PREVENTIVE STRATEGIES AGAINST STUDENT DROPOUT IN SECONDARY SCHOOL IN NACHINGWEA DISTRICT- TANZANIA

Douglas Kinyagu

Abstract

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Keywords:	Student dropout, Preventive strategy, and Secondary school education.

Aim: The general purpose of this study is to examine perception and experience of school staff concerning formal and informal preventive strategies undertaken to reduce student dropout problem in secondary school in Nachingwea District – Tanzania.

Theory: In order to understand the formal and informal preventive strategies undertaken by school staff against student dropout problem at secondary school in Nachingwea District -Tanzania, the current study is adopted Tinto's model of institutional departure (1993) as a theoretical perspective throughout the current study.

Method: This study is designed to use the qualitative research approach with semi structured interviews as a major channel for data collection. The purposive sampling technique is used to select seven study participants for interviews. The open-ended response is coded and analysed thematically in terms of patterns, frequencies, similarities, and differences before presented for justification of the arguments.

Results: The findings of the study revealed the experience of school staff concerning formal and informal preventive strategies undertaken to reduce student dropout problem such as conducting school meeting, administering character assessment, collaboration with ward education officer and ward police officer, creating guidance and counseling groups in school, and preparing extra curriculum activities like social clubs, sports and games. Also, there are some other strategies revealed in current study which are suitable to persist student in school such as collaboration with Non- Government organization like FEMINA and use of special diary to maintain daily student attendance.

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List of abbreviation

SMT   School management team

SEDP   Secondary education development plan

ETP   Education training policy

NECTA   National examination council of Tanzania.

MOEST   Ministry of education science and technology.

PMO- RALG   Prime Minister's office regional administration and local Government.

WEO   Ward education officer

DEO   District education officer

WPO   Ward police officer

HESLB   Higher education student loan board

CHAPTER ONE

1.1 INTRODUCTION

This research study examined the experience and perception of school staff concerning formal and informal preventive strategies implemented at secondary school in Nachingwea District, Tanzania. Conceptually, dropout can be defined as a person or student who left the educational institution, has not graduated and is not currently enrolled in a regular school anywhere (Gordon, 1996). Many factors account for dropout phenomenon is linked to economic, cultural practices in families and societies, vulnerability to violence and education settings (Grant & Hallman, 2006). Also, the concept of student dropout varies depending on education system of a given country, their differences are shared understanding of some of the principle concept (Lamb &Markussen 2011). In Tanzania for instance, to be a graduate, student should be completed the cycle of study of which she/he has been registered whether at primary education level, secondary education level or College/University level.

1.2 TANZANIAN EDUCATIONAL SYSTEM

In responding to my research study that focused on Tanzanian education particularly formal and informal preventive measures against student dropout problem in secondary school, let us briefly observe the educational system in Tanzania. The Tanzanian educational system operates in 2-7-4-2-3 system. This means that, child uses 2 years in pre-primary education or nursery school level after having 3-5 years of age. The child continues with primary school education for 7 years, followed by 4 years of ordinary secondary school level, and thereafter 2 years of secondary school advanced level. In every stage of education level, student is required to pass National examination administered by National examination council in order to move on the next level.

When entered in advanced secondary level, student is obliged to have passes of division I, II or III in order to qualify and be admitted to the College or University for 3 to 5 years. National examination council of Tanzania categorized academic passes of secondary school education into division. Means that, highest score is division one then two, three, four and division zero is lowest or failed grade.

Likewise, Ministry of education set names to be used in representing class levels. In primary school the class level is called standard (i.e. standard one, standard two, standard three…. etc.) and in secondary school the class is called form (i.e. Form one, form two, form three…. etc.).

Chart 1: **Educational system in Tanzania**
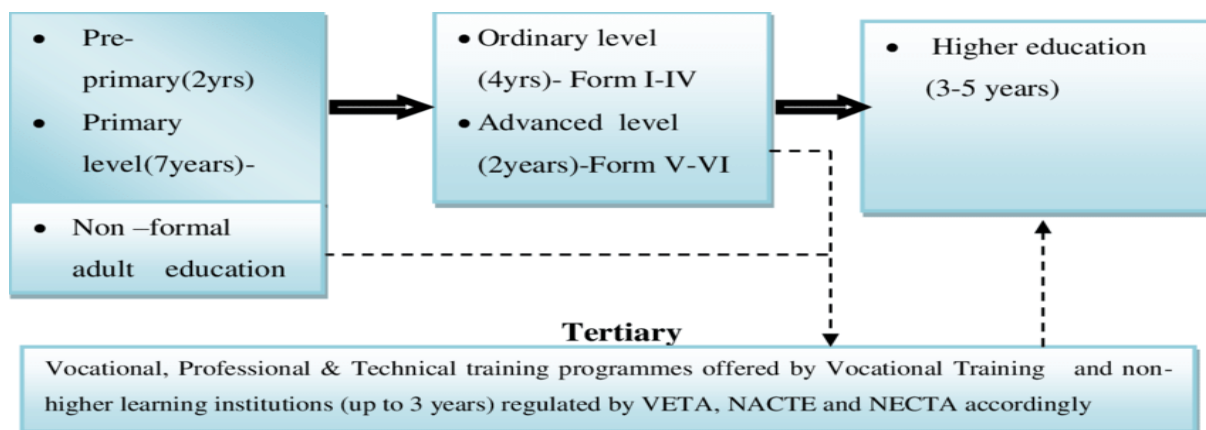
Source: https://www.researchgate.net/figure/The-education-system-in-Tanzania-Formal-and-non-formal-paths_fig1_287200487

Concerning teaching subjects, for example in primary school, English language is taught as a language subject only, but mathematics, science and other subjects are taught in swahili language. Thus, the medium of instruction in all primary schools is also swahili language. In secondary schools all subjects are grouped into subject specialization such as science subjects, arts subjects, commercial subjects, and agriculture subjects and are taught in English language.
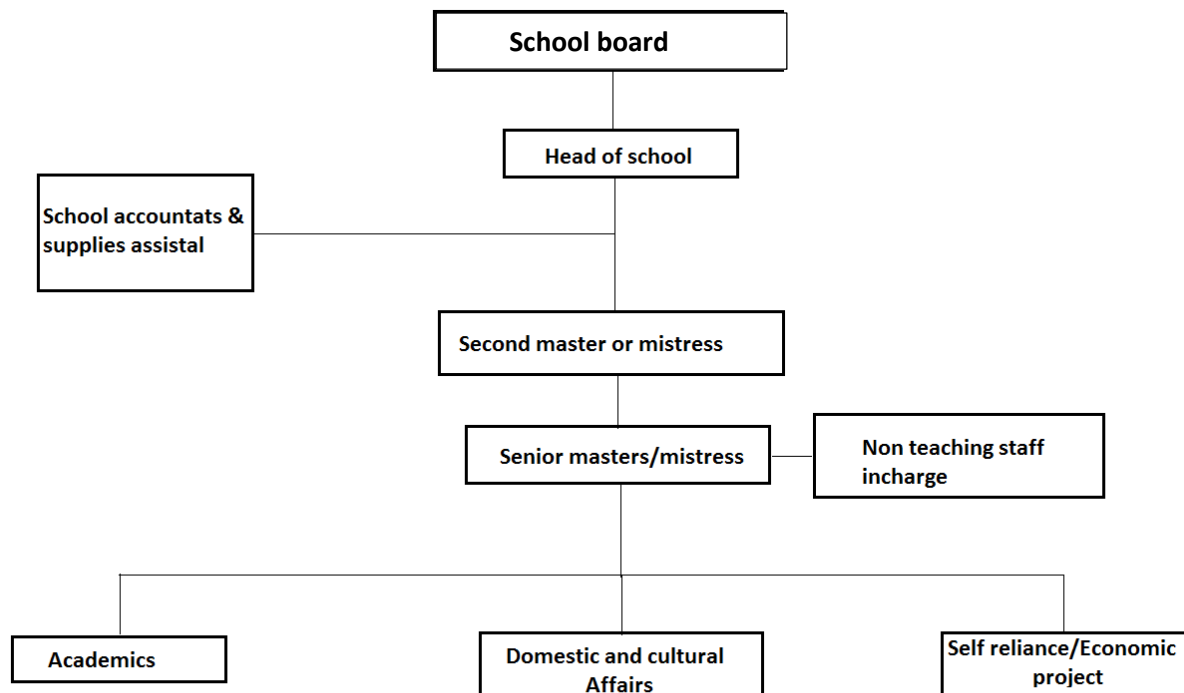
The secondary school level is divided into two levels; which are ordinary level- starting from Form one up to Form four, and advanced level, is Form five and Form six. Usually, at this level the medium of instruction is English language as well.

The Government of Tanzania covers tuition fees and living expenses in terms of loan through Higher Education Student Loan Board (HESLB) to the students who applied for the University studies if he/she passed the National examination of secondary school advanced level with division I and II (especially science students and those who plan to take education courses). Universities programmes are taking normally 3 or 5 years depending of the nature of the programme/course.

On other hand, students who failed Form 4 or Form 6 National examination may go onto Tertiary colleges or advanced vocational training schools. In addition, Ministry of education is responsible for providing policy and financial support for Teacher professional development. Universities and Teachers education colleges are responsible for providing training, conducting policy-oriented research and providing relevant literature and materials support to teachers in schools. Usually, school management ought to provide daily support to the teachers through professional advice, supervision, monitoring, and evaluation of the teaching and learning activities (Komba &Nkumbi, 2008).

