A STUDY OF THE FACTORS LEADING TO SCHOOL DROPOUTS IN ZIMBABWE RURAL SECONDARY SCHOOLS: A CASE STUDY OF MUSUSE SECONDARY, SANYATHI DISTRICT

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BINDURA
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ABSTRACT

Students have many different perceptions of attending to school. Most business and athletics leaders will talk about how the individual’s attitude directly affects their performance in the office or on the field. This study looked at the factors that lead students to drop out of school in the rural schools in Zimbabwe. One small school in Sanyathi District was the focus of this study. Students and teachers both were surveyed by the researcher on their perspective of the issue of school dropouts. Qualitative data was used through purposive sampling in order to obtain the results of the study.
DEDICATION

Dedicated to my would-be wife, my parents, and my brothers who have always been there to support me in anything I do.
ACKNOWLEDGEMENTS

I thank the Lord almighty for giving me strength during this study.

I wish to thank my adviser, Mr Zengeya A, for intellectual support,
encouragement, and enthusiasm which made this research possible, and for his patience in correcting both my errors.

I thank my would be wife, Rasheeda, for her continued support and the sacrifices she made while I worked on this Research.

I would also like to thank my parents and brothers for their unequalled support.

I would like to thank my fellow teachers at Mususe secondary School for their continued support, words of encouragement, and time in their classes to talk to their students about this project.

I would like to thank the students of Mususe Secondary School for their help and their honesty in answering the questions on the survey.
APPROVAL FORM

The undersigned certify that they have read and recommended to Bindura University of Science Education a dissertation entitled “A study of the factors leading to school dropouts in Zimbabwe rural secondary schools: a case study of Mususe Secondary School”

I declare that this curriculum depth study for the Post graduate diploma in education has not been submitted by anyone at this college or any other college or any university and that it is my own in design and execution.

Signature .................................................................Date..................

Witness

Signature.................................................................Date..................

Supervisor

Signature.................................................................Date............
DECLARATION

I Andrew E Karemba hereby declare this research on; a study of the factors leading to school dropouts in Zimbabwe rural secondary schools: a case study of Mususe Secondary, Sanyathi District, is my own work. I wish to state that to the best of my knowledge it contains no material previously published by another person or material which has been accepted for the award of post graduate diploma in education of any other University, except where due acknowledgement has been made in the text.

ANDREW E KAREMBA (B1438371)

Signature.................................................................
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CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

Education is one of the important basic human rights in all societies. In Zimbabwe, the provision of education has been one of the most critical issues of government policy especially after independence in 1980. Many factors have however remained a hindrance for most people to attain education. Particular concerns to this study are challenges that students face in their quest for education that result in them dropping out of school.

1.1 Background of the study

Mususe Secondary School is located in Mahamba resettlement area (near Chakari), in Sanyathi district, Mashonaland west province, one of the ten administrative provinces in Zimbabwe. Due to lack of rain in the past two seasons, food security has become of major concern to Sanyathi district. Crop produce from subsistence farming cannot sustain the family for the whole year. This raises the need for the family to supplement in cereal produce through buying mealie-meal from retail shops. They sometimes end up taking up menial jobs in neighboring rich families or engaging in illegal gold mining in Chakari a nearby mining town in order to meet their basic requirements for food and sustenance. Students who take up such jobs may lose part of their learning for food.

This seriously compromises their academic achievement. Additionally many students in the area have challenges in writing. Poor academic performance is the single strongest predictor of dropping out of school. Poor grades and low test scores, regardless of ability, may increase student frustration and reduce motivation to stay in school. The school has suffered a loss of students each year as shown on the table below. This has been attributed to various factors in the area.
Table 1.1 showing enrolment and dropouts at Mususe Secondary School

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Number of dropouts</th>
<th>boys</th>
<th>girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>277</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2012</td>
<td>275</td>
<td>4</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>2013</td>
<td>272</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2014</td>
<td>265</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Survey, January 2015

Due to the struggle for food some students come to school on empty stomachs. Higher needs such as esteem needs like education can become dominant only when lower needs such as hunger and thirst have been gratified. According to Maslow’s theory, a hungry child cannot pay attention in class since his or her images will be dominated by food. This brings hindrances to children’s experience as they pursue their education.

Mususe Secondary School is the only school that offers secondary education in the Mahamba resettlement area. Its feeder area comprises of four primary schools namely Montana primary, Eastalia Primary, Mahamba primary and Savannah primary school. This therefore suggests the high possibility of long distances up to twenty kilometres which some students travel on a daily basis on their way to and from school. Walking over long distances might lead to late coming at school and at home after school in evening. Fatigue and hunger might lead to drowsiness during learning as a result of walking over long distances. Some children from rich families would usually cycle to school. This puts them at the advantage of arriving at school early without having lost any considerable amount of energy compared to counterparts who cannot afford.
The area is clad with various religious sects, to whom various beliefs and cultures emanate. Some students especially the girl children are vulnerable to such vows as betrothing (“kuzvarira”), a common idea within the apostolic churches. Several cases have been identified in the area whereby some female students approaching form 3 had to drop from school in order to assume wifehood status. It is however a sad phenomenon that this occurs inconsiderate of the child’s school abilities.

Social unrest appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and cater for other needs associated with education, but also because it is associated with a high opportunity cost of schooling for children. As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education. Poverty also interacts with other points of social disadvantage, with the interaction of factors putting further pressure on vulnerable and marginalised children to drop out (Hunt, 2008:52).

1.2 Problem statement

We have already noted in the background that student dropouts in rural schools in Zimbabwe are a problem. It is against this background that this research seeks to provide an answer to the following main research question: do social factors lead to school dropping out?

1.3 Sub-Research Questions

In view of the complexity of the factors that accounts for school dropout the following research questions were designed to unearth the various dimensions of the phenomenon.

- Does underachievement lead to school dropout?
- Does family size contribute to school dropping out?
- Does distance travelled to school cause dropouts
- What other factors lead to school dropouts?
1.4 Research Objectives

The purpose of this study was achieved through pursuing the following objectives.

- To identify the factors pushing one to leave school in Mahamba resettlement area
- To establish if underperformance leads to school dropping out at Mususe secondary school.
- To evaluate the impact of social factors on school dropping out in Mahamba resettlement area.

