and students in term of gender ,Age ,religion, tribe, race, level of education and teaching experience for teachers ;to determine the level of ascriptive characteristics in terms of; (a) gender (b) ethnicity; to establish the rate of students dropout; to establish whether there is significant difference in dropout rate between males and females students and to determine the significance of the relationship between ascriptive characteristics (gender& ethnicity),and students dropout rate.

Regarding the first objective which was to determine the profile of teachers and students, the findings were as follows;

In terms of gender of teachers, the study was dominated by male teachers, that is (32) frequency and (71.1%).In terms of age 17(37.8%) of teachers were between 25-29 years old ,these were many compared to other ages which ranged between 11.1%-17.8%.Teachers had enough qualification and experience for the study. In terms of gender of students, male students dominated in this study, that is 96(59.2%) as compared to female students 66(40.8%).In terms of age most students were between 15-19 years, 131(81%) that means they were mature enough to fill the questionnaire, and most of them were S.3 and S.4,120(74%),this means that they have stayed enough in school and experienced a lot on dropout issues. All in all, the well balanced respondents with gender sensitivity, well mature, experienced and well qualified, it is

expected that the completion rate of high school for both gender and all ethnic groups will be improved in Ruangw district,Tanzania

With respect to the second objective the study found that the levels of ascriptive characteristics in terms of gender and ethnicity were high with average mean index of (3.0 and 2.63) respectively, as shown in tables 3A & 3B.

The study also sought to establish the rate of students' dropout.). The findings of the study showed that the average Ruangwa district dropout rate was (11.06),that is the dropout rates for male and female students were (10.8 and 11.3),respectively, as shown in table 4.

The study further sought to establish whether there is significant difference in dropout rate between males and females students. The findings of the study using t-test as shown in table 5.0 revealed that there is a significant difference in dropout rate between male and female students in Ruangwa district, Tanzania.

Regarding the analysis of the relationship between the study variables, the findings from the Pearson linear correlation coefficient (PLCC) from the responses of both teachers and students and data on students dropout from schools it was revealed that there is significant relationship between ascriptive characteristics in terms of gender ethnicity, and students dropout rate, in Ruangwa district, Tanzania . The study showed a positive and significant relationship between asriptive characteristics in terms of gender and ethnicity and students dropout rate, at ($r=0.972$ sig.=0.000) and ($r= 0.972$, sig. = 0.000) respectively, and sign value $0.000<0.05$ and the research was 95% confident that the results were true (100% -5%).

CONCLUSIONS

Based on findings of the study the following conclusions were drawn:

1. There is significant difference between male and female students' dropout rate.
2. There is significant relationship between the level of ascriptive characteristics in terms of gender and ethnicity and dropout rate of students in secondary schools Ruangwa district ,Tanzania. This opposes and rejects the already stated null hypothesis.
3. The level of ascriptive characteristics in terms of gender and ethnicity are high (mean=2.8) and largely contributed on students dropping out from secondary schools in Ruangwa district,Tanzania.
4. The level of ascriptive characteristics in terms of gender and ethnicity affect students' dropout rate. However there are reasons for student dropout from schools other than ascriptive characteristics in terms of gender and ethnicity which includes students academic characteristics, Psychological factors, community and social condition and condition within the school setting.

RECOMMENDATIONS

From the study findings, the researcher recommends the following.

The need for boarding public education; The majority of girls in secondary school study in day schools have to perform a range of activities commitment and responsibilities at home which impinge their learning. For them study is only one of the many demands that they have to balance in their daily lives. There is a need for more boarding public education so that people appreciate how important it is not to neglect the potential of half of the population.

The need for improvement of socio- economical status of citizen; The majority of citizen in Ruangwa District live below poverty line and so cannot manage to get human basic needs, therefore the government should find ways of improving the socio-economical status of its citizens through providing, free education, good services on the social services like water, education, health and transportation. The Government also has to put subsidize in agricultural needs such as insecticides, pesticides and fertilizers.

Lastly guidance and counseling services has to be provided to both students and parents on the importance of education.

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APPENDIX I



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road - Kansanga
P. O. Box 20000, Kampala, Uganda
Tel: +256- 414- 266813 / +256- 772 322563
Fax: +256- 414- 501974
E- mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

**OFFICE OF THE COORDINATOR FOR EDUCATION
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Dear Sir/Madam,

January 30, 2012

**RE: REQUEST FOR JOSEPH KAPERRE MED/43782/101/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Education in Educational Management and Administration.