1.3 SECONDARY SCHOOL MANAGEMENT STRUCTURE

Secondary school in Tanzania operates under Ministry of education regulation Act. of 1964 approved by the National Parliament of Tanzania and Head of school guidebook (HOSGB) which came to support leadership and managerial capability in both heads of primary and secondary schools. In educational management system in secondary schools of Tanzania, the panel of school management team (SMT) including School board, head of school, second master/mistress, head of academic department, head of discipline department and head of guidance and counselling department (Domestic and cultural affairs). In school structure also there are following school staffs but not titled as school managers such as heads of subject department, class teachers and subject teacher

Chart 2:   Secondary school management structure

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                        ┌─────────────────┐
                        │   School board  │
                        └────────┬────────┘
                                 │
                        ┌────────┴────────┐
                        │  Head of school │
                        └────────┬────────┘
                                 │
    ┌──────────────────┐         │
    │ School accountats │────────┤
    │ & supplies assistal│        │
    └──────────────────┘         │
                        ┌────────┴────────────┐
                        │ Second master or     │
                        │ mistress             │
                        └────────┬────────────┘
                                 │
                    ┌────────────┴──────────┐      ┌──────────────────┐
                    │ Senior masters/mistress│──────│ Non teaching staff│
                    └────────────┬──────────┘      │ incharge          │
                                 │                 └──────────────────┘
         ┌───────────────────────┼───────────────────────────┐
    ┌─────────┐          ┌──────────────────┐        ┌──────────────────┐
    │Academics│          │Domestic and cultural│     │Self reliance/Economic│
    └─────────┘          │Affairs            │       │project           │
                         └──────────────────┘        └──────────────────┘
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Source: http://196.41.32.93/academics/organisation-structure.html

The school setting and learning facilities stands to support student-teacher interactions and allow engagement in training, understand the subject matters, grasp and learn together. Hence, school management team is charged with the accountability to provide student safety for students, develop students' mental agility, inculcate good morals and values throughout of the course of study (Mphale, 2014) as well as ensuring no possible risk of student to dropout before completion.

1.4 BACKGROUND TO THE STUDY

Education is viewed as a powerful tool for the development of any society (Thomas, 2015). As educational practitioner serving in the educational environment for almost thirteen years in the Government institutions, I engaged to understand why student dropout problem in Tanzania Government secondary schools is still terrible and controversial agenda in many educational forums?

However, the Tanzania Government in turn adopted several strategic plans within education system intentionally to reduce student dropout problem in collaboration with Ministry of education experts and other International institutions. Among the initiatives taken by the Government of Tanzania were Education sector development programme (ESDP) in 1998 followed by Secondary education development plan (SEDP I&II) operated from 2004 to 2009, and establishment of Guidance and counselling program in both primary and secondary school level. Many research studies which is related to my topic revealed that dropping out of school system was mainly influenced by personal issues, family situation, school and the society (Hansen & Toso, 2007). Concerning Nachingwea District in Tanzania, the place where my research study is situated to examine the perceptions and experiences of school staff at secondary

school on student dropout problem, this school shows improvement on struggle against student dropout problem compared to other 19 secondary schools found in the same District. Not only in struggling against student dropout but academically took 9th position out of 26 secondary schools in National examination results of the year 2019.

The main purpose of the current research study is to bridge the knowledge gap after realized that, there is no research study conducted in Nachingwea District to examine experience of school staff at secondary school concerning preventive strategies. Some researches explored the causes of student dropout phenomenon generally in Tanzania and not specifically in Nachingwea District.

MAP 1: Nachingwea District.
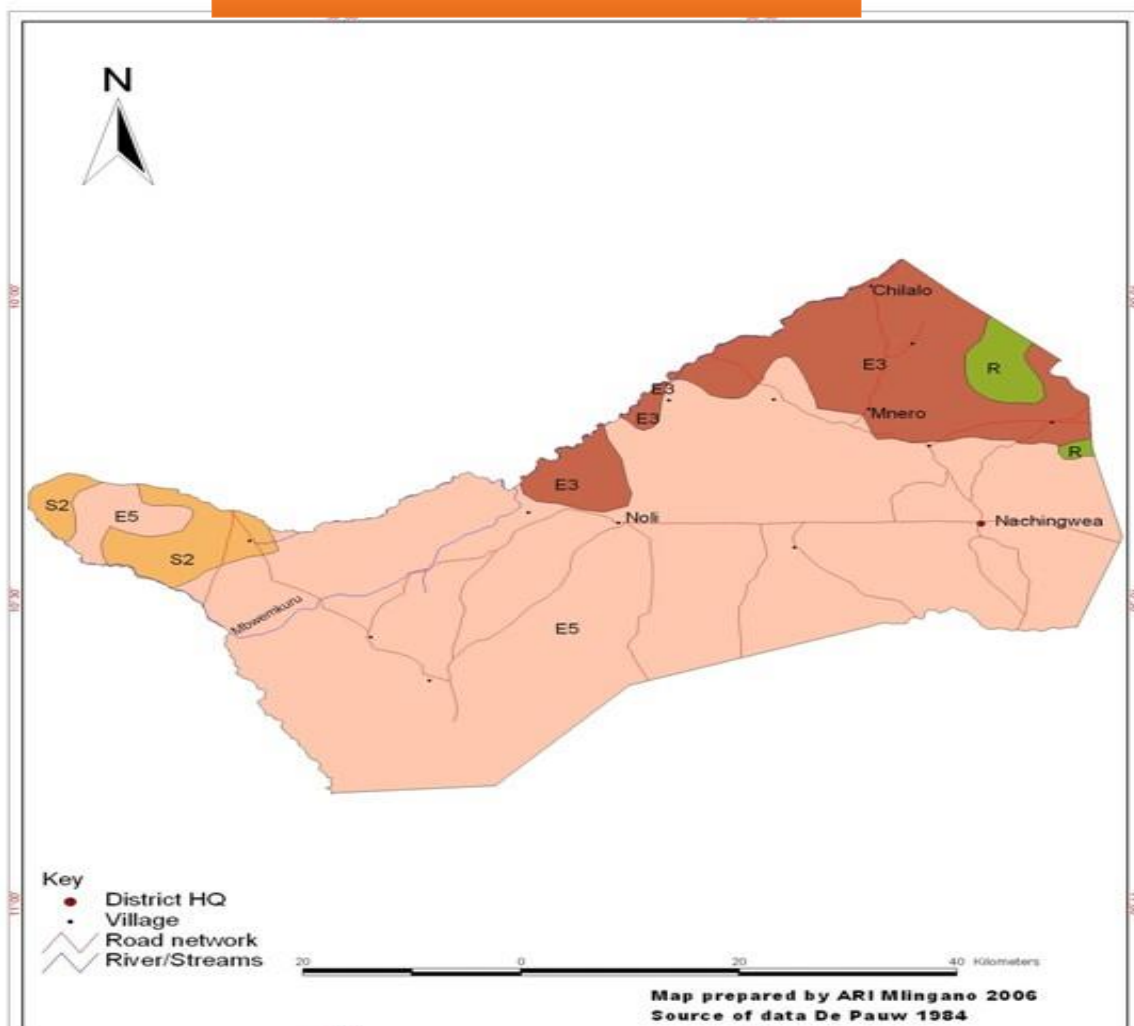
Source: Nachingwea District Council Website, (2020) www. http://nachingweadc.go.tz

1.5 STATEMENT OF THE PROBLEM

The rate of student dropout worldwide is decreasing compared to the situation about ten years ago. Approximately 69% (about 204 million) of both children of primary and adolescent of lower secondary school in the year 1999 were out of school system (UNESCO, 2015). Recent estimation from the Global Monitoring Report of 2015, shows that 43% of primary pupils and 51% of lower secondary adolescent dropped out of school in 2015. Similarly, in UNESCO report of 2015 elaborated that in every three secondary school students found in low and middle-income countries, one student failed to complete secondary education as a result of dropout (UNESCO, 2015) loss of direction in life, unemployment, poverty and general become social unrest (URT, 2016).

Regarding the United Nations calls for free and compulsory education at primary or elementary levels to all United Nations member states counting Tanzania (United Nations,1949), and Universal Declaration for Human Rights under statement that everyone has right to education (UNESCO, 1998), the Government of Tanzania worked hard to initiate various strategies and programs in order to support provision of quality education as well as backing the children to complete their studies as scheduled.

Statistics of 2012 shows that approximately 57 % of pupils and adolescent of lower secondary who dropped out were from Sub-Sahara African countries including Tanzania (UNESCO, 2015). Normally, youth at the age of 13-17 years possibly is approaching to the maturity stage which influenced them to interact with different peers in the society. Not always the case but social interaction sometimes may generate a unique behaviours or tendencies which are not suitable for the academic life and school constraints. Hence, student being indiscipline or stubborn may cause a negative impact to academic performance subsequently dropping out of the school system. Among the factors determined to cause the student dropout is poor academic performance as Rumberger (1983) argued that poor academic achievement is the strongest predictor of dropping out of school before completing the grade.

Back to Tanzania context, more than two decades, the Government of Tanzania through Ministry of education, practitioners and other education stakeholders were involved in assessing challenges facing educational system of Tanzania. Among the notable and controversial agenda was the student dropout phenomenon in rural secondary schools in Tanzania. The report of Ministry of Education shows that, more than 25% of secondary students were dropped out at the early stage before graduation time. This is because of difficulty in learning when they interacted with ones who have negative attitude towards education or due to engaged in bad behaviour like smoking, excessive alcohol and drugs abuse. For instance, in 2015 approximately 57% students were dropped out from secondary schools due to behavioural problems, whereby cases related to truancy were 49%, pregnancy 38% and 13% other reasons (URT, 2016).

1.6 GOVERNMENT INITIATIVES AGAINST STUDENT DROPOUT PROBLEM IN TANZANIA

The Government's initiatives to reduce student dropout problem in secondary schools is intertwined with programs and strategies related to improvement of quality education in Tanzania. For example, in 1998 the Government established the education sector development program (ESDP) after long time debate on education challenges in Tanzania. The education sector development program overall framework was projected to improve all education sub-sectors and

emphasis on the following purposes (i) to expand access to education (ii) improve education quality (iii) increase pupil's retention and completion (iv) improve institutional arrangements and (v) enhance capacity building for efficient and effective delivery of education services (URT, 2016).

Based on third objective of ESDP, Government focused on student retention and completion of desired educational package started by building capacity to teachers and improve quality of learning facilities. Also, on other hand it is evidently true that providing a curriculum that is broad, diverse and flexible may accommodate a wide range of student's interest, skills and make them to stay in school (Lamb & Rice, 2008). Therefore, the Government is struggling to create a conducive academic life in secondary school as well as improve the quality of institution and education services because students are less likely to drop out if they attend school with a stronger academic climate (Christenson et al., 2012).

