*Original Article*

# Assessment on the Parents' Socio-Economic Factors and the Dropout of Girls Students in Government Secondary Schools in Arusha District Council, Tanzania

*Rider Ems[1]\* & Dr. Christine Mnjokava, PhD[2]*

[1]\* Oljoro Secondary School, P.O Box 15046 – Arusha, Tanzania.
[2] St. Augustine University of Tanzania (SAUT), Arusha, P.O. Box 12385 - Arusha, Tanzania.
\* Author for Correspondence Email: riderems112@gmail.com.

**ABSTRACT**

The study purposed to assess parents' socio-economic factors and the dropout of girl students in public secondary schools in Arusha District council, Tanzania. The objectives of the study were to; examine the parent's economic factors for girl students' dropout in public secondary schools and establish the copying strategies for girl students' dropout in public secondary schools in Arusha District council. The study employed descriptive survey design and mixed methods approach to gather data. The sample size was 8 Heads of schools, 38form four class teachers and 240 form four students in public secondary schools in Arusha District. Questionnaires and interview guide were used for data collection. The research experts evaluated the instruments to determine content validity. Reliability of the questionnaires was determined in pilot study and Cronbach Alpha coefficient was found to correlate at r = 0.75. Quantitative data was analysed using descriptive statistics in the SPSS version 20 and results were presented in tables of frequencies and percentages. Qualitative data was analysed thematically alongside research questions. The study findings revealed that parents' income, child labour and schooling costs are the principal economic reason for students' dropout. The intervening measures for students' dropout include: parents to consider giving students minimal domestic chores to reduce workload at home and create more time for individual studies, there is a need for parents to establish economic activities, construction of more schools to reduce distance to school, school feeding programmes should be established, and teachers should attend to individual student's needs

## INTRODUCTION

According to World Bank (2018) in recent years, substantial evidence has increasingly demonstrated the benefits of socio-economic returns of pre-primary, primary, lower- and upper-secondary education on both individuals and societies. Positive outcomes include: economic returns for individuals, families and society, better health outcomes for individuals and their families, including their children, greater gender equality, greater social cohesion, and safer communities (UNESCO, 2017).

When delivered well, education cures a host of societal ills. For individuals, it promotes employment, earnings, health, and poverty reduction. For societies, it spurs innovation, strengthens institutions, and fosters social cohesion (Adam, et al., 2016). But these benefits depend largely on learning. Schooling without learning is a wasted opportunity. More than that, it is a great injustice: the children whom society is failing most are the ones who mostly need a good education to succeed in life (World Bank, 2018).

The new global education goal covers an ambitious range of targets, including the pledge to ensure that all girls complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. Similarly, it eliminates gender disparities in education and ensures equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations by 2030 (UNESCO, 2015). Globally, there has been a minimal progress in reducing the rate at which children drop out of school before reaching the highest grade of primary education (Amadi, 2013). For instance, about 137 million children began primary school in 2011, but about 34 million of them drop out of school before reaching the highest grade of primary education (UNESCO, 2015). Ill-health, malnutrition, and poverty have been some of the reasons to school dropouts among students. Regions like South and West Asia are said to have similar problems. It was revealed that Pakistan has the same problem particularly in the primary education system (UNESCO, 2010).

A study by Khan (2011) in Pakistan indicated that about 50% dropout rates for both girls and boys, while a study in Philippine revealed different reasons to school dropouts including loss of personal interest in school, a high cost which comes with obtaining education and looking for employment (Al-Hroub, 2014). Likewise, Sub-Saharan Africa is no exception, a number of scholarly studies have shown worrisome reports wherein 2007 to 2012 the number of girls dropped out of school had increased from 12 to 15 million in Sub-Saharan countries. Previous studies have

identified rural population to be the most affected by the school dropout problem. A study conducted in Kenya by Muganda and Omondi (2010) indicated that students in rural areas particularly girls easily drop out of school compared to those in urban areas because of undesirable cultural forces prevailing in their families and communities.