1.5 Significance of the study

The researcher is in line with the government policy of youth empowerment. It is a platform for other studies to be carried out. It can also be used by policy makers to formulate Acts to promote sustainable growth and development in the country. The study aims to reflect some major setbacks in the educational sector, evident in the rural Zimbabwe that require attention so as to give the youths equal exposure and attention as they approach the job industry. This research is also a requirement for the completion of teacher education.

1.6 Assumptions

This study is based on the assumption that the participants will provide honest and reliable data and that the sample used is representative of the population. The study also assumes that, the instruments used are valid and reliable for data collection. The study also assumes that students who are socially disturbed do not perform well at school or may dropout.

1.7 Clarification of Terms

1. A dropout is defined by Ramirez and Carpenter (2008) as a student who has discontinued school before graduation with no intention of returning and without the school’s consent.

2. Secondary school means (Education) a school for young people, usually between the ages of 11 and 18 according Oxford Dictionary (2003)
1.8 Limitations of the study

Personal characteristics of the respondents had an effect on data gathering. Some respondents did not exhaustively respond to all items. Some concealed information deeming it personal. The researcher had less mitigating mechanism upon this as respondents were simply not willing to respond the items at the time of carrying out the interview. There are some factors that the researcher was not able to control such as the responses of the respondents which could be affected by factors such as suspicion and fear of the repercussions of their responses. The respondents could therefore give socially acceptable responses in order to avoid offending the researcher.

1.9 Delimitations

The study is focused on students from Mususe Secondary School in Mahamba resettlement area in Sanyathi District and not from any other area in Zimbabwe. Focus is centered only on dropouts as result of student’s social background.

The study will only concentrate on the social factors pertaining to the study, overlooking other causal factors. The social factors mainly revolve around those related to the family, parent involvement and encouragement, student motivation and parental education status.

1.10 Organization of the study

This study is presented in five chapters. Chapter one deals with the introduction on the study. It presents; background of the problem, Statement of the problem, purpose of the study, the research objectives, significance of the study and definitions of key the terms. Chapter two is the review of literature related to this study. Chapter three describes the research methodology that will be used. This includes the following subheadings research design, target population, sampling procedure, and research instruments and data collection techniques. Chapter four deals with the presentation of data. It contains findings of the study pertaining to parents, teachers and children’s questionnaires formulated for the study and conclusion. Chapter five will deal with the summary, conclusions and recommendation of the study.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature was about the influence of various aspects in the social background on causing school dropouts. Furthermore, the literature looks at previous research unearthing causal factors of poor academic performance, in a thrust to see the relationship of poor academic performance and school dropouts. Many researches to date on social background as an influence on children’s academic performance or a decision to drop out of school tend to focus on either parents/guardians education level, residential area, family attitude towards academic achievement, distance to and from school and size of household, and family poverty levels. The researcher has come by some relevant literature review which follows in the paper.

2.1 Literature Review on School dropouts

In a study by Eshiwani (1983) to find out factors affecting performance among school children in Western Province of Kenya, he identified environmental factors as playing a key role in influencing academic achievement of students. According to his findings, the environment in which an individual child lives, which is also the social background influences how a student perceives him or herself and shapes their aspirations, self-esteem and motivation to stay in school. Therefore, the environment can either enhance or hinder a child’s learning and attainment or even force them to go for any other possible alternatives other than schooling. In a further study in the same line it was that main causes associated with dropping out of school are generally grouped into six factors, namely, demographic, family, socio-economic status, school-related, behavioral and psychological (Piromruen and Keoyote, 2001; UNESCO, 2005).

In the Indian sub-continent, teenage pregnancy is more common in traditional rural communities compared to the rate in cities (Mehta, Suman, Grenen, Riet, Roque & Francisco, 1989). Economically poor countries such as Niger or Bangladesh have far more teenage mothers compared to economically rich countries such as Switzerland or Japan. The study hence puts across the notion that some teenagers may drop out from secondary or high school to become
mothers. Similarly, a study on school dropouts by Reyhner (1992) revealed that youth in the USA from poor ethnic groups are at a higher risk of dropping out than those from middle income families and much higher than youth from wealthy backgrounds.

A study carried out by Rumberger and Thomas (2000) on high school dropouts in Mauritius have confirmed a relationship between poor academic achievement as measured by grades and test scores and the dropping out problem. This finding links very well with observations made by Bowles and Gintis (1976) that schools everywhere have in unrestricted and repressive features which serve to convince people that success and failure are deserved hence no motivation to stay in school for those that do not perform well.

A qualitative study by Worrel and Hale (2001), conducted in Japan, has shown that positive social relationships in school can create powerful incentives for students to come to school. This seems particularly so for those students who experience difficulties with their work and those who find it hard to meet school expectations due to social disabilities. This study is critical as it provides evidence on the importance of social contract for students to stay in school. In a similar study, Maton and Moore (2010) demonstrate how social capital (measured as relationships between students and teachers both in and out of class) was strongly related to dropping out.

A study by Burgett (2001) in New York indicates that one of the principal reasons for school dropouts is that school programs fail to meet pupils’ needs. The UNESCO report (2000) also comments in respect of developing countries that many schools act as alien worlds which effectively try to offer knowledge of very little relevance to the pupil, his/her social environment or the society he/she will meet as an adult in the labour market. The report further notes that as a direct consequence, many children opt for child labour than be subject to a school regime that is irrelevant to their needs. Elaborating further on the learning situation in developing countries, Petrie (2001: 114) argues that “children are herded into schools, trained to sit still over long periods of time and are forced to accept what the teacher says, no matter how tedious or unreal it is. A child who refuses is thus thrown out of the classroom. In a relevant study, Machingambi (2003) has demonstrated through a study on dropouts in Zimbabwe that lack of diversity in the school curriculum can predispose students into dropping out.
Zengeya (2007) notes that Zimbabwe has a rather high level of school dropouts at general education level yet there is no tangible policy in place to meet their vocational education and training needs.

According to Ramirez and Carpenter (2008), reasons for dropping out of school are categorized into four issues: home-based, society/community-based, school-based and student-based. In their study on school dropouts, they cited homes with single parents; home poor environments; homes with many siblings, homes with a history of dropouts; home environments where substance abuse and physical violence are rife and exposure to wider culture to pupils drop-out as rendering school a low priority to the pupil. In a similar study on why Students Drop Out of School and What Can be Done carried out by Russell W. Rumberger (2001), it was concluded that Understanding why students drop out of school is a difficult if not impossible task because, as with other forms of educational achievement, it is influenced by an array of individual and institutional factors. First, dropping out is not simply a result of academic failure, but rather often results from both social and academic problems in school. Second, these problems often appear early in students school careers, suggesting the need for early intervention. Third, these problems are influenced by a lack of support and resources in families, schools, and communities.