Also, in between 2004-2009 the Government of Tanzania established new education program known as Secondary Education Development Program (SEDP I&II) with the major aim of ensuring the secondary pupils are enrolled, stay in school as well as increase the proportion of youths to complete secondary education with acceptable learning outcomes (MOEC, 2004). The Secondary education development program was not a direct strategic plan for reducing student dropout problem, rather it acted as strategy which concentrated at educational quality improvement. One intention was to raise the pass rate from division I-III, to be 70%. Therefore, the best academic performance may secure persistence of students in education system and consequently guaranteed to complete their education cycle.

Moreover, In the year 1997, the Government introduced guidance and counselling service (GCS) in all secondary schools with specific purpose to shape behavior and control self-discipline of the students. This program is operated under school management supervision in association with experienced teachers found in school. So, it is responsibility and duty of the head of school to arrange schedule for meeting with the students basing on gender, age and class. In guidance and counseling service, the experienced teachers take opportunity to advice students and counsel those who are already in trouble or faced difficulty in school environment at least one time per month. The GCS service is not only concentrated on behavioral issue also it assisted students in application for careers and training, helped students with occupational information and their requirements as well as serving students to make long range plan of study (URT, 1997)

Though guidance and counselling services conducted in all secondary schools in Tanzania, still the behavioral problems such as truancy, disrespect, early engaging in sexual relations, excessive drug and alcohol abuse are reported to exist and caused a great challenge to academic progress of the students and then dropping out. Therefore, in school context, the chief responsibility of the school staff is to ensure all students are retained in education system and facilitate them to complete the study by providing effective intervention programmes.

Moreover, the current study revealed that, student dropout cases were reported to affect more countryside Region particularly in southern part of Tanzania due to cultural, and socio-economic reasons. The phenomenon was subjected to affect mostly form I and form II students in secondary schools compared to primary school pupils (URT, 2017) which are 43% and 51% respectively. For instance, in my case, the school selected as sample, is the school which is found in high dropout rate area in Southern part of Tanzania in Nachingwea District, the school monthly report of October 2019 shows that, number of Form IV graduate was 79%. These students were

enrolled in 2016 as Form one class. Hence, dropout rate in this school was approximately 21% percent. This implies that despite there is improvement in reducing student dropout, still the problem to some extent continues to challenge the school staffs. This situation was highlighted also in International report that, there is increase in enrolment of children, but a lot of students are reported to drop out of school each year (UNESCO, 2015).

1.7 OBJECTIVE OF THE STUDY

The main objective of the current study is to examine perception and experience of school staff concerning formal and informal preventive strategies undertaken to reduce student dropout problem at secondary school in Nachingwea District, Tanzania. The current research study has following specific objectives;

(a)   To identify the perspective of school staff about student dropout problem in Tanzania secondary school.
(b)   To identify factors influencing student dropout in Tanzania secondary schools.
(c)   To examine perception and experience of school staff concerning formal and informal preventive strategies implemented at secondary school in order to reduce student dropout problem.

1.8 RESEARCH METHODOLOGY

1.8.1   Sampling procedure, data collection and analysis

The current study used purposive sampling technique to select seven school staffs from school secondary school in Nachingwea District-Tanzania to be the study participant. One of the secondary schools is taken as a school sample among the 27 ordinary secondary school found in Nachingwea District.

The study employed qualitative research approach since is suitable and manageable to social science studies especially educational research. Semi-structured interview is used to interview seven school staffs in order to get their perceptions and experiences concerning dropout problem as well as delved efforts been done to decrease student dropout problem in school.

According to Merriam (1988) the concept of data analysis is stated as a process of making sense out of the data that was collected during the research. Hence, the current study used thematic analysis to identify pattern of themes from the recorded interviews. The decision of using a such kind of analysis is made since thematic analysis is flexible to be applied in both explorative studies and deductive studies. Thematic analysis can be used if there is less or don't have any idea of pattern of theme that researcher is going to be searching for. Thus, all interviews and discussions with study participants were recorded and transcribed verbatim. Semi-structured interviews are applied since entails perfect examination of the data collected in the field, subsequently interpretation of the findings done to get a sense of fact in relation to my research questions.

1.9 RESEARCH QUESTION

The study used following research questions to explore the perception and experience of school staffs concerning to student dropout problem at secondary school in Nachingwea District, Tanzania.

1. What are the school staff experience on causes of secondary school student dropout?
2. What are the experiences of school staff concerning formal preventive strategies implemented in school to reduce student dropout?

3. What are the informal preventive strategies undertaken by school staff to reduce student dropout problem in secondary school?

1.10 SIGNIFICANCE OF THE STUDY

This explorative study is sightseen perception and experience the school staff concerning formal and informal preventive strategies undertaken in secondary school. Hence, the research findings can be used as a reference document for further studies related to the similar topic. Also, it will help educational stakeholders in Tanzania to figure out this empirical information, modify outdated educational policies and adopting proper intervention strategies to eliminate dropout cases in all secondary schools in Tanzania

Similarly, as a teacher, we have Teachers union association and education forums, so the contributions of the study can be used to advice other neighboring heads of school and other stakeholders in Nachingwea District and Tanzania to fix the education challenges especially early departure problem. Also it is the chance to use current findings to adopt appropriate program within a school in order to support student's completion, because without proper intervention learner will become repeater of grade, develop drug and alcohol abuse problem and inevitably become school dropout (Rumberger &Lim, 2008).

1.11 INTRODUCTION TO CONCEPTUAL FRAMEWORK

Kombo and Tromp (2006), argues conceptual framework as a set of broad ideas and principles taken from relevant field of enquiry and used to structure a subsequent presentation. It is a blueprint that can hold or support a theory in the research study and establish the relationship between constructs that describe phenomenon by going beyond the local event and trying to connect it with similar events (Mertens, 2005). Since this work seeks to examine the perception and experience of school staff concerning formal preventive strategy undertaken in school context against dropout problem, a conceptual framework has been derived from Tinto's model of institution departure (1993).

1.12 LIMITATION OF THE STUDY.

Despite of great successful of the current research study, however the study confronted some challenges and barriers as follows

First, it was not easy to get official permit from Municipal Director to enter and conduct interviews in Government school because there was some alert of outbreak of COVID-19. So, the permit was late almost 2 weeks and caused the study also to delay with a lot of restrictions such as no group interaction with targeted participants in a way that I planned.

Second, there was postponement of interviews about two times particularly with Head of school due to official trips and zonal meeting that he was required to attend outside of the school. Also, one participant denied recording his voice during the interview, so the researcher decided to write down relevant information at the end of the conversation.

1.13 DEFINITION OF KEY TERMS

- **Student dropout**;

> Is a person or student who left the educational institution, has not graduated and is not currently enrolled in a regular school anywhere (Gordon, 1996). Is the one who

left from school due to whatever reason before completed the program of the studies or without transferring to another elementary or secondary school. Dropout may happen when a student encounter different situation like academic or social challenges which result into make decision of dropping out from school system.

- **Secondary school education;**

  Secondary school refers to the education training offered by the Ministry of education via Municipal directors who perform as a supervisor at District level. This is the next level after a primary school level, and before higher education level (URT, 2016). It includes the children of age between 14-20 years who passed the National examination of primary school education. Secondary school is divided in to two levels; ordinary level secondary school and advanced secondary school. Its National examinations are administered by National examination Council of Tanzania (NECTA)

- **Formal preventive strategy;**

  prevention strategy is the procedure that individuals use to keep others from engaging in negative behavior (Hibbard, 2007). It is any reasonable measure or action taken by the teacher after an incident occurred in order to prevent or minimize problem for example student dropout problem. Formal preventive strategy can be a plan, policy or action prepared by the Government at national level and send to school for implementation.

- **Informal preventive strategy**;

  Is an individual plan or effort taken by the school teacher to rescue the student from dropping out. The phrase *"informal preventive strategies"* used in this study to mean that, is not the Government policy or plan rather it is regarded as an activity prepared by a teacher at school level in order to improve academic performance and increase completion rate.

- **Intervention**;

  Is the systematic process of assessment and planning employed to remediate or prevent a social, educational, or developmental problem (Mifflin, 2018) Also, it can be a strategy to solve problems for individuals or within a whole population. It can be carried out anywhere, including schools, communities, work locations, homes, health institutions, or faith-based establishments. At school context intervention means appropriate programme adopted to the school system in order to rescue students who in the risk of dropping out.

- **District**;

  Is an area of a country or town that has fixed official borders and average land space about 5,975 km² or more that is used for official or political purposes. In Tanzania context, the district is a region set aside or grouped together as one specific area for political or administrative purposes. District comprises the administrative organ leading by District commissioner and other Government representative who appointed by Honorable President of Republic of Tanzania (URT, 2016).

1.14 ORGANIZATION OF THE THESIS

The study report structured into four chapters whereby in first chapter I will provide a brief summary of the research study including introduction and background of the study, statement of the problem, objectives of the study, research methodology, research questions, significance of the study, conceptual framework, limitation of the study, definition of key terms and organization of the study. Second chapter will focus on the literature review on student dropout phenomenon. Following aspects will be discussed starting with magnitude of school dropout in Tanzania, causes of student dropout in Tanzania and dropout preventive strategies in school setting. Third chapter will explain the research methodology including research design, study area, population of the study and method of data collection. The fourth chapter, I will present the research findings and discussion concerning factors influence student dropout, as well as formal and informal preventive strategies implemented at secondary school.

CHAPTER 2

2.1 LITERATURE REVIEW

This chapter reviews the study related to student dropout phenomenon in secondary schools in Tanzania. The review was centered on the causes of student dropout and preventive strategies undertaken at school context. After examining and filtered a corpus of the literatures related to my research topic, total of three themes were developed as follows; First, Magnitude of student dropout in Tanzania. Second, the causes of student dropout in Tanzania secondary schools and third was the intervention programmes implemented to reduce student dropout problem in Tanzania.

2.2 MAGNITUDE OF THE STUDENT DROPOUT IN TANZANIA

The magnitude of student dropout problem in Tanzania was disclosed in the report prepared by UNICEF-Tanzania office after conducted the research in collaboration with Ministry of Education Science and Technology in the year 2015 to 2016. The study established the profile concerning out of school children basing on three parameters of who they are, where they are, and what they are doing (UNESCO, 2018). Basing on UNESCO analysis, the estimated data pointed out that approximately 51% for both primary pupils and secondary children of the age between 7-17 years were out of school due to different reasons such as academic difficulty, behavioral problem or irresponsibility of their parents.