The situation is quite similar in Tanzania, according to Basic Education Statistic in Tanzania report (BEST, 2016), in the year 2013 a total of 771,719 students joined secondary school but it was only a total of 531,491 students who were able to reach Form Four in 2016. This indicates that about 240,228 had dropped out of school in a span of three years. A study by Kalinga (2013) on the causes of school dropouts in secondary school in Tanzania pointed out several reasons to school dropouts including; lack of awareness on education matters, high poverty in families, cultural aspects such as early marriages, divorce, polygamy, lack of family planning and negative attitudes towards education especially for girls and parents' deaths.

Further research on the similar subject by Rwechungura (2014) added that, the various reasons for students' drop out from school include; lack of financial support, loss of parents, parents being sick, poor performance, pregnancy, early marriage, and rape. In 2016, Tanzanian government re-programmed the free education program from primary to secondary schools. The program aimed at increasing enrolment from primary to secondary level as well as reducing school dropout problem in the country (Ouma et al., 2017). The government of Tanzania is working very hard to retain all learners at all levels to complete their studies. This is evidenced by provision of bursaries, school feeding programs, classrooms building in various areas and free basic education for all in basic education, including secondary education. Despite all these efforts, the high rate of girl's dropout has been a major threat where in 2010, 65,000 students equal to 4.2% of total enrolment dropped out from school (URT. 2011). Therefore, this study intends to examine the relationship between parents' socio-economic factors and girls' dropout in government secondary schools, and the measures to be adopted in order to minimize or to reduce girl students' dropout from secondary schools education in Arusha District Council.

## LITERATURE REVIEW

The review focuses on the theoretical literature and empirical literature with regard to the study objects.

### Social Capital Theory

This is based on Coleman`s Social Capital theory in an attempt to clarify factors that may contribute to dropout among girls in secondary schools. The concept of Social Capital theory draws attention to the effects and consequences of human sociability and connectedness and their relations to the individual and social structure. It is defined as a way of understanding the effects of social environment, the social connections, and social relations in the field of education (Kalinga, 2013). Social Capital is clear by its functions and it has aspects of social structure and they facilitate certain actions of individuals who are within the structure (Barton, 2005). However, Coleman`s explorations were to highlight the possibility that different institutions and social structures were better suited to the cultivation of reciprocity, trust, and individual action than others. As argued by Coleman, Social Capital is productive like other forms of capital and it makes possible the achievement of certain ends which in its absence could not be achieved.

### *Application of the Theory*

It is a complement to Human Capital and it stress on the idea that people who do better are somehow better connected, are able, are more intelligent, more attractive, more articulate, and more skilled. It is certainly argued that, certain people are connected to others, trusting others, obligated to support others, and dependent on exchange to others. It is inherently in the structure of relations between actors and among actors. Generally, within the setting of education, dropout is a result of numerous relationship and interactions among key education stakeholders which includes parent-child interactions, parent-school interactions, child-school interactions, and parent-parent interactions (Kalinga, 2013).

### Parents Economic Related Factors for Students' School Dropout

Research by Gouda and Sekher (2014), on the factors leading to school dropouts in India: an

analysis of national family health survey-3 found that only 75 percent of the children in the age group 6 to 16 years were attending school. About 14 percent of the children never attended the school and 11 percent dropped out of school for various reasons. The major reasons cited by the households for the dropout include schooling cost was too much, children were required for household work and also for work outside to contribute to family income.

Also, a study by Adam et al. (2016) on the major factors that influence basic school dropout in rural Ghana reveals that the main factor out of the factors influencing basic school dropout in the study district is poverty. It was revealed that in many districts in Ghana the dominant part of the general population are labourer agriculturists who still rely upon simple strategies for creation, bringing about low yield. Consequently, household income is very low and poverty is widespread. With this background, it was not surprising that many respondents identified poverty as the main cause of basic school dropouts (Al-Hroub, 2014). About 32.3% of the dropouts' contacted claimed poverty was the main reason why they abandoned school. Again, from the study, child labour was cited as a major factor influencing school dropout. It is reported that some students leave school to engage in farming activities so as to get quick money.