He is currently conducting a field research of which the title " **Ascriptive Characteristics and Students Dropout Rate in Selected Secondary Schools Ruangwa District, Tanzania.**"

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.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Kyqlaba Sarah

Coordinator Education, CHDR

APPENDIX II

RUANGWA DISTRICT COUNCIL

Simu: 0732 933212

Fax: 0732 933259



DISTRICT'S EXECUTIVE DIRECTOR,

P. O. BOX 51,

RUANGWA.

REF. NO. RDC/E.1/92/45

March 7, 2012

Mr. Joseph Kapere
Kampala International University
Kampala
UGANDA.

RE: RESEARCH AUTHORIZATION

Your letter Ref. MED/43782/101/DF dated January 30, 2012 refers.

Following your application for authority to carry out research on 'Astrictive characteristics and students drop out rate in selected secondary schools Ruangwa District, Tanzania' I am pleased to inform you that you have been authorized to carry out the research in our secondary schools and access to necessary data in our office that can be used in your project only.

Yours truly,


I. J. MWALONGO
DISTRICT EXECUTIVE DIRECTOR
RUANGWA.

RECEIVED
RUANGWA DISTRICT COUNCIL
7 MARCH 2012

APPENDIX III A

REASERCH INSTRUMENT QUESTIONNAIRES

FACE SHEET: PROFILE OF THE TEACHERS

Gender (please tick)

- ☐ (1) male
☐ (2) female

Age (please tick)

- ☐ 20 – 24years
☐ 25 – 29 years
☐ 30 – 34years
☐ 35 – 39 years
☐ 40 and above

Marital status (please tick)

- ☐ Single
☐ married
☐ divorced
☐ Widow

Education level (please tick)

- ☐ S.6
☐ certificate
☐ diploma
☐ bachelor degree
☐ master degree
☐ other qualification

Race (please tick)

- ☐ African
☐ Asian
☐ European
☐ American

Tribe (please tick)

- ☐ Mwera
☐ Yao
☐ Makua
☐ Makonde
☐ Ngazija
☐ Other

Religion (please tick)

- ☐ Muslim
☐ Catholic
☐ Protestant
☐ S.D.A

Teaching experience (please tick)

- ☐ Less than one year
☐ 1 – 2years
☐ 3 – 5 years
☐ 6_10 years
☐ Over 10 years.

FACE SHEET: PROFILE OF THE STUDENTS

Gender (please tick)

☐ (1) male

☐ (2) female

Age (please tick)

☐ 10 – 14 years

☐ 15 – 19 years

☐ 20 – 25 years

Education level (please tick)

☐ S.1

☐ S. 2

☐ S.3

☐ S.4

Race (please tick)

☐ African

☐ Asian

☐ European

☐ American

Tribe (please tick)

☐ Mwera

☐ Yao

☐ Makua

☐ Makonde

☐ Ngazija

☐ Other

Religion (please tick)

☐ Muslim

☐ Catholic

☐ Protestant

☐ S.D.A

Parents occupation (please tick)

☐ Civil servants

☐ Businessmen

☐ Pastoralists

☐ Farmers/Peasants

APPENDIX III B

QUESTIONNAIRE TO DETERMINE LEVEL OF ASCRIPTIVE CHARACTERISTICS IN TERMS OF GENDER AND ETHNICITY .

Direction 1. (please write your rating on the space before each option which corresponds to your best choice) Kindly use the scoring system below:

Response mode	Rating	Description
Strong agree	(4)	very satisfactory
Agree	(3)	satisfactory
Disagree	(2)	fair
Strong disagree	(1)	poor

-
- _____1. As compared to girls, boys dropout due to discipline cases.
 - _____2. Girls are overworked at home than boys.
 - _____3. Boys dropout of school to support their families.
 - _____4. Girls are at more risk than boys for dropping out.
 - _____5. When families are poor they educate boys and discriminate girls.
 - _____6. Female dropouts had higher education aspirations as compared to male dropouts.
 - _____7. Female dropouts had less problem behavior as compared to male dropouts.
 - _____8. Female dropouts were more engaged in school than were male dropouts.
 - _____9. Male dropouts had close friends who engaged negative behavior.
 - _____10. Female dropouts had less/no close friends with reputations for causing trouble in school.