Likewise, during the Demographic Health Survey and Malaria Indicator Survey in the year 2015 to 2016, the result revealed that about 17.1 % percent of secondary school age children were dropped out (UNESCO, 2018). In fact, the problem of student dropping out from school underway from primary school level as recent statistical data shows that in primary school pupils approximately 14.4% were dropped out of school system in Tanzania (UNESCO, 2018). Due to these statistics, the student dropout situation is still high in rural areas particularly in secondary schools, that's why the current research study was engaged to explore the secondary school student dropout cases in Nachingwea District-Tanzania.

2.3 CAUSES OF STUDENT DROPOUT IN TANZANIA

This review examines previous literatures and revealed numerous factors which leading students to dropout. The analysis categorized factor for causes of student dropout into three sub-groups namely; (a) socio-cultural factors (b) economic factors (c) school setting factors.

i) Socio-cultural factors.

Among the critical challenges which are confronted both primary and secondary students in developing countries including Tanzania and lead them to dropout from school is premature marriage. Secondary school age normally is ranged between 13-17 years, therefore, a girl to be married under 15 years old in Tanzania is breaking the Law of marriage Act of 1971, Cap 29, 13(1) which stated that " no person shall marry who, being male, has not attained the apparent age of eighteen years or, being female, has not attained the apparent age of fifteen years".

In the research study conducted to assess the contribution of cultural practice on dropout in secondary school, the findings showed that girls who are already married have new responsibilities to take care of their family and children (Mashauri, 2017). This implies that a student does not able to participate fully in both school responsibilities and care her baby or doing home activities that's why at the end she decided to leave out from school.

Likewise, Shaweji (2017) revealed early marriage as a source of many girls to leave school before graduation time. Msokwa (2015) in his investigation of factors associated with school dropout, the final results has been shown that not only girls who married with someone be dropped out but early engagement in sexual affairs among the students are also caused many students to lose concentration in their studies which result into poor performance and leave out of school system due to incomplete credit pass.

Furthermore, Mashauri (2017) and Mosha (2017) in their studies pointed out early pregnancy especially for girl students as a major reason contributing student dropout. Through their critical observations and interviews involved about 130 parents, students and education stakeholders like religious leaders, their studies revealed that parents allow their daughters to be marriage at the age of 12 for fear of possible conception outside marriage (Mashauri, 2017). Also, schoolgirls were forced to leave school as soon as they reach puberty (Mashauri, 2017). In responded to the questionnaires of 24 respondents approximately 13.6% said that, student dropout from school was due to early pregnancy (Mosha, 2014). So, we can see both research studies look early pregnancy as the cause of student dropout, and it is triggered from parents who have negative attitude towards education. In the findings, author show stand of the one parent who declared that, "sending girls to school is waste of money and other needful resource belonging to the family" (Mashauri, 2017, p.17).

Besides, family and education level of the Parents or guardian, and Parent's marital status explained by Msokwa, (2015) in the study was mentioned as major factor which contribute student dropout in Tanzanian secondary schools. Through physical visitations about 12 secondary schools in Dar es salaam Region and Tunduma town in Momba District in Tanzania, about 30 teachers and 03 Education officers approximately 65% of respondents were agreed that the family education status of the parents has direct impact to the students persist in school system or dropout. As looking at parent marital status on other hand as cause of student dropout, Msokwa in his work concluded that children needs a positive motivation and moral support from both parents in order to perform better academically and stay in school system. Thus, families have a great role in ensuring that school attendance also is maintained (Kimaro,1981)

i) **Economic factors**

Enabling student to complete their education is to invest in the future progress and better standard life (Mosha, 2014). In education system of Tanzania, the Government covers tuition fees and all study expenses like learning materials, reference books, laboratory equipment, training and workshops for teachers in the process of implementing "Fee free education policy" which started since year 2002 in Primary school and then year 2004 in Secondary schools in Tanzania. Though this policy was like cost sharing in education between Government and parent but some of the parents didn't able to fulfil their portion. For example in the study conducted in Tanzania about 79 respondents out of 117 approximately 68% said that poor financial status of parents are forced students to dropout from school because parents are failed to pay for them school expenses like buying school uniforms, transport fare, mid meals etc (Mosha, 2014, p. 37). At the end the possible

solution is to engage in petty trade and being a street vendor, which interrupt the learning process of the student.

Likewise, Mosha (2014) revealed that, petty trade/street vendor is among the causes of student's dropout. In her study examined factors behind dropout in public secondary school, the results of questionnaires, interviews and documentary review for data collection which involved total of 177 respondents, approximately 6.8%, stated that most of the adolescents age are involved in petty trade around the street so as to support their family expenses. So, it is not possible to manage studies at the same time business activities.

ii)   School setting factors.

Factors related to school setting are subjected to cause student dropout. Mashauri (2017) when assessed the contribution of cultural practices on dropout in secondary schools in Kisarawe District -Tanzania, the findings have been shown that poor discipline among the students was a reason for premature departure from school. For example, students who receive disciplinary measures like "detentions, retention between grades, suspensions, and expulsions are said to run a higher risk of dropping out of school" (Mashauri, 2017, p.26).

Likewise, truancy and misbehaviour among the students are reasons for student dropout in Bagamoyo Coast region -Tanzania (Rutakinikwa, 2016). This is to say school environment have several factors contributing to students' dropout including bad behaviours of the student (i.e misconduct or indiscipline). On other hand, poor school discipline in turn also may affect behaviours of the students in one way or another. This is because students are interact with peers having different behaviours at school environment, hence if the school management and teachers are not smart to maintain good discipline within school setting, good students also will be easy to adapt bad behaviour, misconduct and then fall into disciplinary case or school suspension.

2.4 SCHOOL MANAGEMENT PREVENTIVE STRATEGIES.

School management ought to strive and come up with the proper interventions and services to prevent students dropping out of school. Mphale (2014) in the study concerning challenges in the roles of School management team to enhance student retention in school, argued that monitoring daily attendance of the class register may reduce student dropout. The study recommended that parents, community and teachers should work together to enhance student retention (Mphale, 2014). Besides parents have great influence to increase completion of the student. thus, parental involvement in the school activities has positive impact to the students' academic and the success of the school. (Furger, 2008)

Also, Lamb & Rice (2008) described in the study that commitment to success for all, high expectation, shared vision and encourage student's responsibility and autonomy may facilitate retention of students in school. This argument is also supported by Christenson et al., (2012, p. 508) when realized that "students are less likely to drop out if they attend school with a stronger academic climate". This means that the way teacher shared vision with their students will minimize dropout risk and put into better place to trust the subjects chosen also a hope for good position and career in the future after completed their studies. The stronger academic climate also involves attractive school programmes.

Moreover, Mphale (2014) argued that being mindful of the student's academic progress help them to be satisfied and perform better academically and socially. On other hand "poor academic performance may frustrate students to the extent that they develop a negative attitude towards a

school" (Mphale, 2014, p.183). So, it is better to make sure that teachers are get well involved with students' school life so as to worth the school setting as supportive and relevant place for student life.

Another formal preventive strategy was suggested by Terhoeven (2009) when discussed position of a teacher to support retention of the student in the school system. In his study to establish whether the support of the Teacher Support Team (TST) might have an impact on high school learners to stay in school, findings revealed that "collaboration always have an impacts on communication, which in turn impacts on the type of support that learners receive" (Terhoeven, 2009, p. 63). Therefore, teacher support team insist teamwork among the colleagues in school to allow clearly communication thing which is very important in any academic institution. Also, the school and staff teachers are crucial to the student academic behaviour (Woolley, 2009). Thus, good communication and involvement of the teacher in any progress of the student help to shape behaviours and academic problems which facing student in school setting.

In Tanzania for instance, Godda (2018) observed that, the Government of Tanzania initiated of fee free policy to ensure every child has access to basic education for free of charge. The study shows enrolment jumped from 59% in 2000 to 94% in 2011 and retention also increase due to the elimination of tuition fees and other contribution in all primary and secondary schools in Tanzania.

Lastly, Van Niekerk and Bernard (2014) looks student as a person who need a continuously learning in whatever challenges encountered in both social and academic life. They proposed that, it is important to familiarise leaners with appropriate social skills example self-discipline, discipline and mutual respect in order to accommodate them into common school culture. This also will help students to have appropriate behaviours and set mind on positive attitude toward education hence to minimize any possible decisions of early departure from school system.

Eventually, the systematic literature review helps to avoid any possible duplications of results which are sometimes previous researchers were already revealed in their studies. Hence, this literature review helped to increase my knowledge especially the extent of student dropout problem in Tanzanian secondary schools as well as factors that influenced students to dropout. Nevertheless, the literature review helped my work to generate new original ideas and knowledge, which are very important used to fill the previous study's gap and provide the direction where the current study intend to explore.

2.5 CONCEPTUAL FRAMEWORK.

In conceptualizing the formal and informal preventive strategies against student departure problem particularly at secondary school in Nachingwea District Tanzania, the current study adapted Tinto's model of Institutional Departure (1993) to understand influences of academic and social interactions on student persistence in school. Though the model has been used to explore the mutual relationship between academic and social integration to facilitate retention of the higher education students at the Universities in Europe, current research study which is situated in Africa particularly in Tanzania, was not hesitated to apply Tinto's model as a theoretical lens in my research because the criterion used as an assumptions to persist the student in education institution are the same in education context worldwide . This means that all students who admitted in university, college or secondary school must have the previous background characteristics, expectations, goal commitments, and institutional commitments (Bitzer, 2004) things which are universal and determine retention or dropping out.