According to Son (2012), in his study on how sex tourism has become an important economic source in the coastal region of Kenya, it was found that in coastal region young boys and girls leave school to either get married and or offer sexual services to white tourists who visit the area so as to escape poverty. Gouda and Sekher (2014) added that most of the time this happens with the knowledge of parents and relatives who at time coerce the child into prostitution and to some extent it is widely accepted and considered as a sign of success. Sexual engagement with tourists by students according to the study was attributed to the desire by students to live better lives away from the poor state of economy in their homes and to escape long laborious schooling process.

Also, a study by Ouma et al. (2017) on the analysis of the socio-economic factors that contribute to children school dropout in artisanal small-scale gold

mining communities in Tanzania, indicated that students from single parent family of only a mother were the most affected by the problem of school dropouts. The study noted that lack of enough income in many of the households headed by women, to alternatively use children as one of their assets in helping to sustain livelihoods of the household thus resulting in drop out from school. A study Blazer and Hernandez (2018) further revealed that a number of students find themselves in the misty of providing for a family at the young age as a result of being forced to work for family income to cover different family obligations.

**Copying Strategies for girl Students' School Dropout**

Ouma et al. (2017) in their study on the analysis of the socio-economic factors that contribute to children school dropout in artisanal small-scale gold mining communities of Tanzania, pointed out that Tanzanian government should consider putting in place community empowerment programs. The programmes should include cooperatives and involve all other stakeholders to invest in tailor made 'hands on' education programs for such disadvantaged communities to improve their personal skills so as to benefit both in mining and other entrepreneurial endeavours hence reduce the school girls' dropout problem. Despite the government's attempt to eradicate school dropouts through the Free Education Policy, there is a robust need for the government to amend the policy and include other packages such as uniforms and stationery (Rwechungura, 2014). In addition, Amadi, (2013) observed that the School Feeding Programme should be rolled out to schools so that poor pupils can benefit and therefore help to reduce school drop outs. Development practitioners and Tanzanian government should introduce different approaches when designing development programs because different regions may have different unique features hence the same problem may need different approach.

A study by Blazer and Hernandez (2018), on girl student dropout: risk factors, impact of prevention programs and effective strategies, suggests that a combination of targeted and school-wide dropout prevention initiatives such as personalizing the teaching and learning environment, making

instruction relevant, and encouraging girl student engagement should be provided to all students, while intensive interventions should be provided to a subset of students who have been identified as being at high risk of dropping out. Another study by Fall and Roberts (2012) also suggests that students should be provided with enhanced academic support. Since academic failure and frustration have been found to increase the risk of dropout, the study recommends that schools should implement targeted interventions that provide at-risk students with opportunities for academic assistance and recovery. Academic enhancement may be conducted after school, before school, on Saturdays, during the summer, and or during advisory periods, lunch periods, or study periods built into the daily schedule. Enhancement can take the form of individual or small group support in targeted subject areas such as reading, writing, or mathematics, credit recovery, teaching of test-taking, study skills, and homework support (Rwechungura, 2014).

Gibbons et al. (2017), in their study *'successful transition to secondary school in Tanzania: What are the Barriers?'* suggested peer mentoring programmes. In these, an older pupil voluntarily gives their time to mentor one newly starting in the school. Positive results have been reported in the USA and UK. Boertienand Härkönen (2018) confirmed that cross-age peer mentoring has had a positive effect in reading and mathematics on the learning of both the mentee and the mentor, provided that the age gap between the two is at least two years. Subject-specific mentoring has been shown to function as a useful buffer to the more general challenges faced by those in transition to secondary school. The positive impact of cross-age peer mentoring has been reported to be more pronounced among students from lower socio-economic backgrounds and among girls. Peer mentoring focused on academic outcomes has also been shown to indicate improved social and self-concept outcomes (UNESCO, 2015).

Furthermore, a study by Maijo (2018) on impact of school feeding programme on learners' academic performance in Mlunduzi ward, Tanzania indicated that, the public schools with feeding programmes have shown increase in academic performance compared to schools with no school feeding programme. Further, the study observed that providing food to learners during school time had contributed to learner's attention and academic performance. The supplied food in schools had increased school attendance and reduced dropout among the community schools.

