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DEPARTMENT OF APPLIED EDUCATION

SCHOOL DROPOUT IN TWO SECONDARY SCHOOLS IN ZVIMBA DISTRICT AREA

BY

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The undersigned certify that they have read and recommended to the Midlands State University for acceptance a research project titled: **SCHOOL DROPOUT IN TWO SECONDARY SCHOOLS IN ZVIMBA DISTRICT OF ZIMBABWE**

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DECLARATION

I Primrose Tracy Maseve declare that this research is my own original work and has not been presented for a degree in any other University. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Date/...../.....

Student's Name Primrose Tracy Maseve

Signature

DEDICATION

I dedicate this project to my parents (Mr and Mrs Maseve), my brothers Trevor and Travolta and my little sister Portia for their love and support throughout this course.

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First and foremost I offer my earnest gratitude to the Creator, my Lord and my God for guiding me and protecting me throughout the entire process of my learning up to this degree level. I also dedicate my sincere acknowledgement with gratitude to the critical role played by my supervisor, Dr. E. Gudyanga for his priceless help and guidance through inspiration and encouragement during all stages of the study. He gave me constant support and motivation with patience to remain focused.

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ABSTRACT

The study was aimed at finding the factors leading to secondary school dropout and the strategies that can be used to reduce or eliminate school dropout. The descriptive survey research design was used. Purposive sampling was used to select 30 participants who participated in the study. These included 20 learners, 8 teachers and 2 school heads who all responded to the survey questionnaires. Questionnaires were used in data collection. The research findings showed that there are many aspects in life that contribute towards secondary school dropouts, particularly in rural areas. The major ones being poverty, financial constraints, long distance to and from school, low level of education for parents and personal behaviors amongst the learners. Also, strategies that can assist in reducing high secondary school dropout rate include financial assistance, poverty relief actions or plans, constructing more schools mostly in rural areas and introducing Guiding and Counselling or Peer education. The researcher concluded that secondary school dropout is a result of a number of factors and to reduce or eliminate the dropout rate, financial assistance should be given and both parents and learners should be educated on the importance of education. The researcher recommended that, parents or guardians should at all cost participate in the school activities of their children and both the school and the government should work towards improving learning and prevent school dropout.

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LIST OF ACRONYMS

BEAM Basic Education Assistant Module

EFA Education for All

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CHAPTER 1

PROBLEM AND CONTEXT

1.0 Introduction

The research sought to investigate the factors contributing to school ' dropouts in Zvimba district in Zimbabwe, generating intended solutions to this problem as well as looking at the strategies that have been so far implemented by the government in order to solve the challenge of secondary school dropout in the district. The study is to be carried out in order to try and respond to the high rates of school dropouts in most of secondary schools in Zvimba district area. Zvimba district has for a long time been experiencing high dropout rates amongst secondary school pupils due to a number of factors which needed exploration in order to solve the problem. The research is going to bring out an understanding on why learners drop out of school and to establish an understanding in the learners that even if it feels irrelevant to stay in school, it almost guarantees one will end up in a better place than if one dropped out of school. This chapter is generally going to offer the background of the study, statement of the problem, objectives, research questions, and significance of the study, limitations, delimitations as well as definition of terms.

1.1 Background of the study

Secondary school learners' dropout turns out to be an international issue not an issue for individuals. This is so because a number of studies have indicated that both the developed and developing countries are experiencing secondary school learner dropout. According to Koedel (2008) cited in Lockett and Cornelious (2015), the high school dropout problem had become

such a damaging public concern that some urban schools were being tagged with the nickname dropout factories because they were graduating fewer than fifty percent of their learners. Gumbo (2014), argues that, a number of children are being forced to drop out of school every year due to socio- economic challenges. He goes on to say that, the educationalist requested a meeting with President R. Mugabe to discuss the state of education sector, which they say has continued to slide, affecting millions of children. Gumbo even spoke to a parent of three school children who said his children were close to facing the harsh realities of the failing economy as he was unemployed and was struggling to raise money to pay fees for his children, Gumbo (2014). Thus, looking at the above citations the research becomes worthy to study so as to obtain a dip understanding behind the dropout phenomenon.

More to this, Kakore (2015) argues that, the Ministry of Primary and Secondary Education has said that more than thirteen thousand primary and secondary school learners dropped out school in 2013 owing to early marriages and lack of school fees. He goes on to say that, as alluded by the Education Management System report released by the Ministry in 2013, the number of dropouts at primary education level increased from twenty-three percent in 2012 to forty-three percent in 2013. Also the ministry revealed that about fifty-two percent of secondary school dropouts were females adding to the forty percent primary school females who failed to proceed with their education. In the same vein Mzuza, et al., (2014), report that Malawi has one of the highest school dropout rates in southern Africa, with fifteen percent of girls and twelve percent of boys dropping out between Grades 5 and 8 of primary school. Basing on the above, the dropout rate continues to grow each and every year in Zimbabwe and also a girl child is being

affected mostly looking even on the situation of Malawi, hence, it becomes worthy to take a look at dropout issue so as to understand why opt to leave school without finishing a full program.

Furthermore, Irin (2007), is of the view that, thirty percent of Tanzanian children enrolled in schools fail to complete primary education and the dropout rate in secondary schools is twenty percent. Kassahun (2004), postulates that, Ethiopia had a dropout rate of 14.3 percent for secondary schools in 1996, but the figure rose to 15.4 percent in 2000. According to UNESCO (2002), a high percentage of children dropped out of Botswana primary schools in 1997. Sabates, et al (2010), Mzuza et al (2014) and Colvin (2010), indicate that the U.S.A, Benin, the Democratic Republic of Congo, Bangladesh and Malawi are experiencing school pupils' dropouts which prove the fact that the challenge of learner dropout has a diverse character and comes with both social and individual costs. Thus, one can say that, the dropout phenomenon is spread out all over the world, hence, this makes the study worthy to undertake.

Moving on, Shumba (2015), propounds that, more than forty- seven thousands form four and six learners either dropped out of school or failed to register for public examinations country wide in 2015 due to poverty. In the same vein, Financial gazette (2015), reports that, the rate of pupils dropping out of school has risen to over thirteen thousands, an increase of about forty percent from the 2012 figures.

More on, to Maton and Moore (2010), the problem of dropping out should be the concern of every member of society since it has negative consequences at both the individual and social level. Thus, school dropout is not a mere problem that affects or has an impact on individuals but

it is a problem that affects the entire community. The Inter Press Service, (2010), has it that in China, the dropout rate in some rural areas is as high as forty percent. It goes on to say that, the official Ministry of Education in China predicted a dropout rate of five percent for urban areas and eleven percent for rural areas. According to the National Survey on Drug Use and Health (NSDUH), (2003), there were 3.2 million Americans aged eighteen to twenty-four who were considered to be school dropouts. Basing on the above, there is an evidence that the dropout challenge is affecting the whole world, hence, it is worthy to look at the dropout phenomenon to draw an understanding on why learned are leaving school without finishing full basic study.

More to, the Zimbabwe National statistics Agency (ZIMSTAT) and ICF International, (2012), states that, rural youth complete less schooling than urban youth. Rusakaniko, et al., (2010), also argue that, orphans are less likely than non-orphans to attend school. Butaumocho (2018), postulates that, recently the Financial Minister Patrick Chinamasa states that fifty percent of children in districts surveyed by the Zimbabwe Vulnerability Assessment Committee, (ZIMVAC) in 2017, were not attending school because of financial constraints with the national non-attendance standing at thirty percent. Looking at this, it can be said that it is more useful to take a look at the dropout phenomenon. It is challenge which has continued to occur since post-colonial era until the present day, thus, there is a need to understand why school dropouts continued to occur in the entire world.

Basing from the above analysis, as the dropout issue is spread all over the entire world, Zvimba District secondary schools cannot be spared from this challenge. Secondary school pupils drop out of school year in and year out to the extent that both the local communities and the

educational authorities seem not to have an answer to this challenge. It is because of this persistent problem of high secondary school pupils' dropout rates which has stimulated the researchers' appetite to carry out this study in order to untie this scourge with a view to recommend strategies to remedy it.