Chart 3: Tinto's model of departure
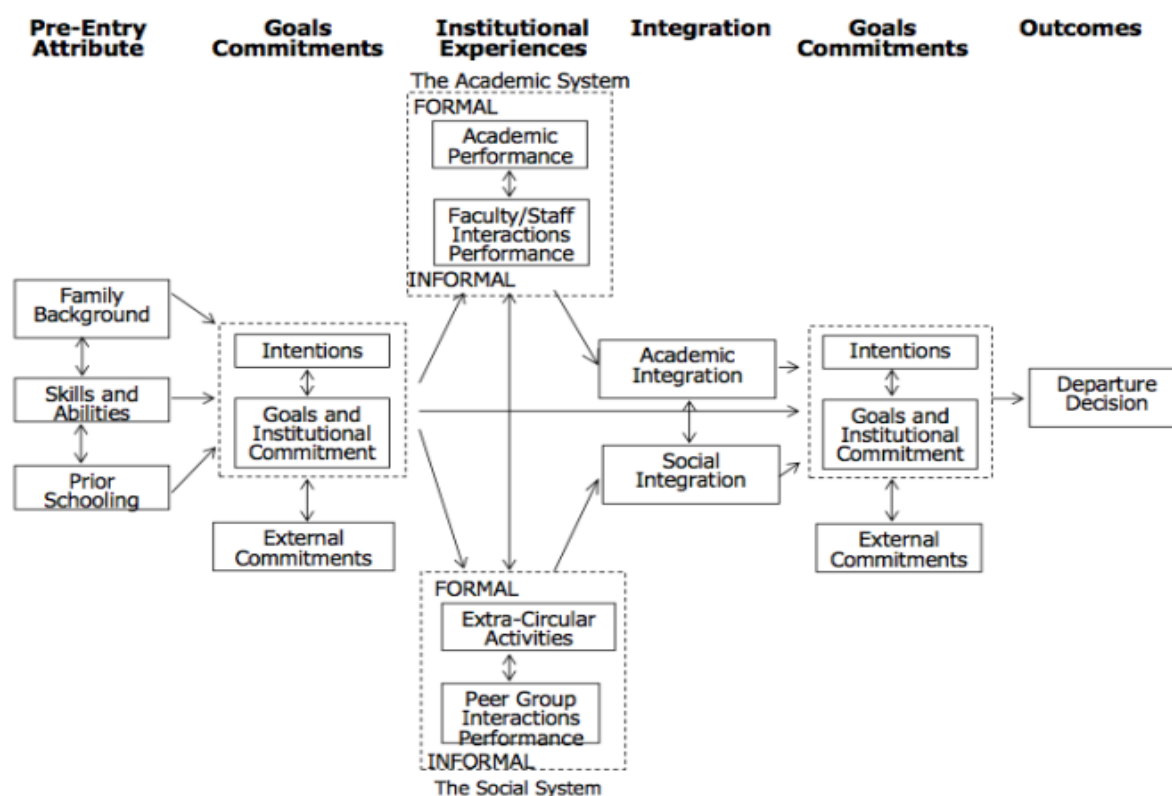
Source: www.https://corneliathinks.wordpress.com/2016/09/20/tintos-model

Tinto believed that, college environment consists of two systems which are very crucial to influence student persistence or departure from the educational institution. This means that dropout decision of the student dropout from school system is determined by social and academic kind of interactions engaged in the school setting. Students ought to be formally or informally integrated into both systems in order to persist in their academic institution as Pascarella et al. (1986) as cited in Tinto's (1993) suggested that the stronger the individual's level of social and academic integration, the greater his or her subsequent commitment to the institution and to the goal of college graduation.

In clarifying these major interactions in education institution, formal academic integration involves the links which are related to studying and the school itself, while informal academic integration include links between teachers-students or student-students outside the direct context of the learning situation for example discussion of the personal issues. On other side, the social integration usually involves contacts between students /peer on issues related to learning and social affairs.

Likewise, we can use different measures to perceive academic and social interactions of the student in school context. Academic integration can be measured by the students' grade performance and intellectual development, while social integration is measured by students' interaction with college society i.e peers and faculty members (Aljohani, 2016).

On top that, the Tinto's theory divided the process of student integration and persistence in college norms and culture into three stages as termed as "the longitudinal process of student persistence in college" (Tinto, 1993). In the first stage, student must be detached from the old community and prior knowledge to allow for the adoption of new experiences in the new environment and the behaviours of the ones who live in. The second stage is the transition time where student is incorporate within the norms and culture of the new community in the school setting. And final stage, student is successfully separated from the old community norms, and become integrated in the new society of the college. In fact, these stages are having impact to the student learning development, so the entry commitment and extent of interaction in turn has an impact on their goals and institutional commitment.

Coming to the current study, Tinto's model assisted the researcher to understand the influence of academic and social interaction to the student retention in school system. Regarding Tinto's idea, student is more likely to remain enrolled in academic institution if she/he stay connected to the social and academic life. Thus, school management and teachers should be taking responsibility and duty to get involve the students in discussion with classmate and peers, participating in subject clubs, or engaging in academic activities as scheduled in school timetable. Hence, formal and informal preventive strategies implemented by school staffs at secondary school which is academically based and social interactions including school goal commitment, teacher-students and students sense of belonging are among the aspects influence student persistence and complete their study.

CHAPTER THREE

3.1 RESEARCH METHODOLOGY

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic (Wilkinson, 2000). This chapter presents the methodology used to collect and analyse data of the current research study. It shows how the study was conducted and describes the research procedures starting with research approach and research design, study area, population of the study. Also, this chapter presents data collection, data analysis approaches and data presentation.

3.2 RESEARCH DESIGN

Wiersma and Jurs (2005) argued term research design as a plan or strategy of inquiry for conducting the research study. It is all about process of choosing population to be involved in the study as well as the way researcher can collect data or getting a suitable information which is relevant for the study. This study was designed and exploited qualitative research design and semi structured interviews as a major channel for data collection.

The semi structured interview is a "verbal interchange where one person, the interviewer attempts to elicit information from another person by asking questions" (Longhurst,2003, p.143).Therefore, I choose semi structured interview as method of data collection since it provides rich data and gives the researcher in-depth insights into teachers' work experiences on factors influence student dropout and preventive strategy undertaken to overcome the dropout problem.

Creswell (1994) argues qualitative method as a multi-method in focus which involving an interpretative and naturalistic approach to its subject matter. Therefore, current study employed qualitative research approach since it is suitable and manageable to social science studies especially educational research. The study preferred qualitative method because it provides in-depth and detailed information. For instance, in researching specific data which is related to the student dropout problem at secondary school, the researcher used this approach to receive relevant information and contributions from experienced teachers who selected and work in school environment for couple of years. So, their experiences and perspectives are worthful to the purpose of the current study.

3.4 AREA OF THE STUDY

The study was conducted in one secondary school among the 27 public secondary schools found in Nachingwea District - Tanzania. Nachingwea District is one of the six Districts of Lindi Region in Tanzania with land area about 5,975 km² and population of 178,464 (Male=48.4% and Female=51.6%) as reported by National Bureau of Statistics Tanzania in the National Census of the year 2012. Rural population is bigger approximately 85.86% than urban population of 14.13%. Also, age distribution (age 0-14 years = 37.5%), (age 15-64 years = 56.04%), and (15-64 years = 6.36%). Nachingwea District have almost all economic and social attractions and opportunities to support sustainable income of their people, but the District still lag-behind and being among the District having the highest poverty rate in Tanzania.

In education, statistics of the year 2019 show that, the District has 27 public secondary school out of 123 public schools found in Lindi Region. Total number of secondary school students about 1071 (boy= 48.6% and girls=51.4%) were graduated secondary education in the year 2019 in

Nachingwea District, and in terms of academic performance, students who scored division I, II, III was only 13%, Division IV was 47%, and failed were 40% (Nachingwea District Education Department Office). Hence, this secondary school, the school that current study is selected, took 9th position out of 27 secondary schools.

3.5 POPULATION SAMPLE AND SAMPLING PROCEDURE.

The population sample of the current study is selected one secondary school including seven school staffs like Head of school, 3 Heads of department and 3 class teachers as my study participants. The reason behind choosing the community secondary school was that, this secondary school is found in Nachingwea area, the place where student dropout problem is high and is caused by socio-cultural reasons which are affected directly school environment. Also, this secondary school have been shown good progress to overcome the student dropout problem by implementing strategy/ intervention programmes within the school.

Moreover, this school accommodate the big number of students who comes from poor families and parents with low education. So, the teachers who cares a such kind of students have enough experiences to share with the researcher.

According to Talawar &Benakanal (2009), sampling is conducted to obtain the detailed study of just a part instead of the whole population. The sample population included one ordinary secondary school as case study out of 27 secondary schools found in Nachingwea District. Purposive sampling technique has been applied to select the school which is revealed to be among the school found in high dropout rate area. Even though this school is found in most affected area, but it shows improvement due to proper intervention programmes and preventive strategies implemented by school management in collaboration with staff teachers.

Based on appropriate participants required to fulfil demand of the research study, Krysik & Finn (2007) proposed that purposive sampling is a method whereby the researcher intentionally selects the participants to be included in the sample. Therefore, this study used this procedure to choose Head of school, head of department and class teachers to be participant of the study. These people have a wide knowledge and enough experience concerning student dropout problem and educational matters in general, thus they are useful in providing relevant and helpful information particularly formal and informal preventive strategies.

3.6 METHODS OF DATA COLLECTION.

In qualitative research study, the researcher is the primary instrument for data collection in collaboration with participants who selected to provide the required information. This study used several methods to collect the data such as semi structured interviews with school staffs, official documents such as class registers, discipline reports, academic report and the reports of educational officers.

This study employed interview as a data collection method after realized that it is a powerful way to gain insight into educational issues, through understanding the experience of the participants involved in the research (Seidman, 1998). Interview is suited to examining topics in which different levels of meaning need to be explored (Cassell & Symon, 2004). Therefore, formal and informal preventive strategies against student dropout problem was essentially to be examined in order to fulfil the research questions.

The researcher used of face to face semi-structured interviews in different times ranged approximately 80 to 115 minutes in each interview. The interviewee were the head of school, academic mistress, discipline master, guidance and counselling mistress and 3 class teachers. I have chosen this type of interviewing method because it gives a room the researcher to hear the school staff's understanding of the questions and be able to probe where it is needed. Thus, my presence during interview decreased the number of "don't know" and "no comment" answers (Babbie & Mouton, 2001) that's why face to face interview was preferred in this study.

Moreover, data analysis is the process of making sense out of the data that was collected during the research (Merriam, 1988). In this study all semi structured interviews with school staff were recorded and transcribed verbatim in order to guarantee validity and consistency of information. After transcribed the recorded clips of the interview, second stage is to take all transcripts and revised if there is common and recurring themes, ideas, and possible issues before the researcher take notes, summaries and some hints which are relevant to the research study. Also, an open-ended response from participants during conversation were coded and analysed in terms of patterns, frequencies, similarities and differences.