- _____11. Generally, the school experience of female dropouts tend to be more positive than that of male dropouts.
- _____12. Male students with single-parent families drop out from school more frequently as compared to female students of the same status.
- _____13. As compared to male students, female students performance and participation in education increase with age.
- _____14. In tribe with culture of marrying under age daughters many girls dropout due to early marriage.
- _____15. When young girls/boys are kept in door for a long time for initiation ceremonies they eventually dropout of school.
- _____16. Some students drop out of school because formal education does not meet their needs as compared to traditional teachings.
- _____17. Different ethnic groups place different emphasis on completing formal education to their children.
- _____18. Linguistic differences among the ethnic groups and language of instruction contribute in students dropping from school.
- _____19. Students from pastoralist tribes drop out from school more frequently as compared to farmers' children.
- _____20. Poverty backgrounds place strains on students which hinder performance and lead to dropping out.
- _____21. African related students, drop school more frequently as compared Asian and European related students.
- _____22. Initiation ceremonies encourage sexual intercourse which may lead to pregnancy and then dropout.
- _____23. Bad practices and traditional attitudes towards girls education lead to dropout of students.

APPENDIX IV

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/Madam,

Greetings,

I am a candidate for Masters of Educational Management and Administration at Kampala International University, am conducting a study for my thesis on "Ascriptive characteristics and student dropout rate in selected schools in Ruangwa district, in Tanzania". As I pursue to complete this academic requirement, I humbly request you to assist me by being part of this study.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be used only for academic purposes and shall be kept with utmost confidentiality.

May I retrieve the questionnaires two weeks after you receive the? I thank you very much in advance.

Yours truly

.....

Kapere Joseph

APPENDIX V

INFORMED CONSENT

I am giving my consent to be part of the research study for Mr. Kapere Joseph, which will focus on gender and ethnicity and how they impact on the dropout of students in selected secondary schools in Ruangwa district, in Tanzania.

I have been assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for them.

Initials: _____

Date: _____

APPENDIX VI

RESEARCHER'S CURRICULUM VITAE

Name:	Kapere Joseph
Permanent Address:	Ruangwa District Council
Postal Address:	P.O.Box 51 Ruangwa.
Cell Phone No:	+255784820996
Date of Birth:	19 th March 1972
Nationality:	Tanzanian
Marital Status:	Married
Sex:	Male
Religion:	Christianity
Languages:	English and Kiswahili (Good Command in Written and Spoken)
Hobbies:	Music, Reading Newspapers and Sports

CAREER OBJECTIVES

I seek a position to work in an organization which is committed to excellence in academics and teaching development and where there is need to enhance professionalism in performance of duties.

Key Competences

- Highly motivated with excellent verbal and written communication skills.
- Able to carry out ethical work being a result driven person
- Able to carry out qualitative research
- Intellectually curious and ready to share ideas as well as contribute in a team environment
- Able to respond to student's needs irrespective of status.
- Able to work with minimum supervision and yet a good team player.

Personal Philosophy: I am propelled by the fact and knowledge that; hard work, plus determination, minus laziness leads to success.

PROFESSIONAL BACKGROUND

Year	Institution
1998 – 2002	University of Dar-es-Salaam Bachelor of Science with Education.

Other Specialized Knowledge and Skills Acquired

- Psychological and Philosophical Skills
- Listening, Guidance and Counselling Skills
- Communication Skills
- Team work Spirit
- Innovative Skills
- Management Skills

EDUCATION BACKGROUND

1990 – 1992	Mafinga seminary S.S (A-level)
1985 – 1989	Kaengesa seminary S.S (O-Level)
1977-1984	Mleche P.S (PLE)

WORK EXPERIENCE

2009 to date	Working with Ruangwa District Council as District Education Officer
2006 - 2009	Worked as a School Inspector
2003 – 2006	Deputy Head teacher of Ndanda High School
2002 – 2003	Class Teacher Mtwara Sisters S.S

I Kapere Joseph, do declare that, the above information to the best of my knowledge is true.

Signed:

Kapere Joseph

Date:

22 May, 2012