The study on the Causes and Effects of Girl Child Dropouts in Zimbabwean Secondary Schools by Mawere (2012) at Chadzamira Secondary School, Gutu District revealed that the problem is not a new and unique problem to Zimbabwe, but is resonant of most developing countries in Africa and beyond. It has been argued that in Zimbabwe, the problem of girl child dropout is more severe in rural secondary schools than in the urban schools. Traditional beliefs, economic hardships, abject poverty of rural population, pregnancy, early marriage, illness/death and expulsion were among the causes noted during the study. Increased likelihood of smoking, prostitution, teenage pregnancies, and illegal drug use is associated with school drop-out among children (Chinyoka, 2013). In Zimbabwe, girls are sometimes abducted for marriage when they are younger than eight years old (Hlupo and Tsikira, 2013).
In a similar study on School Dropout in Community Secondary Schools in Tanzania by Ntumva et.al (2013) The findings have shown that social demographic, academic performance and home based factors which include, household income, family size, parent’s occupation, cultural and traditional beliefs all contributes substantially to the school dropouts. Girls and boys are pulled out of the school when the family income dictates that all children cannot be educated at a time. Students miss school when there are chores to be done at home or there is a sick family member to nurse. Girls are taken out of school when they mature to prepare them for marriage or to help supplement the family income by selling, farming or performing other income earning activities. Similarly, students lose school interest when they are subjected to new instructional language.

2.2 Distance to and from school and students’ academic activities

Philip Vernon (1973) argues that traveling long distance to and from school may be hard. Most children are also expected to undertake heavy chores at home in the morning and evenings, the effects of these in their learning may be considerable. Richardson (1973) points out that young people are now at risk, not only from openly hostile members of their own generation but also from other young people who profess to be offering them help. In the process of commuting to and from school, the children could be in danger of interacting with people of anti-social behavior and drug traffickers who might influence them to drug taking or truancy. This behavior may eventually force a student to leave school to join the activities full time.

The positive link between the children’s residential area and their academic achievement is well established by Sirin (2005). He points out that the relation of poverty and low socio-economic status exerts pressure on the child’s outcome. These include; low IQ, educational attainment and achievement and socio-emotional problems. Influences on children’s educational outcomes can be associated with geographic location and characteristics of residential neighborhood among other factors (Jacob, 2004; Sanborimatsu et al, 2006).

Stanley, Comello, Edwards and Marquart (2008) compared the difference between urban and rural school communities and noted significant differences in income and education of high school students’ parents. The findings showed that parental education and social economic status
rather than on community/ school characteristics of urban and rural settings has a role to play on academic attainment (Stanley et al, 2008).

**2.3 Literature Review on Academic achievement**

Krishnan (1977) conducted a study on non-intellectual factors and their influence on academic achievement. The sample comprised of 180 students of sixth to ninth class studying in central school Tirupati and was divided into three groups depending on their parents’ education as high, middle and low. The results indicated that parents’ educational status had significant influence on the academic achievement of their children.

Saini (1977) undertook a study on academic achievement as a function of economic status and educational standard of parents. The sample consisted of 196 students from four colleges of Chandigarh. The findings revealed that educational standard of parents had significant effect on the academic achievement of arts and science students at the college level.

Aggarwal (1983) conducted a study on reading ability in relation to some cognitive and non-cognitive factors. The sample constituted 200 male and female students selected randomly from the high schools of Bihar in India. Data were collected by administering reading ability test to the sample. The results of the study indicated that female students had better reading ability and higher academic achievement than male students.

Singh and Srivastava (1983) investigated the impact of parents’ literacy on the academic achievement on a sample of 85 first grade and 80 fifth grade students of Punjab in India. Students’ scores on an achievement test were taken as measures of academic achievement of the students. The findings indicated that parents’ literacy had a positive relationship with younger students’ academic achievement.

Sharma (1984) conducted a study on academic achievement of school students vis-a-vis their parents’ education. The sample comprised of 230 ninth class students of Punjab from whom the data for the educational level of their parents were collected and analysed. The findings revealed that parental education was positively and significantly associated with academic achievement of their children.
Shah and Sharma (1984) conducted a study to investigate the effect of family climate on students’ academic achievement. Data was collected by administering family climate scale to the sample of 200 children consisting 118 boys and 82 girls of ninth class from the schools of Pury and Jehri districts of Kashmir. The results revealed that family environment was significantly and positively related with academic achievement of the students. Supporting the view that social background has an impact on academic attainment of the student.

Singh (1986) studied the relationship between socio-economic status and perception of parental behaviour by students. The sample was comprised of 246 boys and girls of class tenth of Bihar. Data were collected through parent child relation questionnaire and self-administering test of mental ability to check parental behaviour and intellectual ability of the students respectively. The findings indicated that the dimensions of parental behaviour such as love, rejection, protection and discipline were significantly related with intellectual ability of the boys only.

Shah (1993) conducted a study to investigate the relationship among some social, psychological variables and the academic achievement of the students in Azad Kashmir. Data was collected from a sample of 1000 students comprising 640 male and 360 female students. Annual examination results for three consecutive years were taken as measures of academic achievement. The findings indicated that there was a significant relationship between parental interest for the children’s education and academic achievement of their children. In addition it was also found that authoritative families had significantly relationship with academic achievements of the students.

Apple (1996) explained, more affluent parents often have more flexible hours and can visit multiple schools to assess whether they are suitable for their children. They have cars, often more than one and can afford driving their children across town to attend a “better school.” As well, these parents can provide the hidden opportunities and experiences such as camps and after school programs (dance, music, computer classes, and so on) that give their children an ease or a style that seems natural and acts as a set of cultural resources.

Kohl et al. (2000) and Garikai (2010) confirmed a positive relationship of parental education with parental encouragement and Singh (1986) and Noommay (1988) revealed that parental
encouragement influenced cognitive development of their children. Whereas Ginsburg and Bronstein (1993) and Kazmi (2011) found that parental encouragement significantly related with achievement motivation of the students.