Collected data and relevant information is presented in a descriptive way with accompanied by pictures, map, charts and tables to ease understanding of the concept of the research study. Also, all conversation and statements through semi structured interviews were recorded and presented for justification of the arguments.

3.7 ETHICAL CONSIDERATION

Ethical means conforming to the standards of a given profession (Carroll & Gannon, 1997). It is the embodiment of values into guidelines for our behavior and professional ethics as those standards that guides our professional practice (Adams, 2009). Thus, the relationship between participants and social researcher during the study should be undertaken professionally for the sake of institution and society. To adhere ethical principles of conducting current study, follow-up was made to get an official permission from Nachingwea District Executive Director
to avoid any legal risk when conducting the research. It was required a letter for endorsement to conduct the research study in Nachingwea District. Then, District Education Officer under the permission of Nachingwea District Executive Director also provided a permission letter to the researcher to collect information in the Government secondary school.

Informed consent form (**Appendix 01**) has been given to all responded before starting current study. Informed consent forms were given to the study participants once they had been provided and understand study purposes and all information concerning the research undertaken. Hence, they declared their willingness to voluntarily participate in the research study by signing an informed consent form. The researcher ensured that the respondents were competent and experienced enough to answer interview questions.
Likewise, the current study adhered to the principle of confidentiality. Confidentiality refers to the researcher's agreement to handle, store, and share research data to ensure that information obtained from and about research participants is not improperly divulged (Anderson, 2019). School staffs (the targeted interview participants) were assured of confidentiality during this study including every discussion that take place to be confidential with no identification of names or tittle position in presentation of the data. The researcher finally explained how can store the information as well as deadline for destruction of data received during the interviews especially recorded tapes/CDs and irrelevant summaries.

CHAPTER FOUR

4.1 THE FINDINGS OF THE STUDY

Purposely, the current study examined the perception and experience of school staff concerning formal and informal preventive strategies implemented at secondary school in Nachingwea District, Tanzania. Hence, the fourth chapter presents experience of the school staff about student dropout problem in Tanzanian secondary school, following by factors influenced student dropout from secondary school, and lastly the experience of school staff concerning formal and informal preventive strategies implemented to reduce student dropout phenomenon.

First part of the chapter presents demographic characteristics of the study participants such as age, gender, position, work experience and education status. The second part of the chapter presents all about causes and experience of preventive strategies responded by school staffs. Data were collected through face to face semi structured interviews in swahili language, but is analyzed, presented and then discussed in English language at the terminal part of this chapter. Also, to adhere the ethical principles of conduct research study, the name of secondary school is nicknamed as "**purple secondary school**", names of school staff and title (work position) of the study participants are hidden.

4.2 DEMOGRAPHIC CHARACTERISTICS

This part presents demographic characteristics of the participants. These characteristics include occupation position, age, gender, work experience and education status.

Table 1: Participant profile

Participant	Gender		Age	Working experience	Education level
	Male	Female			
1. School staff 1	01		54	23 years	Master's degree
2. School staff 2		01	39	13 years	Bachelor's degree
3. School staff 3	01		45	11 years	Bachelor's degree
4. School staff 4		01	41	16 years	Bachelor's degree
5. School staff 5	01		47	14 years	Bachelor's degree
6. School staff 6		01	53	17years	Bachelor's degree
7. School staff 7	01		41	13 years	Bachelor's degree

Source: Field data (2020).

In order to get experience and perception of school staff regarding formal and informal preventive strategies against student dropout problem in secondary school, the researcher in respect to the central focus of the study, used face to face semi structured interviews to ask questions to the experienced teachers who have more than 11 years taught in secondary school and education environment. Hence, the extensively work experience of study participant is the good enough to provide experience regarding students and its challenges.

Also, gender ratio of the study participants are three females and four males. Age is ranged between 39 year to 54 years. In terms of education status, all seven participants were degree holder from University who are taken the educational field which is appropriate to my research study.

4.3 SCHOOL STAFF PERSPECTIVE ON CAUSES OF STUDENT DROPOUT

The most challenge faced students at "Purple" secondary school is low education status of their families. In the year 2019, big number of students were dropped out from school. The records showed that, all dropped out students came from low education families. Usually, child tends to adapt good or bad behavior from their parents. So, if the parents completed higher education level is likely and there is possibility of their children to pursue higher education level. In that matter, students tend to take their own decisions which are influenced by the situation encountered and social interaction engaged within or out of the school environment and no one cares about their decision he/she made.

School staff **1** responded that,

 (…we received 87 students, but now there are 79 in the class. Look at the information of these students in school registration book, their parents have no education, and their occupations are local farmers. Look at this student X, his father has no permanent job, also student L her parents were ended at primary school level…)

Likewise, the study revealed that a big number of students are departure from school before completion every year because of lack of parental guidance. Some of the parents have not enough time to stay with their children at home because of daily responsibilities and commitment to the workplaces (struggling for daily bread). Hence, the lack of parental care especially in the matters related to education and social skills may lead the children to acquire and generate unsatisfied behaviors like smoking, fighting and theft because of social interaction engaged when they are out of the parent's control.

School staff **2** responded that;

(…… July 2019 School board meeting approved to terminate three boy students who study in Form IV class because unsatisfactory behavior like truancy, bullying and theft. We tried a lot to call their parents with phone and letter, but no one cares, they are busy at work …)

Also, school staff experienced that, society of this village where the school is found is matrilineal society. So, there is existence of single parent families in this village, whereby the head of the family is mother. Usually, in this society a man has no say in front of woman. For instance, in "purple" secondary school many students are living with single parent because of marriage divorced issues. Many women control each and everything in the family. Thus, the lifestyle sometimes not always may affect the behaviors of the children which result into indiscipline actions like fighting and violation of school by laws.

School staff **3** responded that;

(…. student "Y" comes to school very late almost every day because she sleeps very late. After school hours she goes to her mother's working place until mid-night …. there is no father at home, there is no a sound of man at home……)

Moreover, the student dropout seems to be pandemic problem to all schools in Nachingwea District. In the interview done with one school staff, who have teaching experience for more than

11 years in secondary school environment, she provided her experience concerning causes of student dropout that the problem is linked to poor economic situation of the society where the children lived in. In her explanation during our conversation she provided evidence that due to poverty, parents are forced their children to stop going to school and engaging in day worker (part time job) in order to support the daily family expenses.

Here are the words of school staff **4**;

(**….. It is so sad to me and other teachers. Two weeks ago, my student called "Y" wrote a letter to the Head of school that his parent forced him to start working in farm as day worker (Part time worker) instead of continuing with studies. He told me that, his father complains about money at home. He sunk a lot of money to education but nothing. It is better to stop going to school** ….).

Likewise, school staff **5** said that, another reason for student dropout from secondary school is poor academic performance especially in results of form II National examination. Many students failed the form II National examination hence automatically dropped out from the education system because of incomplete credit that is required to score. Those who are rejected to back again in school for repeating the class and those who feel shame because of poor result, they are decided to stay home for another business.

School staff **5** responded that;

(**…18 students were failed Form II National examination last year. The regulation needs them to back to school on January and repeat the class. But it is contrary, up to date March 24, there are only 9 students who accepted to back in school and continue with the studies…**)

Another school staff experienced that, many students at secondary school nowadays are engaging in driving motorcycles as a means of commuter transport. They sign business contract with owner of the motorcycle that in every Friday or Sunday collection of 150,000/= Tanzanian shillings (approximately 65.13 USD) is required to be submitted to the owner. If he collected more than 150,000 per week, according to the agreement the remaining amount should be back to the motor cyclist pocket for private uses and home support.

School staff **6** responded that;

(**….. I meet with my students several times drive the motorcycle in Town. I tried to find them through parent's contact and their fellow students but there is no hope if they can back to school again because of motorcycle business…… they make money and parents know where their boys are and what they are doing... Ooh-ooh …it is very challenge to us…...**)

Picture 1: Among the students who left from school and engaged in motorcycle business

Source: Field data (2020)

Besides, one of the school staff said that, most of the parents forced her daughter to get marriage in very young age about 15 years instead of going to school. The major reason for premature marriage is to get the dowry (Bride price) which can support the family daily expenses and buy agricultural materials like seeds, hoes, and medications for cattle. Thus, premature marriage in this area is still challenge and affect provision of secondary education in our school and village as well.

School staff **7** responded that;

 (…. **It is not possible for girl students in this village to complete their studies on time because their parents need some money to support plantation and buying the agricultural materials ……… uuuuuwwiii….... they sell her daughters to the rich man because of poverty……. they need some money…...**).

Also, another reason which caused the students of "purple" secondary school to dropout is pregnant for young girls. Another school staff responded that many cases of pregnancy to girl students at this secondary school are reported. The young girl called "**X**" has got pregnant and terminated from the school when she was in Form II class. According to school regulations pregnant girl is not allowed to continue with the studies. Pregnancy issue is very serious problem and it happened due to the low knowledge of sexuality education to the young girls in this school. Girl student unknowingly may engage in sexual act with a boys or other guys outside of the school environment because of maturity pressure, peer groups and socialization.

School staff **7** responded that;

 (… **student "X" studying Form II class has got pregnant and she is not able to continue to study anymore. It is so sad to me as my student and school as well. Also, her parents infuriated and decided to send to the police station the boy who caused pregnant to her daughter…**)

Moreover, school staff **6** responded to the researcher that some of the students having bad behaviors which may interfere their academic life in school such as excessive use of cigarette and alcohol. Secondary school have regulations and school by laws which guide the students' disciplines within the school environment. Thus, smoking and use of alcoholic drinks is not

allowed according to the school by laws and regulations. Also, school staff 3 responded that bad behavior among the students is mainly influenced by bad social interaction with peers in school environment.

School staff **6** responded that;

(…… at the end of November, I and my colleagues when conducted counselling service to form two students, we discovered that student "X" has convinced others to smoke restricted cigarette (marijuana) in the toilet during the class hours. After making follow-up the movement of thirteen suspected students, one innocent student told us, there is a group of students leading by student X tend to join in the boy's toilet, locked the door and smoke marijuana. So, we have duty as department to counsel them daily because three of them already failed their examinations and left from school....)