1.2 Statement of the problem

School dropout in Zvimba district secondary schools has negative effects on the development of the region, as it is a region which mainly depends on farming. Thus, the society will be looking forward to see developments being brought into the region by their young ones who are being educated. According to Chivore (2003), the government of Zimbabwe has taken steps to make education accessible to every child in the country, even though the government has taken such a step, secondary school learners in many schools in Zvimba district have not embraced this movement. Nekatibeb (2002), asserts that to meet demands of a modern technology culture from its lower levels, giving a high standard of education to all children is of high priority. Looking at the above citations, it can be said that education is very essential in lives of individuals. As the secondary school learners in Zvimba district continues to drop out in large volumes, the dropout phenomenon becomes an issue of concern in the district. This problem has been in existence for a long time, hence, it deserves an assessment in order to prevent it to move the district forward in as far as development is concerned. Thus, this study sought to assess the reasons behind the phenomenon of school dropout, the case of Zvimba district Secondary schools, in order to suggest strategies to reduce the challenge.

1.3 Significance of the study

The study is going to benefit the learners, the teachers, the drop outs, the parents and the community as a whole. It is also going to benefit the School Governing Boards and the School Management Teams. These groups can be able to use the data which is going to be collected in this study to develop systems that can reduce and prevent student dropout in Zvimba district. Learners will learn and understand the issue of school dropouts and will be able to understand the consequence of dropping out of school. Policy makers can benefit from the study by using the findings of the study to develop policies that take into cognizance the context and situation of individuals, schools and societies with an intent to address the challenges and causes of school dropout.

Learners who are at risk of dropping out of school will also benefit from the study since they are to take part in the study and some schools and educational stakeholders might apply some of the findings and the recommendations made in this study. The study will also benefit researchers, especially those who are focusing on the issue of school dropout, as they will use this study to notify further research studies.

1.4 Research questions

The study seeks to answer the following questions,

- 1.4.1 What factors contribute to high school dropouts in many of Zvimba District secondary schools?

1.4.2 What strategies can be used to solve the problem of high secondary school learner's dropout in Zvimba district?

1.4.3 How has the government of Zimbabwe respond towards the problem of school dropouts in Zvimba District?

1.5 Limitations

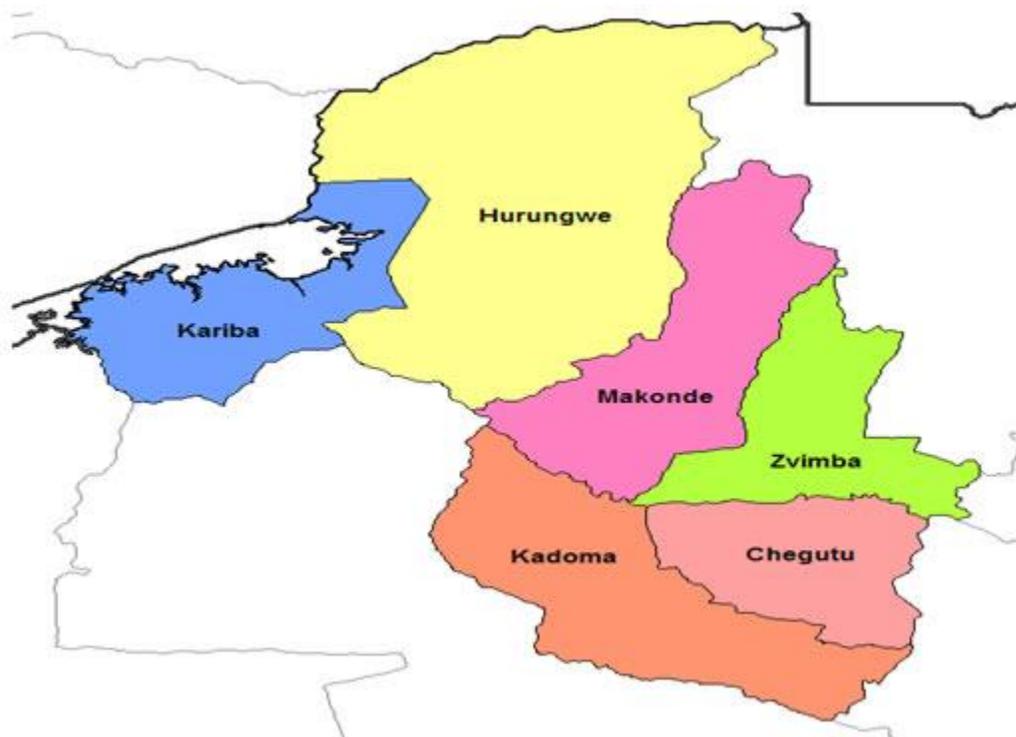
- Lack of sufficient money to conduct the study in most of the secondary schools was one of the challenges that were faced by the researcher during the conducting of the study. The researcher used a sample of two secondary schools in Zvimba district in order to mitigate the challenge.
- Failing to reach all the Secondary schools in Zvimba district because of long distances and transport problems, the researcher therefore, made use of a small sample.

1.6 Delimitations

The study was carried out in Zvimba district secondary schools in Mashonaland West Province. Only two schools were selected to take part in the study. Dropping out of school is the many key of the study. Generally, dropping out is an act of abandoning a course or educational institution without completing the course. Chinyoka (2014), is of the view that, dropping out is an act of ceasing to attend school either temporarily or permanently before individuals complete a giving educational cycle for example, ordinary level or advanced level. It is different from absenteeism in the sense that absenteeism is defined by Johns (2007), as failing to report for scheduled work. As such, it is the violation of a social obligation to be in a particular place at a particular time.

Whereas dropping out is an act of leaving school before the final year of the educational cycle. Thus, in this study the focus was on understanding why some of the secondary learners in Zvimba district cease to attend school before completing a full educational course.

The following map shows the location of Zvimba district in Mashonaland Province.



1.7 Definition of terms

- **School:** a school is an institution of educating children. According to Webster (2018), it is an institution designed to provide learning space and learning environments for the teaching of learners under the direction of teachers.
- **Dropout:** Is a person who has abandoned a course of study. Mawere (2012) argues that dropouts are “those pupils who leaves school before the final year of the educational cycle

in which they are enrolled, which could be Primary, Ordinary or Advanced Levels, even College or University levels”. Ballantine (1993), refers to children dropping out of school as the “at risk” learners.

- **School dropout;** school dropout is leaving a school, collage, university or group for practical reasons or due to different reasons. Fall, A and Robert, G.(2012), define school dropout as, leaving high school, college, university or another group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves.
- **Learner;** a learner is a pupil or someone who attends an educational institution. According to Webster (2018), a learner is a person who attends a school or studies under a teacher.

1.8 Summary

This chapter focuses on the orientation of the study which includes the background of the study, statement of the problem, research question, significance of the study, limitations, delimitations as well as the definitions of different terms from the study. One the following chapter the literature which is related to the dropout phenomenon will be reviewed.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

A Literature review is an account of what has been published by the scholars and researchers related to the study. This chapter consists of the various aspects on the causes of school dropout, strategies that can be used to remedy the dropout phenomenon. Furthermore the literature obtained from the previous research, unearthing causal factors of school dropout and the remedies to the challenge

2.1 Factors which lead to school dropout

The issues interrogated mostly in this section include poverty, economic meltdown, unemployment, home-school distance, teenage pregnancies, family socialization and cultural beliefs. Piromruen and Keoyote (2001), argues that the factors related to school dropout are generally grouped into six namely demographic, family, socio-economic status, and school related, behavioral and psychological. This proves that the issue of school dropout is not enshrined in one factor but many different factors.