A substantial amount of international research into the relationship between poverty and education demonstrates that while the general attainment levels of poor children have improved over time, the gap between the majority of children from low-income families and their more affluent peers has widened (Knapp, 2001; Thomson & Harris, 2004).

Devi and Kiran (2002) studied factors associated with scholastic backwardness of secondary school children. 100 low achievers from secondary schools of Hyderabad city were selected as sample for the study. Interview schedule was used to elicit factors related to scholastic backwardness. The results reported that low educational status of parents found to be detrimental to academic achievement of their children.

Devi and Mayuri (2003) carried out a study of family and school factors that affect the academic achievement of residential school children studying ninth and tenth classes on a sample of 120 students of Hyderabad city. Data were collected through an interview schedule developed by the investigator to study the family factors. The result indicated significant gender difference in academic achievement and girls were found to be superior to boys in academic achievement.

Sunitha (2005) studied academic learning environment of students from aided and unaided co-educational high schools. The sample of 240 students was selected from the schools of Dharwad city in India. Data were collected from administering home learning environment scale developed by the researcher and academic achievement was taken as average percentage marks of the previous year and two semesters of the current year of the students. The results revealed no significant different in academic achievement of boys and girls. Parental education was also found to have significant and positive relationship with academic achievements of the students.

Halawah (2006) examined the effect of motivation, family environment, and student characteristics on academic achievement. On the sample comprised of 388 high school students including 193 male and 195 female students of Abu Dhabi district in United Arab Emirates.
Grade point average was taken as measure of academic achievement of the students. The results revealed no significant gender difference in academic achievement of the students.

Waters et al. (2006) determined whether the academic performance of 575 medical students learning in rural settings differs from those learning in urban settings of Australia. Academic achievement included the results of the consecutive three years and five specialists eight week rotations conducted in either the rural clinical division for rural students or in Brisbane for urban students, all following the same curriculum and taking the same examinations. From the results no statistically significant differences were found between academic performance of rural and urban students.

Nuthana (2007) carried out a gender analysis of academic achievement of school students of Karnataka. The sample comprised of 600 students including 325 boys and 275 girls. Academic achievement was taken as the average grades of two previous years. The results of study showed that there was no significant difference in academic achievement of boys and girls. But the results indicated a significant difference in academic achievement of urban and rural students with urban students had higher academic achievement than rural counterparts.

Garikai (2010) empirically predicted the causes of poor academic performance of the school students on a sample of 200 high school students of Zimbabwe. Data were gathered through interview conducted with the students. The findings indicated that there was a difference in academic performance of male and female students with male students performing better and education of parents had significant effect on academic achievement of the students.

Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Machakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.

Singh and Praveen (2010) studied the relationship of social maturity with academic achievement of high school students. The study was conducted on a sample of 400 high school students
consisting 200 boys and 200 girls studying in tenth class of New Delhi. The aggregate scores of the selected students in the board examinations were taken as the measures of academic achievement. The results indicated that there were no significant differences between the academic achievement of boys and girls. The findings also revealed no significant difference in academic achievement of rural and urban students.

Sharma and Tahira (2011) investigated the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India. 1500 students were selected as a sample for the study and data was collected through a questionnaire that assessed personal information and science achievement test developed by the researchers themselves. The results indicated that family variables including parental education had significant relationship with the achievement of their children.

2.4 Overview of the literature review

The above studies on school dropouts, distance travelled to and from school and academic achievement gave many varying related causes to the phenomena. Many reasons alluded to parental education, family poverty, size of the family, rural or urban education, gender, early marriages etc. these may be summed up into social factors leading to student dropping out of school.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explored the research methodology. Focus was on the research design, research instruments, target population, sample and sampling procedure, data collection procedures, data analysis procedure and finally the chapter closed with a summary of the issues presented.

3.1 Research design

The research is going to make use of a qualitative research design. Burns et al (2005:45) assert that qualitative research design provides answers to who, where, what and how questions so as to answer research objectives, therefore it seemed to be appropriate in this study because it allowed the researcher to collect data. De vos (2001:23) asserts that qualitative survey is an excellent tool for measuring qualitative data such as the respondents’ attitudes, values, opinions and suggestions for improvement of educational practices and instruction.

For this reason the qualitative survey was seen as quite relevant in this study which seeks to investigate factors that causes school dropout. It also enables the researcher to gather more information using questionnaires and interviews.

3.2 Population

According to Gamoran (2000:28) population refers to all individuals, units, objects or events that are considered in a study. There are approximately 8 urban secondary schools, 6 peri-urban secondary schools and 9 rural secondary school. The teachers are approximately 2000 in the district. Student enrolment is approximately 21000.

3.2.1 Target Population

Bricken (1988) defines target population as a large sample or population from which a small proportion is selected for observation and analysis. The target population in this study was students at Mususe secondary school, and also teachers at the school.
3.3 Sample technique

A sample can also be defined as a small portion of the total set of objects, events or persons, which together comprise the subject of the study, Seaberg (1995:39). A sample chosen included all the parties involved in the quest to get a properly researched conclusion. The following sample chosen consisted of 25 participants, including 10 teachers and 15 students.

3.3.1 Sample Design and Procedure

The researcher used purposive sampling during the research in order to determine the factors causing dropouts in secondary schools.

3.3.2 Purposive sampling method

The Purposive sampling method allowed the researcher to acquire information that would build up arguments towards a deeper understanding of participant’s social environment and understanding of conducive learner conditions. Another reason for the choice of purposive sampling was based entirely on the judgement of the researcher, in that a sample is composed of elements that contain specific characteristics, for example the researcher sampled students who have the potential to dropout.

3.3.3 Sample size

The sample consisted of 25 participants of which 15 were form four students selected randomly at Mususe secondary, 10 are teachers selected on the basis of their term of service at the station. The table below summarises the frequency of participants.
Table 3.1: Participants response rate

<table>
<thead>
<tr>
<th>Participants</th>
<th>Number of schools</th>
<th>Biological variables</th>
<th>Variable</th>
<th>Number</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>8</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>7</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>15</td>
<td>100 %</td>
</tr>
<tr>
<td>Teachers</td>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>10</td>
<td>100 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age</td>
<td>12-18</td>
<td>9</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19-23</td>
<td>6</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24-65</td>
<td>10</td>
<td>40%</td>
</tr>
</tbody>
</table>

3.4 Instrumentation

Data collection instruments are the tools that the researcher used to collect data. The researcher used questionnaires and interviews to collect data to cover all the issues in the study.