In summing up, the experiences of the "purple" secondary school staffs pointed out the reasons for student dropout are bad behaviors like smoking and excessive use of alcohol in school compound, low education status of parent, engaging in petty trade and business, lack of parental guidance, as well as pregnancy and early marriages for girls students. The factors above are subjected to interfere the academic life of the student in one way or another and consequently cause dropping out.

4.4 SCHOOL STAFF EXPERIENCES ON FORMAL AND INFROMAL PREVENTIVE STRATEGIES

In response to the central focus of the study which guided by the research questions, the researcher sought to examine perception and experience of school staffs concerning formal and informal preventive strategy implemented at secondary school in Nachingwea District- Tanzania.

School meeting is among the formal preventive strategy employed in school order to reduce student dropout problem. The school meeting is conducted four times per year including School board members, parents, teachers and non-staff teachers. Head of school experienced that school meeting is powerful weapon to minimize student dropout problem at secondary school. Thus, he realized that since they launched school meeting there is improvement of good behavior and discipline in the school. During the meeting, best students in academic and discipline are identified, announced and be awarded in front of school board, parents and all students. Likewise, students who misbehave or show bad behaviors are nominated publicly and be punished or get a warning from the parents and teachers. The aim of school meeting was to encourage social interaction between students, teachers and parents as proposed in Tinto's theory of departure that is helping to persist student in school.

The school staff **1** answered that,
(……. We are conducting school meeting on February, May, August and November every year… it is very helpful idea to control students' discipline and shape their behavior in presence of their parents……)

Besides, the students' personality has positive or negative impact to the process of teaching and learning in the class. Hence, good academic performance of the student emanates from socially and academically interactions between teacher-student and student-student. As strategy to reduce any possible student dropout, school staffs at secondary school in collaboration with school management prepared the special program called Character assessment program. The Character assessment program is an intervention program which is operated in each class by

involving all subject teachers who sit as a panel to and assess the student's behaviors and academic progress. Student's personality is assessed and graded by teachers through face to face conversation in front of other students and those who demonstrated good behavior, respect, personal cleanliness, help others, and teamwork with fellow students in studies are awarded to appreciate and motivate his/her a such personality. On other hand, students who subjected to be indiscipline are received warning or punishment in front of other students. Normally, the punishment can be cleaning the garden, digging holes, caning, suspension or something else.

School staff **2** responded that;

(….. one after another, should be stand in front of the panel of teachers for assessment……it is like physical and intellectual assessment aimed to look at the personality and academic advancement of the student within the school environment……. good behaviors are encouraged while bad behaviors also are discouraged on the spot during the panel of assessment…….)

Also, school management collaborated with ward education officer, ward police officers to prevent absenteeism or irregular attendance of the students without permission from the Head of school. In Tanzanian educational system, it is unlawful for student to stay out of the class for consecutively 90 days without permission of the school authority. Increase number absenteeism is due to early marriages and pregnancy cases for girl students or engaging in agriculture activities as well as riding the motorcycle as a means of commuter transport in town for boy students. Therefore, the study revealed that, some of the parents are forced their sons and daughters to engage is a such business or get marriage which may affect student learning process. In order to handle this situation, school staff planned to find all students who left out of school without permission in collaboration with Ward education officer and police officers. Here, Police may act in case of negative responses from the parents or if the parent is facing some difficult to send back to school the son or daughter. By doing so, parents feared to be charged by ward police officer, so good news is that, parents work hard to fulfill the responsibility to support their children to attend to school throughout of the year.

School staff **2** responded that;

(….. we sorted out names, the address and pictures of the all truants and send to the ward education officer for further disciplinary decision. The parents who deliberately involved to cause student dropout were charged up 50,000 Tanzania shillings or be locked in jail for three months…. this tactic is useful since we started, we had never experienced any parent hide the child at home…...)

Moreover, Management of "purple" secondary school is implemented the Tanzanian Government idea of creating counselling and guidance groups in all secondary schools in Tanzania. Counselling group is crated under the guidance of the experienced teachers who take responsible to care a group of ten or fifteen students and send back a weekly progress report to the Head of department of guidance and counselling for evaluation of the progress of the students. The purpose of creating Guidance and counselling groups at secondary school was to encourage social interaction among the students themselves (share learning experience) as well as teacher to get opportunity to interact and identify student who at the risk to dropout because of family problems or academic difficulties (mostly difficulties are linked with subject's specialization and future life after completion) things which Tinto proposed as a cure for students retention in school . On other hand, Guidance and counselling groups provides opportunity to the teacher to penetrate in the

student's mind and implant good hope and advice in order to overwhelm any possible decision of dropping out.

School staff **3** responded that,

(…. One teacher is assigned to care 10 up to 15 students in our school. The teacher is required to advice students and give possible expectations as well as contact with parent or guardian in case of any family problem occurred and interfering student's academic progress…….)

Besides, School Management experienced that students opted to leave out of school due to discontent and boredom of the school environment. Hence, head of the school and education leader for almost 23 years, proposed to prepare extra curriculum programmes and social events in order to minimize idleness to the student when in school. Thus, there are social clubs scheduled in school timetable in one day per week with the purpose to unfold talents like singing, dancing, sports and games, playing drums and language and political debate. Experience shows that students of secondary school are preferred extra curriculum activities especially after normal class hours and make them active to come to school throughout the year.

School staff **1** responded that;

(……. We have different social clubs which are suitable to maintain daily attendance of our students. We have been witnessed numerous talents from our students when playing sports and game and most of them are very happy to interact with others on the ground and socialize….…)

Also, protecting students from the risk of dropping out is not an overnight strategic plan. It may take time and sometimes involved an individual effort of the teachers in school. Thus, school staff used informal strategy to protect their students against early pregnancy for girl students and sexual relations among the students by inviting Non-Government organization to provide knowledge regarding sexuality education. FEMINA HIP is the Non-Government organization operated in Tanzania and among the objectives is to conscientize youths concerning self-awareness in education and provision of sexuality education in both primary and secondary schools through magazine, brochures, flyers and seminars or gatherings.

School staff **1** responded that,

(………constantly we are applied both directives from the Government and individual effort as Head of school to prevent our students on dropping out. In every month, I invited FEMINA Hip organization in our school to conduct the youth's seminar concerning sexual reproductive health and rights as well as encourage the self-awareness in education. Also, they take chance to provide magazines and brochures which are helpful to our students especially young girls….)

Picture 2 Students and teachers in mass picture when FEMINA HIP visited at school**.**

Source: "Purple" secondary school Library, 2020.

Moreover, the school staff used special diary as an individual strategy and tool to maintain active attendance of the students especially those who are at risk of dropping out or who are not committed in studies. The special diary has been prepared purposely to keep daily records and control behavior of stubborn and indiscipline students. The stubborn students are required to carry the special diary every day, submit it to the discipline teacher for morning check and if there is parent's signature and comments. After class hours before going out of the school campus, student is required to go back again to the discipline teacher for evening check and receive signature and comments concerning day attendance and class participation/involvement. This is another informal way of treating stubborn student. Thus, it is termed to be an individual effort of a teacher to minimize student dropout problem in school.

School staff **3** responded that;

(…. I identified all indiscipline students and arrange face to face conversation with their parents. We agreed together to control his/her bad behavior by giving special diary to sign and write comment…….)

(…… Look here, student X nowadays is staying in the school full day because of special diary……)

Picture 3. The special diary used to monitor daily student attendance

Source: Field data, 2020

Eventually, the researcher in this study revealed the experiences of school staff concerning formal preventive measures against student dropout to be conducting school meeting, administering character assessment, collaboration Ward education officer and Ward police officer, creating counseling groups in school, and preparing extra curriculum activities like social clubs and games. Also, there are some informal strategies which are collaboration with Non-Government organization like FEMINA Hip and use of special diary to maintain daily student attendance.

4.5 DISCUSSION AND CONLUSION.

The findings from current research study and other previous studies have been exposed that, there is no single reason can completely account for causes of student dropout in secondary schools in Tanzania. In responding to the research question number one whereby the researcher was required to understand the perspectives of the school staff concerning causes of student dropout, the finding revealed several factors which are associated with the economic and education position of the parents.

The researcher realized that, a kind of student behavior which is influenced by social interaction within school environment is not good enough to support student learning in secondary school. Tinto proposed strongly academic and social interaction in education institution in order to persist student in the school system, but it is contrary to what happened in this secondary school. There are students who commit disciplinary issues several times in school such as smoking, drinking alcohol and theft, things which are not acceptable in the school and automatically destroy good relationship among the student- teacher and student-student.

In the reviewed literature, many studies were exposed factors which are influenced student dropout from secondary school and categorized into social-cultural factor like premature marriages, and pregnancy (Mosha, 2017; Mashauri, 2017)). In school setting, the previous studies revealed poor academic connections among the students which result into poor performance.

Also, economic factors including lack of money to afford school expenses (Shaweji, 2017) and poor financial status of the parents (Msokwa, 2015; Mosha, 2017) were revealed to be the major factors for student dropout in secondary school in Tanzania.

Likewise, in relation to the demand of research questions, the experiences of school staffs helped the current study to identify causes of student dropout in secondary schools in Tanzania. The experienced staff teachers pointed out that, the reasons for dropout from secondary school system particularly in Nachingwea District were mostly triggered under the influence of parents at home. The researcher witnessed lack of parental care and low motivation of the parents to their children especially in issue related to education matters. Nevertheless, some of the parents forced their children to engage in petty trade as his/her portion to support the daily family expenses. Also, school staffs exposed that poor academic performance and behaviors like bullying, fighting, theft and truancy to be among the things which may lead student to dropout. Therefore, as far as Tinto's model is concerned, all factors can be regulated if there are strongly social and academic interactions among the school staff, students and parents towards the institution goal.

As I discussed in the literature review, some of the factors which are influenced student dropout are appeared to be the same to what the researcher explored in the current study. This is because the dropout phenomenon in all secondary schools in Tanzania seems to share the same nature and circumstance to occur. For example, the current study revealed that lack of social interaction in school context and poor involvement of parent in motivating children to study are the among the reasons for student dropout at early stages of schooling.