## RESEARCH METHODOLOGY

This study employed a descriptive survey design which helped the researcher to describe the independent variables such as family income, family size, cost of education and child labour as the factors for school dropout among students in public secondary schools (Creswell, 2014). The study also adopted a mixed method research approach to obtain and analyse both qualitative and quantitative variables that relate to the social-economic factors for school dropout among the students in public secondary schools in Arusha District. Simple random technique was employed to select eight (8) public secondary schools in Arusha District Council. Simple random and stratified sampling techniques were employed to select 240 form four girl students. Also, the study employed simple random and stratified sampling techniques to select 38form four class teachers. The study employed purposive sampling technique to select 8 heads of schools. The total sample for this study was 286respondents. The study employed questionnaires to collect qualitative and quantitative data from both form four students and class teachers while interview guide was used to collect data from Heads of schools in public secondary schools in Arusha District Council. To ensure the validity of instruments of this study, the instruments were developed under the close guidance of the research experts who evaluated, corrected, and approved them for satisfactory validity of content, prediction, concurrence, construct, and face value.

Furthermore, the research instruments were administered in the two pilot schools to test for their validity. To check for reliability, the researcher used a test re-test technique by administering the research instruments in the two pilot schools. Data obtained from questionnaire for both form four class teachers and students were entered in the Statistical Package for Social Sciences (SPSS) computer software version 20. The results were found to correlate at Cronbach Coefficient Alpha (α) value of r = 0.75 implying that the instrument was reliable for the

study (Jonathan, 2015). The results were presented in the tables of frequencies, percentages, and charts. On the other hand, qualitative data from interview guide for Heads of schools were thematically coded into themes for easy narration. By using thematic analysis technique, 86 major concepts or themes were identified with reference to the research questions and objectives which had been formulated.

## RESEARCH FINDINGS AND DISCUSSIONS

The findings were discussed with regard to research objectives.

### Parents Economic Factors for girl Students' Dropout in Public Secondary Schools

The first objective of this study was to examine the parents' economic related factors for girl students' dropout in public secondary schools in Arusha district council. *Table 1* below summarizes the findings:

**Table 1: Parent's Economic Related Factors for Girl Students' Dropout in Public Secondary Schools (n=278)**

| Statement | Students | Teachers | Total |
| --- | --- | --- | --- |
| Parents' income | 224(94%) | 32(93%) | 256(94%) |
| Child labour | 236(95%) | 33(92%) | 259(93%) |
| **Schooling cost** | **235(98%)** | **33(92%)** | **268(95%)** |

The findings show that 94% of students agreed that parents' income is a major cause of dropout of girls in government secondary school in Arusha district council. The item was also supported by 93% of teachers who expressed similar views that parents' income is a major economic cause of dropout among secondary school students. This indicates that a total of 256(94%) of the respondents, both teachers and students were in support of the view because if the parent's income is low, it is so difficult to provide their children with the adequate facilities such as uniforms, transport costs, stationeries, and food required for schooling. These facilities are so expensive that parents with low income may fail to afford, hence creating a big chance for their girl students to drop out of school. This finding was supported by Adam et al. (2016) whose study revealed that in many districts in Ghana the dominant part of the general population are labourer agriculturists who still rely upon simple strategies for creation that bringing about low yield. Consequently, household income is very low and poverty is widespread and therefore, many respondents identified poverty as the main cause of basic school dropouts.

On the other hand, 95% of students agreed that child labour is another reason why girl students drop out

of secondary schools, a factor which was supported by 92% of teachers. Son (2012), in the study on how sex tourism has become an important economic source in the coastal region of Kenya, revealed that in the coastal region, in order to escape poverty, young boys and girls leave school either to get married and or offer sexual services to white tourists who visit the area. Moreover, with the sub-item schooling cost, majority (98%) students agreed that it is a major economic factor which alters dropout among students in secondary schools. On the other hand, 92% of teachers held the view that schooling costs particularly, the cost of transport, food, and learning materials drive students out of secondary school. In this regard, UNESCO (2010) reported that due to high cost of secondary education, many parents discourage their children from going to school so as to avoid the schooling costs.