3.4.1 Questionnaire

The researcher set a number of questions to which the respondents had to respond in a written manner. In designing questions, I was guided by the works of Erik Hofstee. According to Hofstee (2006, p. 135), “background type questions are important when carrying out a study and it is also important to keep the interviewee to the topic being discussed, but it can pay not to be too rigid”. One of the advantages of open ended questions is that the interviewee may give you more than what you had expected. However, “if not carefully administered, they can produce misleading responses, thereby affecting results” (Hofstee, p. 136).
This technique was useful to the teachers and students who are literate. This technique was preferable since it was not very expensive. Questionnaires ensured likelihood of honesty as respondents did not give their identification. Pannarselvan (2005:42) denotes that questionnaires reduce interviewer bias and they give respondents more time to answer in a more relaxed environment. Cohen (2000:16) asserts that questionnaires allow uniformity from responses to questions compared to interviews as each person answers exactly the same question. He further defines a questionnaire as an instrument comprised of a series of questions that are filled in by the respondent himself. The method is also objective and precise as responses are gathered in a standard way that is each and every respondent will be asked the same questions hence the information will be easy to analyze. Closed questions allow the respondents to provide responses within predetermined parameters and open ended questions are used to allow for flexibility when providing feedback.

3.5 Reliability and Validity

3.5.1 Reliability

Mugenda & Mugenda (2003:37) define reliability as a measure of the degree to which research instrument yields consistent results or data after repeated trial. The pilot study was carried out to enable the researcher assess the clarity of the questionnaire items so that those items found to be inadequate or vague could be modified to improve the quality of the research instrument thus increasing its reliability.

3.5.2 Validity

Validity is defined as the accuracy and meaningfulness of influences which are based on the research results (Mugenda & Mugenda 1999:42). Validity according to Borg and Gall (1989:31) is the degree to which a test measures what it purports to measure. All assessment of validity was subjective opinions based on the judgment of the researcher (Wiersman, 1995:25). The pilot study helped to improve the face validity of instruments being used. This was improved through expert judgment of the research supervisor who was an expert in research this helped improve content validity of the instruments.
3.6 Ethical Issues

Permission was obtained by the researcher from the headmaster at Mususe Secondary School to distribute the survey packets. The participants will not be required to put their name on the survey to assure the anonymity of all participants. The data and surveys were stored in the home of the researcher.

3.7 Data analysis and presentation

The researcher used open and closed ended questionnaires for the teachers and students who are literate in comparing attributes in tabular and graph form. Qualitative data was used to analyze qualitatively using content analysis of meanings and implications emanating from respondents’ information. The information on comparison of the data given by the respondents was portrayed by the use of pie charts, bar graphs and tables. Neumann (2000:56) observes that qualitative research is flexible, highly-focused and designed to be completed quickly.

3.8 Summary

This chapter highlighted the research design which is a qualitative design, the population of study, sampling methods, sample size, data collection techniques, ethical issues and research instruments.
CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter is focused on the collection of data relevant to making a sound analysis on whether social factors really contribute towards school dropping out. The results presented were taken from the numerous questionnaires and interviews carried out by the researcher. The data is analysed through the tabulation of results accompanied by various data presentation tools like pie charts, bar and line graphs.

4.1 demographic data of respondents

<table>
<thead>
<tr>
<th>Participants</th>
<th>Number of schools</th>
<th>Biological variables</th>
<th>Variable</th>
<th>Number</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>10</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>8</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>18</td>
<td>100 %</td>
</tr>
<tr>
<td>Teachers</td>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Female</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>12</td>
<td>100 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age</td>
<td>12-18</td>
<td>11</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19-23</td>
<td>7</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24-65</td>
<td>12</td>
<td>40%</td>
</tr>
</tbody>
</table>
The table above shows the distribution of respondents who took part in the pilot study and the actual study. The detail of the respondents to the questionnaires amounted to a sample of 30. The students who took part are ordinary level students. 52% were males and 48% were females as selected. Teachers were selected equally hence both males and females were 50%. Their ages comprised of 36% who are between the age of 12 and 18, 24% are between the age of 19 and 23 and 40% between the age of 24 and 65. The teachers are the ones who mainly occupied the 40% of the respondents.

4.2 Data Presentation, Analysis

4.2.1 Research question 1: “Does underperformance lead to school dropout?” (n=30)

The pie chart shows the distribution of responses on the relationship between underperformance and school dropout. It was ascertained that the majority view is that underperformance leads to school dropout. Over 60% of the respondents in the questionnaires both in the actual study and in the pilot study agreed to the view that low test scores and poor grades in school affects a decision to stay in school. The teachers all agreed that poor academic performance does lead to students
dropping out of school. A few students (15%) did not agree on school performance influencing a
decision to stay in school or dropping out.

4.2.2 Research question 2: Does family size contribute to school dropping out?

From the data collection responses given on the questionnaires 80% of the responses strongly agreed that family size affected a student’s decision to drop out of school. 6% agreed that family size has an impact on school dropouts’ level. 10% of respondents disagree and 4% strongly disagreed that the size of the family does not have a significant impact on the decision to leave or stay in school.
The majority of the respondents supporting the perspective that family size affects the decision to stay or leave school were the students. Some of the teachers were in support, but some disagreed that family size doesn’t affect the decisions to dropout or stay in school.

4.2.3 Research question 3: Does distance travelled to school cause dropouts?

The pie chart above shows the responses obtained from the questionnaire on whether distance travelled to and from school leads to one deciding to drop out of school. All the teachers fully supported the view and comprised the majority who strongly agreed (63%). Some students (16%) only agreed to the view that distance may influence one to decide to leave school. 3% of the respondents were not sure if distance travelled to school leads to dropouts. 10% of the respondents strongly disagreed that distance travelled would not influence a decision by one to stay or leave school. 8% disagreed that distance has no effect on whether one stays or leaves school.
4.2.4 Research question 4: what other factors contribute to school dropouts?