Eshiwani (1983) is of the view that the most factors that have led to high school dropout are environmental factors. Eshiwani discovers that, the environment in which an individual child lives, which is also the social background, influences how a student sees him or herself and shapes their desires, self-esteem and motivation to stay in school. Therefore, the environment can

either develop or obstruct a child's learning and achievement. It can even force them to go for any other possible options other than schooling. For instance, the school environment can motivate learners to stay in schools or to leave the school. Some of the areas which are being used for educational purposes are not conducive at all. An observation was made which states that most Zimbabwean rural areas have makeshift structures that accommodate schools. Mutenga (2012), postulates that most settlement schools operate in tobacco barns, deserted mine buildings, old chicken runs and the majority use pole and dagga huts which are not suitable for learning and human residence. According to Gumbo (2014), another pupil was pictured walking into a dilapidated classroom at the Grace Mugabe Primary School in Hatcliffe. This gives a clear picture which shows that some of the area which are been used for educational purposes are not conducive at all, hence, some learners or even parents themselves will end up not taking school seriously.

Bowels and Gintis (1976), made an observations, that some schools have an 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 do well. This shows that learners can be motivated to stay in schools or forced to leave the school when there is lack of motivation from the school. The other factor which push the learners out of school is poor performance. According to the Ministry of Education and Culture (MOEC) (2003), poor performance is a key indicator that a pupil is contemplating dropping out. This indicator can be used to develop strategies that provide at-risk pupils support and services, including dropout prevention advice in several secondary schools, accelerated learning programs for older learners who are behind or

have repeated classes, or whose grades are below level. This brings out the view that where there is poor performance and lack of motivation, learners are likely to drop out of school.

More on, boredom and lack of interests are two key reasons learners stop attending classes and spring up dropping out of school Action Aid (2002), mentions that, forty-seven percent of dropouts said a major reason for leaving school was that their classes were not interesting. Burgett (2001), indicates that one of the main reasons for school dropouts is the fact that school programs fail to meet learners' needs. UNESCO (2000), also clarifies in respect of developing countries that many schools act as unknown worlds which effectively try to offer knowledge of very little importance to the pupil. The report further denotes that as a direct consequence, many children opt for child labour than being subject to a school system which is irrelevant to their needs. Thus, it is more essential to create an environment at the school which motivates the learners to engage in their learning activities.

For further elaboration on the learning situation in developing countries, Petrie (2001) postulates 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 boring or unreal it is. A child who refuses thus, is thrown out of the classroom. Basing on the above situation one can say that indeed school related factors can have an impact on the lives of learners at school. Learners' are more comfortable with the school environment where they will gain what they really want in their lives, thus, it is of greater importance to assemble the learners according to their areas of strength and interests.

More so, the other factor which contributes to school dropout is the irrelevant school

curriculum. Sarajek (1992), observe that the semi-pastoral communities in the Northern Tanzania were either not sending their children to school or withdrawing them because the school curriculum did not take into account their lifestyle. Sometimes the teaching materials used in classroom activities were not age-appropriate. The same situation was also observed by Mwangi (1989) in Kenyan classrooms for people with intellectual damages. Basing from this it is more important to produce a school curriculum which suits the type of learners at the school.

Furthermore, the economic crisis in Zimbabwe has not spared the school children as there are a number of them failing to pay their school obligations as observed by Chinyoka and Naidu (2013). Chinyoka, went on to say that the increased cost of living has an adverse impact on the education of learners. The number of learners failing to pay school fees has risen because of high unemployment rate in the country which can be attributed to the closure of industries in the country. The World Bank (2003), has indicated to the fact that financial problems are one of the main causes of school drop outs in developing countries. Due to the closure of industries in Zimbabwe many people were left unemployed and without any source of income. Such people are unable to raise money to pay school fees for their children thereby leaving the children without any choice but to drop out of school.

Gumbo (2014), postulates that he had spoken to a parent of three school children who said his children were close to facing the harsh realities of the failing economy as he was unemployed and was struggling to raise money to pay fees for his children. According to Shumba (2015), the national analysis done by the Ministry of Primary and Secondary Education, a total of 44,306 O' level learners and 3,299 A' level learners did not register for Zimbabwe School Examination

Counsel (ZIMSEC) examinations in 2014. She goes on to say that, the ministry cited failure to pay examination fees by the parents as the major problem. From this one can say that financial constraints have an impact on the educational life of the school and usually leads to school dropout.

Additionally, Chinyoka and Naidu (2013), went on to say that, economic depression has caused several vulnerable learners to drop out of school over the years, though new programs target to resolve the situation. This indicates that some of the children drop out of the school due to economic crisis especially vulnerable learners and these includes orphans, children with sick parents as well as those who came from poor families. Siddhu (2011), posits that, direct and indirect schooling costs are important factors for the education of children. They further denote that, schooling costs for example, school fees, are a central reason for student dropout from schools. It turns out that most of the parents in Rural areas face challenges in raising their children`s school fees due to poverty, because they mostly rely on farming yet farming is frequently being affected by the shortages of sufficient rainfall. Thus, it can be argued that economic meltdown in the country also affected the educational life of many learners.

According to Mosha (2014), when the economy is unable to generate enough jobs for even university graduates; thus there is a threat to devalue education in the eyes of the public, and some pupils see less need to educate their children. Economic meltdown in the greatest challenge which is being faced by most of the African countries and Zimbabwe is one of them. This has devalued education in the eyes of the public to the extent that school learners are no longer motivated to stay in schools. They no longer see the value of education since even graduates from Universities

and Colleges are unemployed and are failing to get jobs. UNICEF (1985), has it that, the economic crisis in Zimbabwe has extracted a heavy toll on the nation's education system as poor families are unable to keep children in school. According to the Bulawayo 24news (2013), are number of boys and girls in Zimbabwe who do not receive any form of education is growing. It goes on to say that, presently, only forty-seven percent of children who complete primary school advance to secondary schools. In 2010 an estimated one million secondary school age children were excluded from school due to failure to pay school fees. Thus, the economic meltdown has destroyed the educational sectors in most of the developing countries.

To add on, the other factor that has contributed to high school dropout is the issue of poverty. Poverty is identified by Foster (1997), as a factor affecting children in rural schools who had to walk long distances bare footed and hungry to school, which leads to school dropout. Stevens et al., (2012), alluded that, poverty is associated with the high rates of academic failure and the higher occurrences of school drop-out. Shumba (2015), also propounds that, more than forty-seven thousands form four and six learners either dropped out of school or failed to register for public examinations country wide in 2015 due to poverty. Shumba goes on to say, societies which are poverty stricken are the ones whose children have to quit school and start working at a tender age to supplement family incomes or get married (child marriages). She further denotes that, in 2010 more than 47,000 form four and form six pupils either dropout of school or failed to register for public examinations countrywide, mainly due to poverty.

Moving on, according to the National Centre of Education Statistics (2003), in the United States of America poverty is high among Hispanics and African American populations and school

dropout rates are high among these groups. Forster and Allen (1997), further comment on saying, poverty is one of the leading factors causing high dropout rates as children have to walk long distances bare footed and hungry to school. Similarly in a study conducted by the Ministry of Education in Zimbabwe (1995), it was found out that those pupils from low socio-economic backgrounds drop out of school to seek employment. This shows that poverty have impacts on educational life of the learners.

Poverty remains one of the most significant cause of children dropping out of school. According to the World Bank Development Report (2012), more than 350 million people, over half of Africa's population, live below the poverty line of one dollar a day. This shows that it can be hard for a poor family to send their children to school due to poverty, taking into consideration the above analysis from the World Bank Development report. Simmons (1980), is of the view that, poverty refers to the parents' incapability to afford the cost of sending their children to school or are unable to distribute with the labour provided by the children within the households. UNICEF (2006), states that poverty has a more negative impact on dropping among girls than among boys because of the widely practiced culture of boy preference. Okeke et al. (2012), identifies poverty, child labour, and the lack of support, a quest for capital, bereavement, absence, broken homes, and the engagement of children as house assistances, as the factors that has led to high school dropout.