Based on economic factor, the findings revealed that students were departed early from education system due to engaging in motorcycle business, while other past researchers observed the causes based on economic factors to be failed to afford school expenses like buying school uniform, books, and bus fare. This reason nowadays is invalid because the Government already invested in education under fee free education policy and build new schools in every Ward in Tanzania. Hence, the first research question is tackled well since the answers concerning causes that revealed in current study is very true and valid for the purpose of the current study. For instance, the motorcycle business industry grew up very fast among the youths in Tanzania to the extent that the Government recognized as among the best tax revenue.

Having given discussion concerning causes of student dropout in Tanzanian secondary schools in general, the following part of this chapter also will discuss the formal and informal preventive strategies revealed in the current research study.
In respect to Tinto's model of student departure (1993) as a theoretical lens in my entire study, the researcher in responding to the research questions which are needed to disclose formal and informal strategies (especially second and third research questions), among the perceptions experiences pointed out by study participants to prevent dropout was school meeting. The main purpose of conducting school meeting was to maintain strongly social interaction between parents, teacher, and parents. It is the chance for both teachers, parents, and management to see and assess together academic progress of the student and take a proper intervention wherever it necessary in order to rescue the possible student dropout.
Not only that but undertaking character assessment to the students and collaborate with other authorities like Ward education office, Non-Government organization and Ward Police office also are among the strategic plan used by school management team to persist students in school system. I realized that some of the strategy may create fear to the parents due to involvement of police

force. As an educational researcher I can recommend that, regarding this strategic plan is officially accepted by the Government in order to penalize parents who are not committed to insist student attendance, I think this is good measure because some of the parents are reported to be not responsible and sometimes deliberately contribute student dropout from the school system. In fact, these strategies are not only preventing any possible student drop out, but it is also strongly maintained social and academic interactions to the school members (i.e students and teachers) in a way that students have never thought to departure before completion the study.

Moreover, current research revealed a unique formal and informal preventive strategies against student dropout which are not the same to the other researchers stated in their previous research studies as I discussed in literature review. Therefore, the current study revealed that, apart from involvement of teachers and parent as well-known strategy to stop student dropout, but also collaboration with other stakeholder like Non-Government organizations and Police office to be the best solution and appropriate answer to ensure student retention in school or back to school in case of poor attendance in the class.

Eventually, with respect to the current study and my knowledge, this research is the first to observe several experiences of School management team and teachers concerning formal and informal preventive strategy against student dropout problem at secondary school in Nachingwea District, Tanzania. Therefore, the school management in turn has got achievement in protecting their students and create conducive ground for teaching and learning and facilitated completion with desired learning package.

4.6 RECOMMENDATION FOR FUTURE STUDY

Since the education is the basic right for all children, the school staff preventive strategies underscored in this study can be useful in both primary and secondary school in the struggling to reduce the student dropout problem in Tanzania.

Also, all findings revealed in the study proposed a valid background for further research in the sense that it has depicted some issues concerning the problem of student dropout in secondary schools in Nachingwea district - Tanzania. Though major factors which influence student dropout are almost the same in all African developing countries, but some of the preventive strategies implemented by school staff may not be able to solve the phenomenon of student dropout everywhere. Therefore, this study offers room for the coming researcher to look forward on the issues which need to be raised and deeply explored pertaining to the dropout problem in secondary schools.

Moreover, the study findings are linked to preventive strategies grounded on school setting only, therefore, the coming researcher should expand the scope of the next study and focus on do extensively study in order to understand other preventive strategies existed out of the school context. Eventually, I can recommend that, further studies may use these findings as a point of departure on exploring extra preventive strategies in other secondary school in Tanzania and Africa as well.

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APPENDICES

Appendix I : Interview Guide Questions for Head of school.

Dear Informant,

My name is Douglas Kinyagu, a student at GOTHENBURG UNIVERSITY, Department of Education and Special Education undertaking Master programme in International Educational Research. As part of the requirements of the course (PDA184), I am required to undertake this study on examine perception and experience of School management and Teachers on students' dropout problem in secondary school.

You have been selected as one of my informants in this study. Your sincere and correct answers will be important in attaining this goal. Feel free to respond to my questions, all information will be treated with utmost confidentiality.

PRELIMINARY INFROMATION:

1. What is the school name? ………………………………………………………….
2. What is the age of Head of school? ……………………….……………………
3. What is the gender of Head of school?..
4. What is the level of your education? ………………………….……………………..
5. What is the level of education of Heads of department?...
6. What is the level of education of Class teachers?...
7. How many subject teachers do you have in school? ………………………………
8. How many students do you have in this school?...
9. What is the student-teacher ratio in each class?...

INTERVIEW QUESTION:

1. How long you have been working in this position?
2. What is the average of male and female students' enrolment for past five years?

   a) If average number increase- what is the reason for increasing?

   b) If average number decrease -what is the reason for decreasing?
3. What is average of male and female students' completion for past five years?

   a) If average number increase- what is the reason for increasing?

   b) If average number decrease -what is the reason for decreasing?
4. What is the cause of students' early departure?
5. What do you implement formal strategy in order to reduce dropout problem?
6. What is your opinion about Government's dropout strategy?
7. Do you think dropout problem can be solved out of formal strategy? How.
8. Do you involve students to reduce dropout problem in your school?

Appendix II: Interview Guide Questions for Head of Department.

Dear Informant,

My name is Douglas Kinyagu, a student at GOTHENBURG UNIVERSITY, Department of Education and Special Education undertaking Master programme in International Educational Research. As part of the requirements of the course (PDA184), I am required to undertake this study on examine perception and experience of School management and Teachers on students' dropout problem in secondary school.

You have been selected as one of my informants in this study. Your sincere and correct answers will be important in attaining this goal. Feel free to respond to my questions, all information will be treated with utmost confidentiality.

INTERVIEW QUESTION.

1. How long you have been working in this position?

2. What are responsibilities do you have in school as Head of department?

3. What do you do to facilitate student's graduation?

4. Do you involve students to reduce dropout problem? How.

5. What is the challenge facing students to reduce dropout from school?

6. What do you apply individual effort to motivate student's retention in school all the time?

7. What challenges do you face as Head of department in your daily activities?

8. Do you think those challenges can be solved informally and how?

THANK YOU FOR YOUR COLLABORATION.

Appendix III: Interview Guide Questions for Class teacher.

Dear Informant,

My name is Douglas Kinyagu, a student at GOTHENBURG UNIVERSITY, Department of Education and Special Education undertaking Master programme in International Educational Research. As part of the requirements of the course (PDA184), I am required to undertake this study on examine perception and experience of School management and Teachers on students' dropout problem in secondary school.

You have been selected as one of my informants in this study. Your sincere and correct answers will be important in attaining this goal. Feel free to respond to my questions, all information will be treated with utmost confidentiality.

INTERVIEW QUESTION.

1. What are responsibilities do you have in school as class teacher?

2. How long you have been working in this position?

3. What do you improve student's attendance in the class?

4. Do you involve students to reduce early departure problem?

5. What is the challenge facing student to persist in school?

6. What do you do to facilitate student's graduation?

7. What are challenges do you face as class teacher in your daily activities?

8. Do you think those challenges can be solved informally? How?

9. What do you implement individual effort to motivate students' retention in school?

THANK YOU FOR YOUR COLLABORATION.

APPENDICE IV

INFORMED CONSENT FORM.
Informed Consent to Participate in a Research Study.

GOTHENBURG UNIVERSITY
Department of Education and Special Education
Västra Hamngatan 25, A-hus room 165
Mail Address: Box 300, 405 30 Göteborg-SWEDEN.
www.ips.gu.se

Title of Research Project	**: STUDENTS' DROPOUT PROBLEM IN RURAL SECONDARY SCHOOL.**
Name of Supervisor	**: Dr. Adrianna Nizinska (PhD)**
Name of Reseacher	**: Douglas Kinyagu**
Phone Number	**: +255694005311 or + 46704392035**

A. PURPOSE AND BACKGROUND.

Mr. Douglas Kinyagu is conducting research on student dropout phenomenon in secondary school. The purpose of your participation in this research is to help the researcher to examine perception and experience on student dropout in secondary school from School Management and teachers at secondary school in Nachingwea District -Tanzania. You were selected as a possible participant in this study because you are qualified and experienced personnel in education field.

B. PROCEDURES

If you agree to participate in this research study, the following will happen:
  i)   Read and sign informed consent form for approximately 10 minutes
  ii)   Participate in interview session for approximately 30 minutes.
  iii)   The entire interview session will be tape recorded and transcribed verbatim.
  iv)   Providing relevant information and experience on students' dropout problem.
  v)   Providing any personal information requested (if necessary).

C. RISK

There is no any expected risk in this research study. You are participation will be handled comfortably and conveniently.

D. CONFIDENTIALITY.

The records from this study will be kept as confidential as possible. No individual identities will be used in any reports or publications resulting from the study. All CDs, tapes, transcripts, summaries will be given codes and stored separately from any names or other direct identification of participants. Research information will always be kept in locked files. Only research personnel will have access to the files. After the study is completed around July 2020 the collected data will be destroyed.

E. VOLUNTARY PARTIPATION.

Your decision whether or not to participate in this study is voluntary and will not affect your relationship with the researcher or Gothenburg University. If you choose to participate in this study, you can withdraw your consent and discontinue participation at any time without prejudice.

G. QUESTIONS

If you have any question about the research study, please contact Dr. Adrianna Nizinska (PhD)-(Supervisor) by calling +46 317865832, E- mail address: adrianna.nizinska.gu.se You can also contact

Ernst Thoutenhoofd (Course Coordinator) by E-mail: ernst.thoutenhoofd@gu.se with any questions about (IBR information) and research related concerns.

CONSENT
YOU ARE MAKING A DECISION WHETHER OR NOT TO PARTICIPATE IN A RESEARCH STUDY. YOUR SIGNATURE BELOW INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE IN THE STUDY AFTER READING ALL OF THE INFORMATION ABOVE AND YOU UNDERSTAND THE INFORMATION IN THIS FORM, HAVE HAD ANY QUESTIONS ANSWERED AND HAVE RECEIVED A COPY OF THIS FORM FOR YOU TO KEEP.

Tittle: _____ Signature_____ Date _____
Research Participant.

Signature _____ Date _____
Interviewer.