Table 4.2 showing reasons for dropouts in 2014-2015

<table>
<thead>
<tr>
<th>FORM</th>
<th>Initial Number of boys</th>
<th>Initial Number of girls</th>
<th>Total</th>
<th>Number of boy dropouts</th>
<th>Number of girl dropouts</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32</td>
<td>30</td>
<td>62</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
<td>29</td>
<td>62</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>34</td>
<td>31</td>
<td>65</td>
<td>2</td>
<td>-</td>
<td>Employment</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>37</td>
<td>77</td>
<td>1</td>
<td>2</td>
<td>Employment and religious marriage</td>
</tr>
</tbody>
</table>

Source: Survey, May 2015

The table above shows that boys leave school to seek employment, while their female counterparts reasonably to satisfy their religious intentions and moral at family level. The lower levels appear to be less exposed to the factors pushing others to leave school, the Form 1 and 2 classes have not lost any members of the class due to dropouts.
Table 4.3: Responses to the question: “what other factors contribute to school dropout?” 
(n=30)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency YES</th>
<th>Frequency NO</th>
<th>Frequency Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students taking part-time jobs</td>
<td>21</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. Hunger</td>
<td>25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Mode of transport to school (Cycling / walking)</td>
<td>23</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>4. Religious beliefs e.g. betrothing</td>
<td>21</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>5. Parental level of education attainment</td>
<td>18</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6. Broken Homes and Single Parenthood</td>
<td>22</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>7. Other reasons not socially related</td>
<td>25</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The respondents showed that there were other factors that contribute to school dropout such as students taking up part-time employment, lack of adequate feeding to the children, mode of transport to and from school, religious beliefs, parental level of educational attainment, broken homes and single parenthood. Some other reasons were economic e.g. poverty, price of agriculture outputs.
4.3 Analysis of results

4.3.1 Research question 1: does underperformance lead to school dropout?

The respondents showed that students who normally have poor grades or low test score are prone to leave school. This is so because they generally find school to be unappealing and rather choose alternative activities to suite their capabilities. Such students may start by coming to school for sporting activities or eventually decide not to attend all school arrangements. Ntumva et.al (2013) concluded that social demographic, academic performance and home based factors which include, household income, family size, parent’s occupation, cultural and traditional beliefs all contributes substantially to the school dropouts. Gintis(1976) also concluded that schools everywhere have in unrestricted and repressive features which serve to convince people that success and failure are deserved hence no motivation to stay in school for those that do not perform well.

4.3.2 Research question 2: does Family size lead to student dropout?

The study showed that those from very large families faced some challenges in their school system. Parent’s inability to cater for the needs of the various individuals may result in low academic performance by the individuals. Some did not have enough stationery and school regalia all being blamed on large families that had increased demands that even the breadwinners were failing to attend satisfactorily. Sharma and Tahira (2011) investigated the influence of parental education, parental occupation and family size on achievement of a child and concluded that family size has an impact.

Some elder members of the family had to leave school in order to assist the parents to obtain the requisite resources for the siblings. The teachers mentioned several cases in the school that had students leaving school in order to cater for the needs of the family. All the respondents blamed family size for the dropout of many students, this is because many students come from polygamous families and encounter challenges in the acquisition of proper school resources.
4.3.3 Research question 3: does Distance travelled to school leads to dropout

It was discovered from the respondents that many students who left school in the previous years were those who particularly came from distant homesteads. Students attending school at Mususe travel as far as 20km to school each morning. As a result some are always late to attend lessons and even those who attend usually are tired and some even dose off during lessons. This tends to affect their study capabilities or even attention to school tasks such as given home assignments. Some are pushed to dodge lessons and stay halfway to school due to long distance travelling. The truancy tendency may extend to complete nonattendance to school. Philip Vernon (1973) argues that traveling long distance to and from school may be hard and lead some students to miss school. Sirin (2005) established that there is a positive link between the children’s residential area and their academic achievement.

The students even pointed out to cases of their counterparts they know who at times do not get to school even after they left home with the intention of coming to school. This factor alone was evidence enough to show that students in this area are affected by distance and may influence their motive to stay in school.

Due to the above alluded factor of students having to travel long distance to school, the effects of distance may be felt differently based on how the students get to school. Some cycle to school, while others foot the whole way to school. It is therefore apparent that those who can’t afford bicycles are at a greater disadvantage than their cycling counterparts. The quagmire faced by the students hence perpetrates poor grades and eventually complete nonattendance to school.

4.3.4 Research question 4: what other factors contributed to school dropping out.

- Religious beliefs

Mahamba resettlement is comprised of people belonging to various religious sects varying beliefs. The apostolic sect dominates the area. These have varying beliefs that influence schooling in various ways; some students don’t attend classes on Fridays since it is a “holy day in their beliefs. This level of nonattendance leaves the student disadvantaged of the content delivered to others while they are away. Some girl children are given into marriage before they
leave school and this result in dropouts from school. This tendency has seen the school losing an average of at least 2 girls per every year, 2015 included.

- **Students taking part-time jobs**

The survey also discovered that some students due to their poor backgrounds may seek other forms of raising money either to meet their school needs or to sustain their families as well. A particular case was observed where a student was self-sufficient in all needs, both at school and at home. The vast numbers of students tend to take part in gold panning in the nearby mines, and this increases their likelihood to find working more attractive to school or initially develop a high level of absenteeism. It is from this tendency that they begin to attain low scores in school and eventually decide to drop from school.

- **Hunger**

A profound fact is that hunger, or lack of adequate feeding to a student before attending lessons affects their learning capabilities. According to Maslow’s theory, a hungry child cannot pay attention in class since his or her images will be dominated by food. This brings attention in class since his or her images will be dominated by food. This brings hindrances to poor children experience as they pursue their education.

- **Parental level of education attainment**

Students attributed their performance in school work either good or bad to be shaped by the motivation they obtain from their parents. Parent’s perception of education may be shaped by their own experience in the area. This makes the level of parental education an important aspect in determining both the performance of a child and the decision to make when faced with dropping out.

- **Broken Homes and Single Parenthood**

Although school dropout as a result of broken homes did not feature significantly in the district there were a few reported cases. Broken homes in such a predominantly rural community compels the resulting single parent (especially the females) to migrate to the urban areas leaving behind the children in the care of either grandparents or the extended family. When remittances
for the upkeep of the children left behind are not forthcoming the probability of such children dropping out of school is very high. A number of cases of single parenthood as a result of death of partners were encountered in the survey. When such isolated incidences occur in a poor family the children left behind tend to drop out of school.