More to the above, Kann (1990), gives a distinction on poverty when he states that poverty in the family is one of the main factors limiting school attendance. This shows that poverty in the family mostly affects children's education that poverty in general. The Global Network for

Children (2010), argues that when a child is made extremely vulnerable because of poverty, abuse or the death of a parent, a safety net needs to be created to support a girl at risk of child marriage or a boy whose family cannot afford to care for him any longer. Strivastava (2012), mentions that, poverty still remains as one of the significant causes of children dropping out of school. Matshalaga (2004), highlighted the plight of poverty and orphan-hood, when he postulates that he saw grandmothers who had nothing in the form of wealth as bearing the brunt of orphan care in Zimbabwe. Looking at the above, it can be argued that poverty has as well consequences on the educational life of the learners.

More so, Mwangi (2010), also indicates that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Hence this shows that some of the factors that contributes to school dropout are cultural believes, for example, some cultures believe that educating a girl child is a wasting time and resources, many fail to realize the importance of education. Due to this many children end up leaving school without finishing the entire course

Many societies in Africa have gender inequality between males and females which has a foundation in patriarchal structures. According to Odaga and Heneveld (1995), patriarchy is defined as “a set of social relations with material base that enables men to dominate women”. Patriarchy gives material advantage to men while at the same time placing constraints on the role and activities of women. This has mostly disadvantaged a girl when it comes to education. In a research carried out by FAWE (2001), it was discovered that many respondents held the view that girls have low ability compared with boys and educating them is a waste of money. This negative

attitude towards women in general and girl's education in particular has contributed to high rates of dropouts among girls. Girl's education is perceived by many as an unwise investment because the girl will get married and the venture will benefit another family. This proves that cultural believes and practices contribute to school dropouts amongst learners and a girl child in this case is mostly affected.

To add on, Chinyoka (2013), states that an increased possibility of smoking, prostitution, teenage pregnancies, and unlawful drug use is associated with school drop-out among children. He goes on to indicate that, many studies have shown that millions of children do not have access to education, despite intensive efforts to push the cause forward. From the above, it can be argued that school dropout can be as a result of psychological factors. The behavior portrayed by other learners, give a clear picture that they are prone to school dropout, for instance, being engaged in drug use, smoking and even prostitution. Chege (1994), is of the view that, several studies have shown that schoolgirls experience unwarranted sexual advances on their travel to and from school. School girls are also sexually harassed by male neighbors and relatives at home. Moreover, male teachers and school boys present a similar threat Girls are harassed by touching, pitching and name calling. Some of these cases result in pregnancies and eventual dropping out of school. UNICEF (2006), discovered that some parents are afraid to send their daughters to school in fear that they will not be safe with male teachers. This also shows that, the behavioral factors play a part in keeping the learners in schools or force them to dropout.

The other factor that leads to school dropout is early marriage and this usually has an impact on girl child. Holcamp (2009), discovered that in rural areas girls' dropout rate became high. This is

usually because most parents in rural areas are well versed with cultural believes, they consider girls' schooling as of no benefit; they will leave their own family after getting married and their schooling will benefit the other family. Mansory (2007), also states that early marriage is the main cause for early school dropout of girls in Afghanistan. According to Molteno et al., (2000), many studies have indicated that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continue schooling. In the same vein, Mutenga (2012), states that, the number of girls reportedly dropping out from school after completion of their primary education has reached alarming levels and there is need for the government to develop mechanisms that would effectively control this trend. Looking at this, there is a clear indication that girl dropouts due to factors like early unwanted pregnancies.

Kakore (2015) argues that, the Minister of Primary and Secondary Education has said that more than thirteen thousand primary and secondary school pupils dropped out of school in 2013 owing to early marriages and lack of school fees. He went on to say that, according to a 2013 Education Management System report released by the Ministry, the number of dropouts at primary education level increased from twenty-three percent in 2012 to forty-three percent in 2013. He went on to say that, the ministry revealed that about fifty-two percent of secondary school dropouts were females adding to forty percent primary school females who failed to proceed with their education. This shows that early marriages and pregnancies are forcing other school learners to drop out of school.

According to Rose and Tembon (1997), there are limits placed in girl's education after sexual maturity in many countries which are aimed at securing girls marital prospects. These limits are

based on the postulation that educated girls will have reduced chances of getting married. They further denote that, sometimes girl child dropout is as a result of misguided perceptions of the parent that girls are vulnerable and could either get pregnant or get into bad company. Because of this some parents can withdraw their children from school out of fear.

Similarly, as postulated by Action Aid (2004), in other societies, religious and cultural practices combine to constrain the girl child from attending school or losing interest in education leading to early marriages. According to the Action Aid (2004), there is widespread use of Islamic religious instruction to prepare girls for marriage and parents are also increasingly offering their daughters to wealthy men at early age to attract dowry. Because of this there is lack of motivation in most girls and they see no need to work hard at school and ultimately drop out altogether.

Moreover, school distance is another factor which leads to school learners' dropouts. Some of the schools mostly in rural areas are located in a distance area, thus, learners have walk for long distance to school. Because of this some of the learners end up frustrated and leave the school, especially those who are academically gifted. As supported by Juneja (2001), who discovered that if the school distance is considered too far from home, many children tend to drop out.

Ainsworth et al., (2005) observes that, the probability of attending secondary school for many learners, decreases with the greater the distance compared to the nearer secondary schools. According to Nekatibeb (2002), a large number of studies in Africa show that school distance can discourage learners from being educated for two main problems. That is the length of time and energy needed to cover the distance for children with empty stomachs. Ainsworth et al.

(2005), states that close proximity to schools had a positive motivating impact on learners. The Global AIDS Alliance (GAA). (2010), argued that children will not attend school if they have to walk several kilometers to sit in a room without books and staffed by ill-trained teachers. This shows that school distance can motivate or demotivate learners to stay in school.

2.2 Strategies that can be implemented to reduce dropout phenomena

Moving on, there are also quite a number of strategies that have been implemented in order to reduce the dropout phenomenon for instance, through financial assistance to the learners who are having financial challenges and assistance to the families in poverty striking area. According to, de Janvry et al., (2006), there are a number of interventions which give households and children some form of support (either monetary, food) on the basis that children enroll in and attend school. Meng and Ryan (2003), has it that Bangladesh launched a *Food-for-Education Programme* in 1993. The main feature of this program was to provide a free monthly food grain ration based on the household's income and them having at least one primary-school-age child attending school that month This proves the fact that there are organization that are there to assist the learners and parents in need so that the learners will be able to stay in schools, for instance, non-governmental organizations.

Again, Birsdall et al., (2005), states that there is a need for improving monitoring, accountability mechanisms and incentive for the learners. Involving parents in these processes through school

governance bodies and increasing information flows to parents is also seen as important. They went on to say that, the school must work hand in hand with the parents, hence, they should be educated as well. This shows that, both parents and the learners must be aware of the importance of education. This can also be done through the introduction of Peer Education and Guiding and Counselling in schools.

More to, as postulated by Mawere (2012), pregnancy, early marriages, religious and traditional beliefs that educating a girl child is a waste of resources are the given as major causes of rural girl child dropouts. Mutenga (2012), states that, the number of girls reportedly dropping out from school after completion of their primary education has reached alarming levels and there is need for the government to develop mechanisms that would effectively control this trend. Mutenga goes on to say that, the Executive Director of CAMFED Zimbabwe, which campaigns for the Education of the Girl-Child, said schools should be inherently tailor-made to keep children in school. This shows that legal action must be taken against early marriages and as evidenced by Mutenga there are already other programs like CAMFED which promotes the education of a girl child.

Most of the learners in secondary schools are being forced to drop out of school due to pregnancies and even early marriages. In the case of Zvimba girls are led astray by boys and by elderly men coming back home from South Africa enticing them with gifts into having sex, resulting pregnancies Thus, it is more essential to educate the girl child. Also as a country legal action against early marriages must be taken. Again, these findings go hand in hand with the works of. According to the Ministry of Education (1986), as long as such beliefs go

unchallenged, women will remain enslaved in the shackles of subservience and on the periphery of development.