### Copying Strategies for Girl Students' Dropout in Public Secondary Schools

The other objective of this study was to establish the copying strategies for girl students' dropout in public secondary schools in Arusha district council. *Figure 1* below summarizes the findings:

**Figure 1: Copying Strategies for Girl Students' Dropout in Public Secondary Schools**
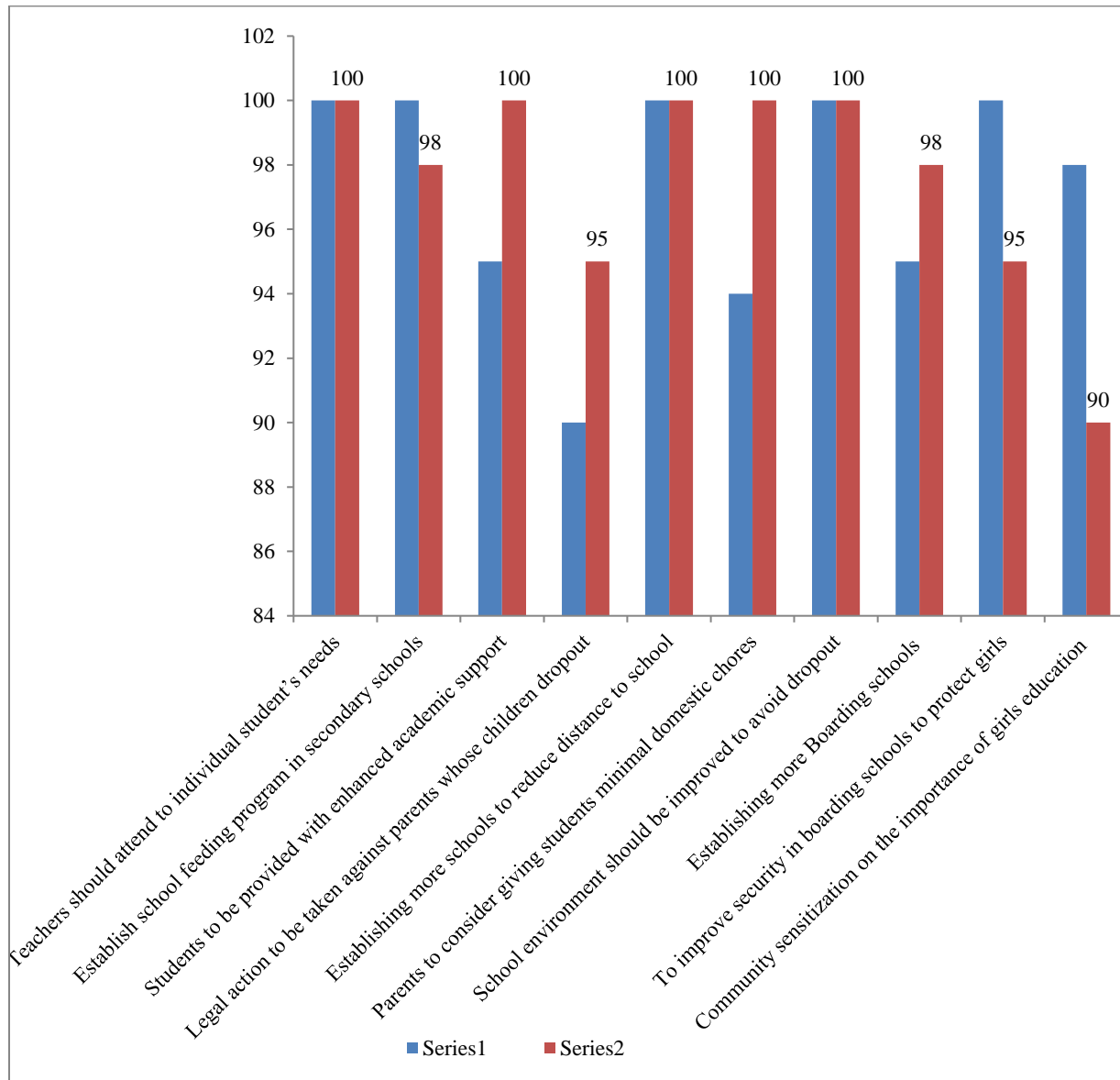