4.4 Summary

This chapter mainly focused on presenting research findings of the study. The researcher discovered factors like parental motivation, mode of transport to school, distance travelled to school among other factors resulted in school dropout, withdrawal and being absent from school. The next chapter gives a summary of the whole project and gives recommendations on the way forward.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Chapter five entails summary of findings, recommendations and conclusion. The aim of this chapter is to describe the findings and conclusions based on the discussions of results made.

5.1 Summary

This research has been undertaken to study the extent to which social factors contribute to school dropout in rural secondary students, a case study of Mususe secondary school in Sanyathi District. The study had the research questions does poor academic performance lead to dropouts, does family size contribute to school dropout, does distance travelled to and from school lead to school dropouts and what are some other factors that contribute to school dropouts. The objectives of the study were to identify the factors pushing one to leave school in Mahamba resettlement area, establish if underperformance leads to school dropping out at Mususe secondary school and to evaluate the impact of social factors on school dropping out in Mahamba resettlement area.

The literature reviewed in the study highlighted factors like parental level of attainment, social relations in the school, residential area for the student, distance travelled to school, academic performance, and parental motivation among other factors to be the factors leading to child dropouts from secondary school.

The research methodology was a qualitative design, and purposive sampling was used to a sample of 30. Respondents were given questionnaires which led the findings of the research. Tests for reliability and validity were carried out through a pilot study of 5 respondents.

Data obtained from the questionnaires was analysed through the use of pie charts, tables and graphs. The information was presented in response to the research questions. The study unveiled that underachievement, family size and distance travelled to school play a significant role in students dropping out of school. Among the other factors mentioned in the study religion, lack of
food, parental educational attainment and motivation, single parenthood and broken homes were the other social factors that proved to contribute towards school dropouts among students in the rural schools.

5.2 Conclusion

Amid the study to discover the extent to which social factors lead to dropping out of secondary school, it was founded that family size, distance travelled to school, religious doctrines, hunger, parental level of educational attainment contribute to the phenomena. It was also concluded that underperformance lead to school dropout. This was an important finding within the research.

Therefore social factors contribute to school dropouts in rural secondary schools in Zimbabwe.

5.3 Recommendations

- Parents/guardians in Mahamba resettlement area should always have a positive attitude towards their children’s school work.

- Foster constant interaction between parents and teachers in the various schools and communities. Teachers should endeavor to get in touch with the parents of children who have problems to discuss issues affecting them.

- The formation of Guidance and Counseling groups comprising of teachers, parents, pupils/students to track and help children with problems. This could go a long way to identify would-be dropouts before they actually dropout. Regular interaction of the groups with pupils and students could unearth their problems for quick resolution to enable them stay in school. Also, the group should explain and demonstrate the dangers associated with truancy and peer group pressure/influence to the children.

- Formation of Peer counseling to eliminate the tendency of pupils to mock at their colleagues for either failing tests or exercises.

- The parents/guardians in Mahamba resettlement should ensure that their children do not cover too long distances to and from school by residing near the school.
REFERENCES


Bertrand, Alvin L. “School Attendance and Attainment: Function and Dysfunction of School and Family Social Systems.” SocialForces 40.3 1962: 228-33


International Journal of Educational Research and Technology Volume 3 Issue 2 June 2012: 11-20

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APPENDIX A

PERMISSION TO STUDY

Dear Sir

I am writing this letter to ask for your permission to perform a study here at Mususe secondary School. The study is regarding the social factors that lead to students dropping out of school.

Attached you will find a copy of the informed consent for that I will be sending out to the Participants here at Mususe Secondary. I will be getting with each of the teachers and finding a time, at their convenience, that I can come in and administer the survey to the class. No student identification information will be asked of the student. The only personal information on the survey is age and experience. The survey is a questionnaire that the participants will be asked to respond to.

Please look over the informed consent form. If there are concerns, please notify me and I will address them to the best of my ability. If everything looks to be in order, and I have your permission to perform this study at Mususe Secondary school, please sign below so that I have your written permission to proceed.

Thank you in advance for your cooperation in my research process.

Sincerely,

________________________________________
Andrew E Karemba

Signing below state that I am granting Andrew E Karemba permission to conduct a study titled: “A STUDY ON THE FACTORS LEADING TO DROPOUTS IN ZIMBABWE RURAL SECONDARY SCHOOLS: A CASE STUDY OF MUSUSE SECONDARY SCHOOL”

________________________________________
Print Name Here

________________________________________
Sign Name Here
APPENDIX B

INFORMED CONSENT FORM

To: Students / Teacher

From: Mr. Andrew Karemba

Re: survey on factors leading to school dropouts

INFORMED CONSENT FORM

You are invited to participate in a study on the factors leading to secondary school dropouts. You were selected as a possible participant in this study because you are a student/teacher at Mususe Secondary School, the site of the study.

If you decide to participate, I will send you a survey that you will fill out that contain a questionnaire. The survey should not take you between 15-20 minutes to complete.

Any information that is obtained in connection with this study will remain confidential. No identifying information is on the survey and your responses are completely confidential. All information gained in this study will be submitted to Bindura University of science education. Individuals’ confidentiality will remain intact when anyone is looking at the results.

Your decision whether or not to participate will not prejudice your future relation with A.Karemba. If you decide to participate, you are free to discontinue participation at any time without prejudice. If you have any questions, please do not hesitate to contact me. If you have any additional questions later, please contact me on 0773121530 and I will be happy to answer them.

You are making a decision whether or not to participate. Your signature indicates that you have read the information provided above and have decided to participate. You may withdraw at any time without penalty or loss of benefits to which you may be entitled after signing this form should you choose to discontinue participation in this study.