Petrie (2001), postulates that, differentiated curriculum may be followed in the schools and the learners should be allowed to opt for the basic or advanced level of the curriculum. He went on to say that, more skill oriented courses like carpentry, electric, motor mechanic, computer related course need to be introduced, with the learners being given the option to choose a course of their choice, as for a large proportion of children, secondary school is a terminal stage of education. Thus, the school curriculum must be flexible it must give the learners a room to choose what they really want in future. It also must cater for all the learners both in rural and urban area. Therefore, the government should implement a curriculum which caters for every learner and which motivates them to stay in schools.

UNICEF (2008), has it that, through its Change for Good campaign has helped improve lives of many families through the construction of wells and sanitation facilities. According to a report by UNICEF inadequate and unsafe water, poor sanitation and improper hygiene practices are one of the main causes of dropping out in secondary schools particularly among young girls due to lack of water and other facilities. At one hand, one secondary school has managed to increase enrolment particularly among girls by building wells and sanitation facilities. According to Mosha (2014), lack of hygienic latrines in schools previously resulted in a high dropping out rates among adolescent girls at the school, as it does at others in Tanzania. This shows that the improvement of the school environment help in reducing the problem of learner dropouts in secondary schools.

2.3 Strategies implemented by different countries in attempt to reduce school dropout rate

On the following, the researcher identified other strategies that were used to stop to reduce school dropout. UNESCO (2005), has it that, International bodies, led by the United Nations, have taken steps to make education and training for all a top priority. It goes on to say that, the United Nations vision is that everyone has to benefit from education and training. Thus, the vocational education and training of everyone, including school dropouts, has become a popular philosophy at international level. NECS (2003), goes on to say that the United States of America has passed the No Child Left Behind Act of 2002 that aims at ensuring that all children achieve academic proficiency within twelve years and gain the educational skills that are necessary for success later in life. The Act also attempts to ensure that children are monitored at an early age to ensure that all children succeed in an environment where the gap between groups is reduced.

Moving on, Adato and Basset (2009) states that, researchers and policymakers have identified potential in programs that subsidize schooling costs for achieving public health and human rights objectives for orphans and other vulnerable children (OVC) in Sub-Saharan Africa (SSA). They went further on to say that, paying for school fees and providing cash transfers that make money available for families to afford school fees have been shown to be promising strategies for reducing school dropout, reducing HIV/STI risk, and preventing child marriage among Sub-Saharan African Orphans and Vulnerable Children.

More so, as commented by Polelo and Molefe (2006), on EFA goals, the Dakar Conference mandated nations to attain Universal Primary Education (UPE). They went on further to say, all children of schooling age should have access to free quality education devoid of gender disparities and the Millennium Development Goals in September 2001, affirmed the need for poverty alleviation and elimination of gender inequalities in education systems. The Zimbabwean government introduced the Basic Education Assistant Module to assist learners who are having financial challenges but the program was not able to cater for all the learners. Mutenga (2014), has it that, former education sport and culture minister, David Coltart, said the problem relating to BEAM are a result of government's actions, which did not applied sufficient funding for the program and the education sector in general.

2.4 Summary

On the above studies, early marriage, poverty, economic depression, distance from home to school, lack of school fees, poor parental guidance, behavioral factors amongst many other, can be summed up into factors that lead to school dropout. Also, a number of strategies can be implemented in order to reduce the dropout phenomena in secondary schools, for instance, through financial assistance to the learners in need. Both parents and the learners can be educated to enlighten them on the importance of education, legal action can be taken against early marriages as well as educating a girl child. Again, the curriculum must be flexible and caters for all the learners among others. The following chapter will present the research methodology that

is the data collection procedures, the design which was used to collect data, the sample and sampling procedures amongst others.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

Chapter three focused on the research methodology which was used when the data was collected. The focus will be on the research design, research instruments, sample and the sampling techniques, data collection procedures, data analysis procedure, ethical considerations and the research management.

3.1 Research design

The study was carried out using descriptive survey research design. Research design is defined by Burns and Grove (2003:195) as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. Polit, et al., (2001:167) also defines research design as the researcher's overall for answering the research question or testing the research hypothesis. The study sought to obtain factors which are contributing to school dropout and the strategies that can be used to reduce the rate of school dropout, thus, the researcher opt to use the descriptive research design as it is the appropriate one.

The researcher used the qualitative approach in order to bring out and present the causes and the strategies that can be used to on reducing the challenge of school drop-out among learners in Zvimba district. According to Burns and Grove (2005), qualitative approach provides answers to who, where, what and how questions, in other words it helps in answering the research questions, the researcher opt for this approach as it offers firsthand information from the learner. For this reason the qualitative research design will be the relevant design in this study which seeks to investigate factors that contributed to high school dropout in most of secondary schools in Zvimba district.

3.2 Population

Generally, a population is a count of number of residents within a political or geographical boundary such as a town, a nation or the world. According to Gamoran (2014), a population includes all individuals, units, objects and events that are reflected in a study and is a group to whom the researchers will generalize the results of the study. Secondary schools, the secondary school educators and the secondary school learners in Zvimba district were the population of the study.

3.2.1 Target population

Mack (2018), defines target population as a sample of the large population or a population from which a small proportion is selected for observation and analysis. From Zvimba District secondary schools, only 2 schools were targeted. This is because of limited time and insufficient

finances to carry out the research on all the secondary schools in Zvimba district area. Other schools in the district were not easily reached, hence, the target population was used.

3.2.2 Sample and sampling procedures

The sample should be carefully selected using different sampling methods and in this study purposive sampling was used. Karemba (2014), states that the purposive sampling method permit the researcher to secure information that would build up arguments towards a deeper understanding of participant's social environment and understanding of conducive learner conditions and purposive sampling is also based entirely on the judgment of the researcher. In that, the sample was composed of elements that contain specific source on school dropout.

In this study 30 participants were used as a sample, there were 2 school heads, 8 educators and 20 learners. The participants were selected based on their understanding on the issue of school dropout. For example, school heads were selected because they are well versed on academic issues, hence, they know very well what usually force the learners to leave school before finishing. Learners were selected because they were the ones who were facing the challenges of dropping out and the educators (teachers) were selected because they are part and parcel of the school. They spend most of their time with the learners, hence, they know what usually forces the learner to leave the school before finishing the entire course.

3.3 Research instruments

Karemba (2014) states that, research instruments are the tools that the researcher uses in collecting data. In this study researcher made use questionnaires in data collection.

3.3.1 Questionnaires

Chiromo (2009) defines a questionnaire as a form of inquiry which contains a systematically piled up and organized series of questions that are sent to the sample. Both open ended and close ended questions were included in the questionnaire. Chiromo went on to say that, the advantage of open ended questions is that the participant will be free to say more or to provide more information on what is being asked. Cohen (2000), declares that questionnaires allow uniformity from responses to questions compared to interviews as each person answers exactly the same question. Pannerselvan (2005), goes on to say that questionnaires reduce interviewer bias and they give respondents more time to answer in a more relaxed environment. The researcher used both open and close ended questionnaire in order to reduce or avoid monotony. The researcher also used both open ended and close ended questionnaires because the respondents were older enough to read and understand the demands of the questions and old enough to express their views.

The questionnaire was divided into three sections, which are the introduction, section A and section B. The introduction contained the researchers' details, the aims of the research as well as the ethical considerations. Section A contained the biography or personal details of the

participants, for example, age, sex, educational qualification, teaching experiences and many other. Section B consisted of questions focusing on the dropout phenomenon.

3.4 Reliability and validity

Mugenda (2003), argues that reliability is a measure of degree to which research instrument yields consistent results or data after repeated trial. Again, he defines validity as the accuracy and meaningfulness of influences which are based on the research results. Due to this the researcher made sure that her research instruments were reliable and valid. Babbie (2004) states that, reliable instruments are those that gives the same result when used over and over again. Thus, the instruments were reliable because they produced the relevant information which was required in the study. Also, in order to make sure that the researcher's instruments were reliable and valid, the researcher prepared the questionnaires, the supervisor checked for reliability and validity. The supervisor gave his approval.