*Series 1-teachers, Series 2- students*

The findings show that all (100%) teachers (series 1) and students (series 2) agreed with the opinion that students vary with respect to their gender, age, background and learning capacity and therefore it is important for teachers to attend to individual student's needs and encourage student's engagement in learning. A study by Blazer and Hernandez (2018), suggests that a combination of targeted and school-wide dropout prevention initiatives such as personalizing the teaching and learning environment, making instruction relevant, and encouraging student engagement should be provided to all students, while intensive interventions should be provided to a subset of students who have been identified as being at high risk of dropping out. This will help learners to feel that they are recognized and they are being treated with care, and therefore, school is the right place for them.

Also, 100% of teachers and students asserted that it is important to initiate feeding program since it is difficult to learn with empty stomach. Therefore, it is important to establish school feeding program in

secondary schools for students' retention, or otherwise the dropout rates will be higher. This is supported by Maijo (2018), in the study conducted on the impact of school feeding program on learners' academic performance in Mlunduzi ward, Tanzania. A related study by Kainuwaet al. (2013) realized that the school feeding program in developing countries was connected with increased school enrolment, regular attendance, lower dropout rates, and higher success rates on national examinations.

Findings from the qualitative data during the interview session with heads of schools indicate that absence of feeding programs in many public secondary schools in Arusha District Council plays a vital role in accelerating the dropout rates among girl students. Therefore, it is important for all education stakeholders including parents, the community, philanthropists, and the government to join efforts to ensure that food are provided in schools. For instance, a responded reported that:

> *Many students leave school before completion because of unsatisfactory school services, for instance, it is a lunch break now but you can see some of students are in the queue for food but others are sitting under the shades of trees because their parents have not paid food contribution for them. There is a need to improve school services like food, sports, and games, if it is to control girl dropout rate in this school* (Personal interview, 6th August, 2021).

The respondent in this theme communicated that in order to control the dropout rates among girl students in secondary school in Arusha district council, there is a need to improve school services like food, sports, and games. In many public secondary schools in Arusha district council food service is sponsored by parents and guardians. Due to the Free Basic Education Policy of 2016 no single parent should be forced to pay any kind of contribution for their children's education (URT, 2016). Therefore, with regard to this background, parents have the option of whether to pay for their children meal or not. That is, one may find other students are in the food queue during lunch because their parents have contributed and others are not in the queue because their parents have not paid for the programme. In addition, due to high population

density in Arusha district council, many schools lack grounds and spaces for sports and games, hence de-motivating those students who have passion in sports and games. As a copying strategy, Son (2012) advanced the argument that the government and other education sector stakeholders have the responsibility to make reforms of educational policies which will help to further improve school services.

The findings further reveal that in order to control the dropout rates among secondary school students, the poor performing students should be provided with enhanced academic support like remedial programs, reading skills, skills in self-preparation for exams and other relevant learning skills which help to boost their academic performance, the view was supported by 95% of teachers (series 1) and 100% of students (series 2).

The qualitative data revealed that many teachers were still relying on old teaching technologies which in reality do not capture students' interests and needs according to today's' technological advancement. On this, a responded remarked that:

> *To us teachers, we should take note that with the advancements in science and technology, teaching and learning has been simplified, and our students need to benefit from these advancements; therefore, teachers should embrace the use of modern technological methods of teaching which do not make students feel* bored (Personal interview, 7th June, 2021).

Basing on these findings, the researcher was convinced that using technology in teaching and learning processes attracts students to like school and hence reduces chances of dropout among them. Kainuwa et al. (2013) added that educators can use technology as a tool to strengthen learning and keep students' attention. Student-cantered learning allows teachers to take a more facilitative role in the learning process.

World Bank (2018) pointed out that technology allows teachers to invite students to personalized learning like never before, but there is a paradigm shift for most teachers thinking about instruction differently. Teachers should think about ways they can incorporate both the technology students

already use and the technology that could get them excited in lesson about future careers.