_____________________________________  _____________________________________
Printed Participant Name                                                   Participant Signature

_____________________________________
Signature of Investigator
APPENDIX C

QUESTIONNAIRE FOR THE STUDENTS (PILOT STUDY)

I am a student at Bindura University of Science Education studying Post Graduate Diploma Education. I am required to carry out a research project in partial fulfilment of the requirements of the diploma. My project research topic is a study of the factors leading to school dropouts in Zimbabwe rural secondary schools. I kindly request your assistance in my effort to gather data, by responding to the interviews. Any information given will be treated with a lot of confidentiality. Please tick where appropriate

1. How old are you? ...............  
2. Who do you live with  
   Both parents [ ] Single Parent [ ] Guardian [ ] Grandparents [ ]  
3. What type of family do you come from  
   Polygamous [ ] Normal family [ ]  
4. How far from school do you stay? ...............  
5. Are you comfortable with the distance you travel to and from school?  
   YES [ ] NO [ ]  
6. How do you travel to school?  
   Bicycle [ ] Walk [ ] Driven [ ]  
7. Do you have adequate resources for school  
   Uniforms YES [ ] NO [ ]  
   Stationery YES [ ] NO [ ]  
8. Apart from farming does your family have any other source of income?  
   YES [ ] NO [ ] If yes explain the source(s)  
   …………………………………………………………………………………………………  
   …………………………………………………………………………………………………  
   …………………………………………………………………………………………………  
   ……
9. How many siblings do you have? ..........................................................
10. Does poor performance in school lead to dropout?
   Strongly agree [ ] agree [ ] Not sure [ ] disagree [ ] strongly disagree [ ]

11. What may cause one to drop out of school?
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................

12. Who is more likely to dropout boys or girls?
   Both [ ] Boys [ ] Girls [ ]

13. What challenges do you face in your learning process that may discourage you from learning?
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................
   ................................................................................................................................................

THANK YOU FOR YOUR COOPERATION!!!!!!!!!!!!!!!
APPENDIX D

QUESTIONNAIRE FOR THE TEACHER (PILOT STUDY)

I am a student at Bindura University Of Science Education studying Post Graduate Diploma Education. I am required to carry out a research project in partial fulfilment of the requirements of the diploma. My project research topic is a study of the factors leading to school dropouts in Zimbabwe rural secondary schools. I kindly request your assistance in my effort to gather data, by responding to the interviews. Any information given will be treated with a lot of confidentiality. Please tick where appropriate

1. How many years have you taught at this school? ……………..

2. How furthest do your students travel to school? ………………..

3. How does the majority travel to school?
   Bicycle [ ]  Walk [ ]  Driven [ ]

4. Are students affected by the socio-economic status of their families
   YES [ ]  NO [ ]  If yes explain how
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   ……………

5. Does family size affect children’s performance in school?
   YES [ ]  NO [ ]

6. Does poor performance in school lead to dropout?
   Strongly agree [ ]  agree [ ]  Not sure [ ]  disagree [ ]  strongly disagree [ ]

7. What may cause one to drop out of school?
   …………………………………………………………………………………………………
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8 Who is more likely to dropout boys or girls?
   Both [   ]  Boys [   ]  Girls [   ]

9 What challenges are faced in this area that may discourage student’s desire for learning?
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THANK YOU FOR YOUR COOPERATION!!!!!!!!!!!!!!!
APPENDIX E

QUESTIONNAIRE FOR THE STUDENTS (ACTUAL STUDY)

I am a student at Bindura University Of Science Education studying Post Graduate Diploma Education. I am required to carry out a research project in partial fulfilment of the requirements of the diploma. My project research topic is a study of the factors leading to school dropouts in Zimbabwe rural secondary schools. I kindly request your assistance in my effort to gather data, by responding to the interviews. Any information given will be treated with a lot of confidentiality. Please tick where appropriate

1. How old are you? …………….

2. Who do you live with
   - Both parents [ ]
   - Single Parent [ ]
   - Guardian [ ]
   - Grandparents [ ]

3. What type of family do you come from
   - Polygamous [ ]
   - Monogamous family [ ]

4. How far from school do you stay? …………….

5. Does distance travelled to school lead to school dropout?
   - Strongly agree [ ]
   - Agree [ ]
   - Not sure [ ]
   - Disagree [ ]
   - Strongly disagree[ ]

6. Are you comfortable with the distance you travel to and from school?
   - YES [ ]
   - NO [ ]

7. How do you travel to school?
   - Bicycle [ ]
   - Walk [ ]
   - Driven [ ]

8. Apart from farming does your family have any other source of income?
   - YES [ ]
   - NO [ ]
   - If yes explain the source(s)
     …………………………………………………………………………………………………
     ………………………………………………………………………………………………

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9. How many siblings do you have? .................................................................

10. Does family size lead to school dropout?
    Strongly agree [ ] agree [ ] Not sure [ ] disagree [ ] strongly disagree [ ]

11. Does poor performance in school lead to dropout?
    Strongly agree [ ] agree [ ] Not sure [ ] disagree [ ] strongly disagree [ ]

12. What may cause one to drop out of school?
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13. Who is more likely to dropout boys or girls?
    Both [ ] Boys [ ] Girls [ ]

14. What challenges do u face in your learning process that may discourage you from
    learning?....................................................................................................................
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THANK YOU FOR YOUR COOPERATION!!!!!!!!!!!!!!!
APPENDIX F

QUESTIONNAIRE FOR THE TEACHER (ACTUAL STUDY)

I am a student at Bindura University Of Science Education studying Post Graduate Diploma Education. I am required to carry out a research project in partial fulfilment of the requirements of the diploma. My project research topic is a study of the factors leading to school dropouts in Zimbabwe rural secondary schools. I kindly request your assistance in my effort to gather data, by responding to the interviews. Any information given will be treated with a lot of confidentiality. Please tick where appropriate

1. How many years have you taught at this school? ……………

2. How furthest do your students travel to and from school? ……………

3. How does the majority travel to school?
   Bicycle [ ] Walk [ ] Driven [ ]

4. Does distance travelled to school lead to school dropouts?
   Strongly agree [ ] agree [ ] Not sure [ ] disagree [ ] strongly disagree [ ]

5. Are students affected by the social status of their families
   YES [ ] NO [ ] 
   If yes explain how
   ………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………

6. Does family size affect children’s performance in school?
   YES [ ] NO [ ]

7. Does family size lead to school dropouts?
   Strongly agree [ ] agree [ ] Not sure [ ] disagree [ ] strongly disagree [ ]

8. Does poor performance in school lead to dropout?
   Strongly agree [ ] agree [ ] Not sure [ ] disagree [ ] strongly disagree [ ]
9. What may cause one to drop out of school?

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10 Who is more likely to dropout boys or girls?

   Both [  ]   Boys [  ]   Girls [  ]

11 What challenges are faced in this area that may discourage student’s desire for learning?

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THANK YOU FOR YOUR COOPERATION!!!!!!!!!!!!!!!