3.5 Data collection procedures

On the data collection procedure the researcher obtained an introductory letter from Midlands State University, from the Faculty of Education. The introductory letter enabled the researcher to seek for permission to carry out the study on the selected schools from the Ministry of Education and from the Ministry of Education permission was granted. The researcher also sought for permission from the District where the data was collected and the district granted their permission. In schools where data was collected the researcher obtained permission from the school heads to obtain data from their schools. The participants were selected purposively and

the researcher personally distributed the questionnaires to the respondents. The researcher orally explained the requirements of the questionnaires and the purpose of carrying out the study to the respondents. Finally, the research questions were collected from the respondents by the researcher personally.

3.6 Ethical considerations

The participants were informed not to write their names on the questionnaires to secure the anonymity of the participants. The respondents were also assured of the confidentiality of their responses and that their responses were going to be used by the researcher to complete the study. They were also given permission to withdraw from the study whenever they feel like, they were free.

3.7 Data analysis and presentation

The data was analyzed using content analysis. According to Denscombe (1998) content analysis is a method which helps the researcher to analyze text in form of writing, sounds or picture. Tables and Pie Charts were used in data presentation and the data was converted into numeric in order to make the responses of the participants on the issues of school dropout more vividly. Karemba (2014), observes that qualitative research is flexible, highly-focused and designed to be completed quickly.

3.8 Summary

The chapter focuses on methodology, where the research design, population, sample and sampling techniques, research instruments, ethical considerations, data analysis, data

management, reliability and validity are discussed. The following chapter will look at the presentation of data, data analysis and discussion.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter the data attained from the study is presented and discussed in the context of three subheadings derived from the research questions that guided the study. The research questions are on the dropout phenomenon in Zvimba District Secondary Schools. The data will be presented using tables and pie charts where necessary.

4.1 Data Presentation

4.1.1 Demographic data of participants

The following section presents the demographic data of the research participants in the study.

The following tables (Table 4.1 and 4.2) presents the biographical data of the participants who participated in the study covering demographic factors such as sex, age, professional qualifications, teaching experiences on Section A of the questionnaire.

Table 4.1 Biographical variables of teachers at the schools in the study.

N= (10)

Demographic value	Value description	Responses from teachers
Gender	Male	5
	Female	5
	Total	10
Qualifications	Certificate in education	1
	Diploma in Education	5
	Bachelor's Degree	4
	Master's Degree	0
	Total	10
Teaching Experience	0-5 years	4

	6-10 years	2
	11-15 years	0
	16-20 years	3
	Over 21 years	1
	Total	10
Number of years in the school	0-5 years	9
	6-10 years	1
	11-15 years	0
	Over 16 years	0
	Total	10

Table 4.1 shows that there was balance between the number of female teachers and male teachers who participated in this study. From the same table it is shown that most participants had Diplomas in Education, four had Bachelor's degrees and only one had a Certificate in Education. None had a Master's degree. The Table 4.1 also show that more teachers who participated in the study have few years of teaching experience. Only one participant has over 21 years of teaching experience.

Table 4.1 also show that most of the participants have been in the schools they are only for a short period of time. Nine participants out of ten have been in the schools they are for a period ranging from 0-5 years. Only one had been at the same school for about 6-10 years.

Table 4.2 Biographical variables of learners at the schools in the study

N= (20)

Biographic value	Value description	Responses from Learners
Gender	Male	12
	Female	8
	Total	20
Age	12-16 years	9
	Above 16 years	11
	Total	20

Table 4.2 shows that there were more male learners who participated in the study than females, also on age groups more participants were above sixteen years and only 9 were between 12-16 years.

4.1.2 Research Question 1 which says; what factors contribute to high school dropouts in many of Zvimba District high schools?

The first research question requires participants to identify the factors that are contributing to high school dropout in many of Zvimba district secondary schools. Table 4.3 presents the responses of teachers towards the factors that contribute to high school dropout in many of Zvimba District Secondary Schools. The following write-up displays the responses of the Teachers towards the question which asks whether the school is having challenges on school dropout.

4.1.3 Is the school having challenges on school dropout?

Basing on the research finding, all the teachers agreed that their schools are having dropout challenges. The participants were taken from two different schools and this shows that both schools are having the same challenge of school dropout. The following table presents the responses of the teachers towards the factors that lead to school dropout in their schools as the first research question required the participants to indicate the factors leading to dropouts in their schools in Zvimba district Secondary Schools. The participants cited various reasons for school dropout.

Table 4.3 The factors leading to school dropout in Zvimba district Secondary Schools (N= 10).

Factor	Views
Financial Problems	8
Early Marriages	6
New Curriculum (tasks)	4
Lack of interests in schooling	1
Pregnancies	5
Drug abuse	2
Lack of Parental motivation	2
Child labour	2
Child headed families	1

Poverty	1
Home to school distance	1
Orphan hood	1
Lack of educational facilities	1
Social factors	1

Data analysis from Table 4.3 shows that financial constraints, early marriages and pregnancies are the major reasons for dropping out of school among learners in Zvimba District Secondary Schools. Other factors like the introduction of New Curriculum in schools has led to an increase in the number of dropouts among learners. There are also factors like drug abuse, lack of parental motivation as well as child labour which are contributing to dropouts amongst learners in Zvimba District secondary schools. Furthermore, other learners are not even interested in schooling thus they opt to leave school and find other things to do like going out of the country or engage in other activities like farming.

Again the data also shows that some of the children are orphans and others come from children headed families and due to these different challenges they end up leaving the school. There are also other social factors like poverty and lack of educational facilities, these are also other challenges that are among learners in Zvimba district secondary school, hence, some learners are ending up leaving the school. Finally the other is the long distance other learners has to cover to and from school.

The following table (Table 4.4) presents the responses of learners towards the question which asked whether their schools were having school dropout challenges. This question is also linked to the first research question of this study which talks of the factors that lead to school dropout in Zvimba district Secondary schools. Items 2, 3, and 4 on the questionnaire are also presented in Table 4.4

Table 4.4 Is the school having challenges on school dropout? (N= 20).

Item	Perception or Aspect	Yes	No
1	Is the school having challenges on school dropout?	20	0
2	Is the school aware of the challenge?	20	0

3	Is there Guiding and Counselling at the school?	18	2
4	Do Guiding and Counselling alert learners on the dangers of school dropout?	18	2

From the data analysis it shows that both of the two schools are having challenges on school dropout, all the participants prove that the schools are having challenges on school dropout. Again both schools are aware of this challenge as the participants agrees on that. From the presented data it shows that Guiding and Counselling is being taught in both schools. Most of the learners are benefiting from Guiding and Counselling as there was also a higher response on whether the learners are being educated on the dangers of school dropout.

The following Figure 4.1 presents the responses of the learners towards the factors that lead to school dropout. The first research question required participants to indicate the factors leading to dropping out of school in Zvimba District Secondary schools. The participants cited various reasons for school dropout.