During the interview session with heads of schools, a respondent had this to say:

> *... The government should establish good policy which gives opportunity for pregnant students to come back to School after delivering* (Personal interview, 7th June, 2021).

A study by Ouma et al. (2017), yielded contrary results which revealed that regardless of the enthusiasm of a concerned student to re-join school after delivery, some parents and community members have expressed their reservation. Kainuwaet al. (2013) reported that less importance is attached to education by families and society, limiting girls from going back to school after an early pregnancy. In addition, unending discussions, and lack of official clarity on the readmission procedure further complicates the efficacy of the readmission of young girls into schools. This gives an interpretation that when a learner gets pregnant, marks the end of their dreams of acquiring secondary school education. This being the case, Makewa and John (2013) pointed out that parents and guardians should be educated in order to gain knowledge and guidance on how to teach their daughters on reproductive issues and the importance of girls' education. This will lower the problem of adolescent pregnancies. On the other side, majority (90%) of respondents suggested that legal actions should be taken to parents whose children drop out from school without any convincing reasons. The finding is in consonance with report by UNESCO (2017) that emphasized enforcement of laws that protect girls. To address the problem of long distance from home to school which in most cases puts students at a risk of early pregnancy and drug abuse, all (100%) respondents; teachers and students observed that more secondary schools should be established in order to reduce distance from and to school. Moreover, (94%) both students and teachers accepted the thought that parents should consider to give students minimal domestic chores to reduce workload at home and create more time for individual studies.

In addition, 100% of teachers (series 1) and 100% of students (series 2) were convinced that poor school environment with insufficient teaching and learning facilities may discourage learners from staying at school leading into high dropout rates, and to address this problem, there is a need to improve school environment. On the other hand, to increase boarding schools seems to be a very important aspect to protect students from the risk of unfriendly school environment. These risks as mentioned by Maijo (2018) include early pregnancy, rape, drug abuse, road accidents, and even early marriages. This was supported by 98% of teachers (series 1) and 95% of students (series 2). Also, (100%) teachers and (95%) students suggested the need to improve security in boarding schools to protect girls while (98%) teachers and (90%) students suggested Community sensitization on the importance of girls' education and all (100%) respondents recommended strict law enforcement against those who violet girls' rights.

During the interview session with heads of schools, a respondent suggested that:

> *Alternative methods to corporal punishment should be embraced in order to prevent dropout among secondary school students. Similarly, large families should embrace effectiveness in provision of school facilities to their children. There should be deliberate efforts to educate parents and the community in general on the use of family planning methods so as to control birth rates.*

Once again, the finding on strict law enforcement is in agreement with UNESCO (2017) while Kainuwa et al. (2013) supported alternative methods to corporal punishment in the 21st century.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

The study concluded that the parent's socio-economic factors play a significant role on dropout rate among the public secondary school students in Arusha District council. It was revealed that child labour, parents' income, and schooling costs are the principal economic reason for girl students' dropout. Moreover, it was established that the best intervening measures for students' dropout in public secondary schools in Arusha District council include: parents to consider giving students minimal domestic chores to reduce workload at home and

create more time for individual studies, there is a need to establish more schools to reduce distance to school, school feeding programmes should be established, and teachers should attend to individual student's needs.

## Recommendations

Based on the research findings, the following recommendations were made:

- The government should make sure that effective legal actions are taken to men who violet and impregnate girl student.

- There should be deliberate efforts to educate parents and the community in general on the use of family planning methods so as to control birth rates.

- Community should be sensitized on the importance of educating girls and discarding outdated cultural beliefs that impedes on the education of girls.

## REFERENCES

Adam, S., Adom, D., & Bediako, A. B. (2016). The Major Factors That Influence Basic School Dropout in Rural Ghana: The Case of Asunafo South District in the Brong Ahafo Region of Ghana. *Journal of Education and Practice*, *7*(28), 1-8.

Amadi, D. E. C. (2013). Cultural Factors on the Girl-Child Education in Secondary Schools in Ihiala Local Government Area of Anambra State, Nigeria. *Journal of Curriculum Studies*, *4*(7), 22-24.