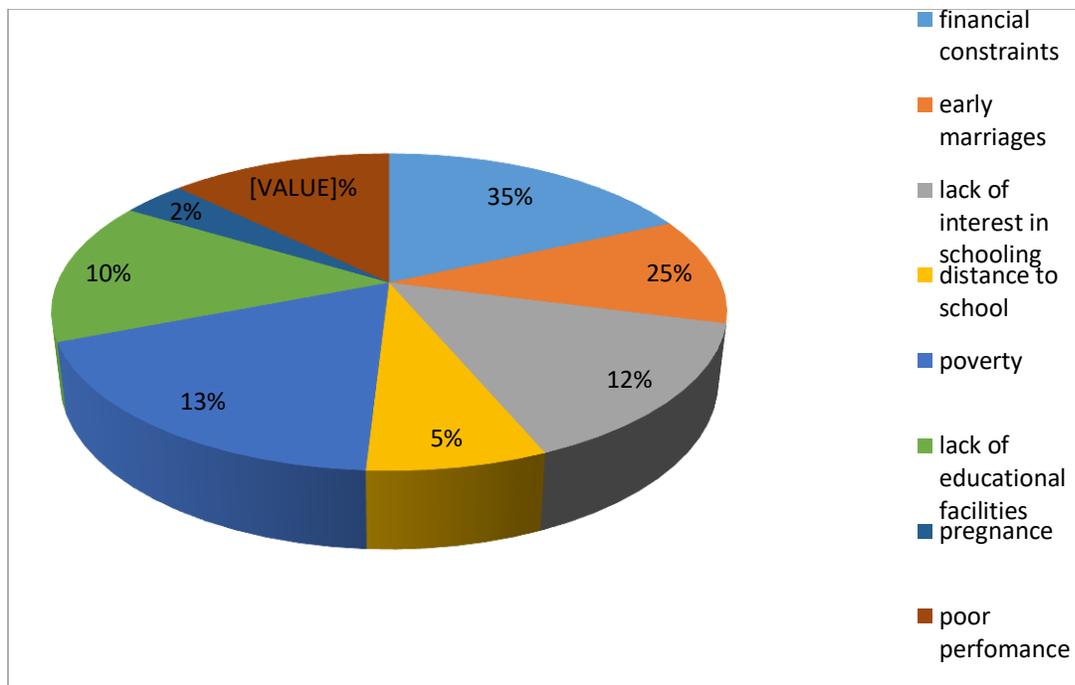


Figure 4.1 Factors leading to school dropout in Zvimba district Secondary Schools (N= 20).

Data analysis show that many learners in Zvimba district Secondary schools are being forced to drop out of school mostly due to financial challenges and poverty. School dropout amongst learners is due to ignorance or lack of interests in schooling amongst other learners. Some learners do not have educational facilities like smart phone or laptops which are mostly used in the New Curriculum.

Additionally, other learners drop out of school because they are not gifted enough, hence, they do not see the necessity of studying. Other factors are early marriages as well as the introduction of the New Curriculum in School. Other learners mostly Girls opt to be married than being in school and at other times it is due to unplanned pregnancies. Also some other boys are being forced to leave school because they would have impregnated someone. Thus, pregnancies are also contributing to school dropout in Zvimba District Secondary Schools.

Furthermore, some learners lack parental motivation. Again bullying at school is forcing other learners to leave school as well as the distance other learners have to travel to school. Some learners are being abused even at home and there is also the existence of child labour amongst the learners in Zvimba district secondary schools. Lastly other factors like orphan hood and child headed families are also prevailing amongst the learners in Zvimba District secondary Schools hence many of them are ending up leaving school.

From the presented data on the first research question which brings out the factors which are leading to secondary school dropout in Zvimba district secondary schools, one can safely say that many factors are taking a pivotal role on the dropout phenomenon. These factors can be grouped into socio-economic factors, school related factors, behavioral and psychological factors as well as environmental factors. From the data analysis, it is clear that the socio-economic factors as well as behavioral and psychological factors are the most challenges that are being faced by the learners in Zvimba District Secondary schools, hence, they drop out of school.

The following diagram presents a summary of the factors that contribute to school dropout in most of Zvimba district secondary schools in their perspective groups. Thus the socio-economic factors, school related factors, behavioral and psychological factors and environmental factors.

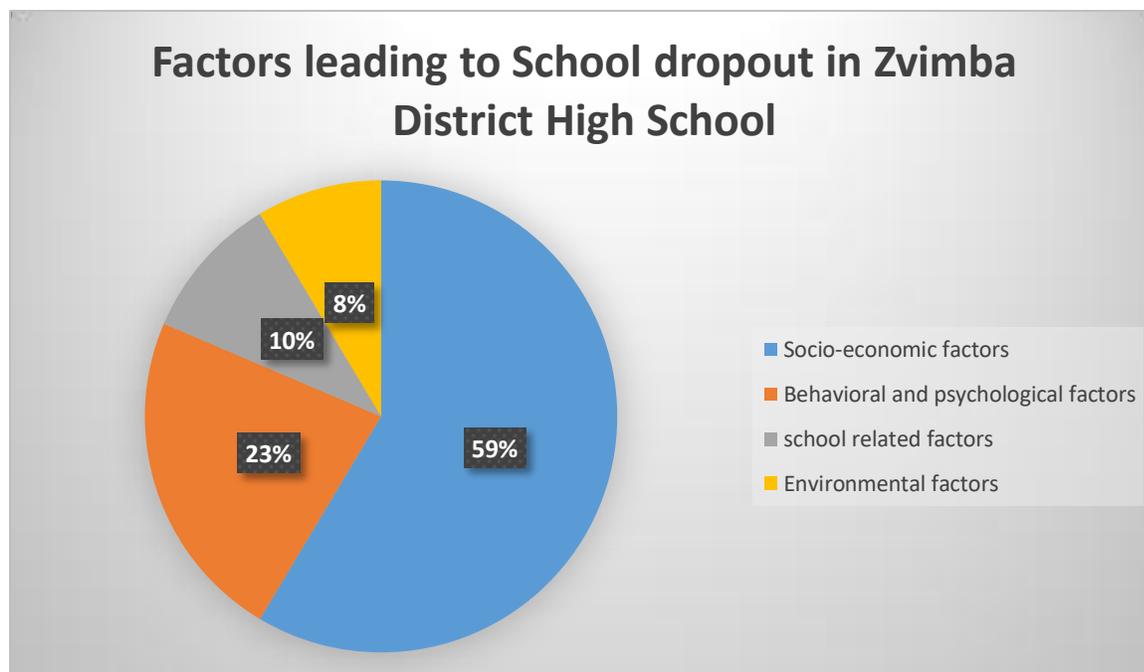


Figure 4.2: Summary of the factors which lead to secondary learner dropout in Zvimba district

4.1.4 Research question 2 which says; what strategies can be used to solve the problem of high secondary school pupil dropout in Zvimba district?

The following research question requires participants to identify the strategies that can be used in order to reduce or solve the challenges of secondary school dropout in Zvimba district schools. The responses of the participants on the strategies that can be done to resolve or reduce the challenges of high school dropout in many of Zvimba district Secondary schools were presented on the following write-up.

Government funding or financial assistance (90%) is the most essential strategy that can be used in reducing the higher rate of school dropout in Zvimba district Secondary schools. It is worthy introduce Guiding and Counselling in schools (60%). Furthermore, educating parents about the importance of education is the major factor (50%). Additionally, it is essential to educate a girl child (50%).

Table 4.5 presents the responses of the learners towards the strategies that can used to reduce the challenges of school dropout in secondary schools in Zvimba district.

Table 4.5 strategies that can be used to reduce the challenges of school dropout in Zvimba district secondary schools, (N=20)

Factor	Views
Teachers and parents to educate learners	12

Legal action toward child abuse	6
Financial assistance	18
Guiding and Counselling in schools	12
Legal actions against early marriages	8
Educating parents and guardians	5
Assistance from NGO's	10
Provide food in schools	6
Action to be taken against bullies at school	4

Table 4.5 presented data showing the responses of the learners to the strategies that can be used to resolve the challenge of high school dropout in Zvimba district secondary school. Financial assistance is perceived as the greatest strategy (90%) that can help in resolve the challenge of school dropout in their schools. Both parents and the teachers must help the learners (60%) through educating them. Guiding and Counselling sessions (60%) must be conducted in schools, giving guidance to the learners.

Additionally, assistance from different organizations (50%) can help in resolving the challenge that is being faced by many schools in Mashonaland particularly Zvimba district. Also, legal action (40%) towards early marriages must be taken in order to reduce the issue of school dropout in Zvimba district secondary schools.

4.1.5 Research question three which says; how has the government of Zimbabwe respond towards the problem of school dropouts in Zvimba District?

This research question required participants to highlight the responses of the government towards the challenges of school dropout at their schools.

The government has implemented a number of strategies in an attempt to resolve the challenge of school dropout in Zvimba district high schools. (90%) of the participants' view focused on the introduction of Basic Education Assistant Module (BEAM) which is assisting some of the learners who are in need. Additionally, a number of workshops has been conducted targeting learners in schools basing on the (40%) of participants' view.

4.3 Discussion

The data presented is now discussed in context of the literature. Each research question is discussed in context of findings and literature.

4.3.1 Research question 1 which says; what factors contribute to high school dropouts in many of Zvimba District secondary schools?