Al-Hroub, A. (2014). Perspectives of school dropouts' dilemma in Palestinian refugee camps in Lebanon: An ethnographic study. *International Journal of Educational Development*, 35,53-66.

Basic Education Statistics in Tanzania (BEST). (2016). *National Data 2016*. Dar- es- Salaam.

Blazer, C., & Gonzalez. H. V. (2018). Student Dropout: Risk Factors, Impact of Prevention Programs, and Effective Strategies. Research Brief. Volume 1708. *Research Services, Miami-Dade County Public Schools*.

Boertien, D., &Härkönen, J. (2018). Why does women's education stabilize marriages? The role of marital attraction and barriers to divorce. *Demographic research*, *38*, 1241-1276.

Creswell, J.W. (2014). *Research Design Qualitative, Quantitative, and mixed methods approach* (4th Edition). Thousand Oaks, CA.

Gibbons, A. J., Galloway, D., Mollel, A., Mgoma, S., Pima, M., &Deogratias, E. (2018). Successful transition to secondary school in Tanzania: What are the barriers? *Journal of International Development*, *30*(7), 1142-1165.

Gouda, S., &Sekher, T. V. (2014). Factors leading to school dropouts in India: An analysis of national family health survey-3 data. *IOSR Journal of Research & Method in Education*, *4*(6), 75-83.

Fall, A. M., & Roberts, G. (2012). High school dropouts: Interactions between social context, self-perceptions, school engagement, and student dropout. *Journal of adolescence*, *35*(4), 787-798.

Jonathan, J. (2015). *Measurement validity and reliability.* Slideshare. Net. http://www.etc.org/research/Pic .

Kalinga, T. S. (2013). *Causes of the Dropout in Secondary School in Tanzania: The Case Study of Mbeya, Dar es Salaam and Kilimanjaro Regions* (Doctoral dissertation, The Open University of Tanzania). http://repository.out.ac.tz/id/eprint/794

Kainuwa, A., Binti, N., & Yusuf, M. (2013). Students' perspective on female dropouts in Nigeria. *International Journal of Academic Research in Education and Review*

Khan, G. A., Azhar, M., & Shah, S.A. (2011). Causes of Primary School Dropout among Rural Girls in Pakistan. Islamabad. *The Sustainable Development Policy Institute*

Maijo, N. S. (2018). Impact of School Feeding Programs on learners' Academic Performance in

Mlunduzi Ward, Tanzania. *International Journal of Educational Studies*, 5(02), 111-114

Makewa P.& John, P. (2013). Effective Schools as a Dropout Prevention Strategy. *NAASP Bulletin 134/613.*

Muganda, P., & Omondi, D. (2010). Factors influencing Girls' Dropout in Rural Kenya: Panguea Publication. *Nairobi Kenya*.

Ouma, D. H., Ting, Z., & Pesha, J. C. (2017). Analysis of the Socio-economic Factors that Contribute to Children School Dropout in Artisanal Small-Scale Gold Mining Communities of Tanzania. *Journal of Education and Practice,* 8(14), 1-8.

Rwechungura, J. K. (2014). *An exploratory study of the factors contributing to school dropout among girls in Temeke district of Dar es Salaam, Tanzania* (Master's thesis, University of Cape Town).

Son, C. (2012). *How did sex tourism become an important economic source in the Coastal region of Kenya* Wageningen: Wageningen University?

UNESCO. (2010). *EFA Global Monitoring Report: Education for All 2000-2015: Achievements and Challenges*. Paris: UNESCO Publishing.

UNESCO. (2015). *Education For All 2000-2015: Achievements and challenges.* Paris: UNESCO Publishing.

UNESCO. (2015). *School Dropout: Patterns, Causes, Changes and policies*. Dakar, Senegal: UNESCO Publishing.

UNESCO. (2017). *Improving Education Participation. Policy and Practice Pointers for Enrolling All Children and Adolescents in School and Preventing Dropout.* UNICEF Series on Education Participation and Dropout Prevention. Geneva: UNESCO Publishing.

World Bank. (2018). *Principles and Strategies for Education: A World Bank review.* Washington D.C. World Bank.