Findings showed that there are quite a number of factors which are contributing to school dropout in Zvimba district secondary schools. The findings showed that financial constraints is a major reason for dropout of school among learners in Zvimba district secondary schools. According to, Gender Links (2015), Zvimba is known for its Agriculture activity. Most parents in the Zvimba area are peasant farmers who rely on agricultural activities for survival but as a result of climate changes agricultural activities have been affected and there is a great reduction in the quality of their produce, hence, the prices on the international market are so insufficient

that parents can no longer afford to pay for the education of their children. This finding is consistent with the World Bank (2003), which indicated that financial problems are one of the main causes of school drop outs in developing countries. Also Chinyoka and Naidu, (2013) has it that the economic crisis in Zimbabwe has not spared the school children as there are a number of them failing to pay their school obligations.

Therefore, one can safely say that financial problem is indeed a great challenge which has destroyed the educational life of many learners not only in Zvimba District but perhaps even Zimbabwe as a whole. This is mostly due to economic crisis in the country. Thus, there is need for financial assistance, the government must invite donors to assist in the educational life of the learners in this country. As for Basic Education Assistant Module, the government must try to assist all the learners who are in need and deserving the assistance. The other thing that can be done is to avoid implementing educational policies that will strain parents and guardians financially. School fees must be reasonable especially in rural areas.

To add on, the data findings also bring out other factors like poverty and the distance that the learners walk from home to school have also affected the educational life of the learners in Zvimba district. Mostly in the rural areas, there is high poverty rate and this may have affected the life of many learners as they are failing to raise money for their education due to poverty. Some of the learners have decided to leave school due to hunger. The situation will force them to attend school without anything to eat, hence, most of them will decide to leave the school and look for other activities to do. For instance, many of the school going aged children are out of the

country especially in South Africa, some even decided to leave school and went to work as domestic workers mostly in urban areas. This is as a result of poverty in rural areas.

This finding is consistent with the finding of Cardoso and Verner, 2007 cited in Srivastava, (2012) who allude that, Poverty still remains as one of the significant causes of children dropping out of school. Again, Forster and Allen (1997) are of the view that poverty is one of the leading factors causing high dropout rates as children have to walk long distances bare footed and hungry to school. This finding is consistent with the findings in this research which relates to the distance which learners walk from home to school and back. Some learners come from communities where they have to walk for hours, crossing flooded rivers. As a result some learners decide to drop out of school. Ainsworth et al., (2005) observe that the probability of attending secondary school for many learners decreases with the greater the distance compared to the nearer secondary schools.

Thus, one can conclude that, indeed poverty and the distance from home to school can have an impact in the educational life of the learners. Some learners can be forced to drop out of school due to poverty and distance to school. Therefore, it is more important to assist people especially in rural areas with food. Non-governmental organizations like Christian Care and Save the Children can be invited and assist people in rural areas. The government can also provide food in schools just like what is being done in most of primary schools in rural areas.

From the presented data, early marriages and pregnancies have come out as some of the major factors that have made many learners to drop out of school in Zvimba district secondary schools.

Due to the growth of mischiefs among learners in many of the schools in the country, schools in Zvimba district also faced the same challenge. Many learners, especially girls, dropout of school due to pregnancies, this has a greater effect mostly on a girl child. These findings are consistent with the findings of Molteno et al., (2000) who say many studies have indicated that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continue schooling. Also, Kakore (2015), argues that, the Minister of Primary and Secondary Education has said that more than thirteen thousand primary and secondary school pupils dropped out of school in 2013 owing to early marriages and lack of school fees. This also goes hand in hand with findings in this study.

From the above, discussion one can say that early marriages and pregnancies had impacts on the lives of the learners not only in Zvimba district but even in the country as a whole. This issue of pregnancies and early marriages has affected a girl child mostly. Thus, the must take legal action against early marriages. Guiding and counselling must be effectively done in schools so that learners will know the dangers of impregnating or get pregnant while still at school.

In addition, the data analysis on this study also indicate that some parents especially those in rural areas do not take schooling seriously particularly those in Zvimba district, hence, some of the learners turn to lack motivation from their own parents. Some learners do not even know the importance of education and this can be due to the fact that the parents themselves do not know the importance of educating their children. At the end, some learners end up dropping out of school. This finding goes hand in hand with the finding of, Mwangi (2010), who indicates that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Mwamwenda (2010), confirmed a positive relationship of parental

education with parental encouragement. He revealed that parental encouragement influenced cognitive development of their children. Whereas Chenge, et al., (2017), found that parental encouragement significantly related with achievement motivation of the learners.

This ignorance of the parents can be due to the issue of backwardness, thus they turn to devalue the issue of educating their children. It is good to educate both the parents and the learners about the importance of education. Awareness campaigns can be done to promote education for all learners.

Furthermore, the data analysis in this study shows that there are also school related factors which are contributing to school dropout in Zvimba district Secondary schools. Some of the participants indicated that, the introduction of new curriculum had an impact in the lives of the learners. Some learners had to dropout out of school due to the fact that they could not do the tasks or projects which were demanded by the new curriculum. Some learners could not afford to buy the facilities that were being required for the new curriculum since it is more demanding. Thus, in the end some of the decided to leave schooling.

More on, some learners find the schooling activities difficult, some are even dull. They do not see the importance of education, hence, some decide to drop out of school. Some learners are being abused by others in schools, hence, they end up dropping out of school. These findings are also consistent with the findings of DIFD (2001), who point out that one of the main reasons for school dropouts is the fact that school programs fail to meet learners' needs. This shows that the school environment can have both negative and positive effects in the lives of the learners.

The school environment must be a conducive place for learning. School must also offer knowledge which will assist the learners in their future. The teachers can look at the strength and weaknesses of the learners and try to assist the student basing on one's area of strength. An action must be taken against those learners who abuse others at school. More protection must be given to the vulnerable learners like the form ones and those who join school during the course of the year or New comers.

Therefore, looking at all these challenges which are contributing to school dropouts in Zvimba district Secondary schools, financial assistance must be given to the learners in need, also the policies implemented in education must involve all the learners and not only a part of them. They must be flexible for all the learners. Parents in rural areas must be assisted financially and even with food because some of them are poor. Both learners and parents in Zvimba district require information on the importance of education as well as legal action to be taken against early marriages.

4.3.2 Research question 2 which says; what strategies can be used to solve the problem of high secondary school pupil dropout in Zvimba district?

The data presented in the research indicates that many different strategies can be applied in order to resolve the challenge of school dropout in Zvimba district secondary schools. The participants, point out that financial assistance must be given to the learners who are in need. The government of Zimbabwe has offered some financial assistance to the learners in need through the introduction of Basic Education Assistant Module, (BEAM) as well as allowing donors to assist for example, CAMFED. Scholarships are also given to other learners who are good at schooling. This strategy is consistent with the findings by Mutenga (2014), who indicated that, at

the Government of Zimbabwe's request, the United Kingdom provided additional funding to the Basic Education Assistance Module for primary education in 2012 and 2013. She goes on to say that, this support has helped around 330 000 orphans and vulnerable children attend primary school each year.

This proves that there are intervention or programs which are there to assist learners in need provided they are enrolled and are attending school. Thus, aid from these programs or interventions must be given to all the learners who require this kind of assistance. The government must also pay attention to those learners who are not enrolled and who are not attending school. Therefore, the government of Zimbabwe must try and assist all learners in need both financially and socially. To work towards the reduction of poverty, the government must invite donors into the country and offer assistance especially to those people in rural areas. Food can also be given to learners in schools.

This is also consistent with the findings of Meng and Ryan (2003), who have it that Bangladesh launched a *Food-for-Education Programme* in 1993. The main goal of this program was to provide a free monthly food grain ration based on the household's income and them having at least one primary-school-age child attending school that month. As dropout is influenced by financial constraints; children may be given, scholarships, free uniform, free text books, free stationery items up to secondary level of education. For children of poor socio-economic background, these incentives will be useful in improving the dropout rate.

Furthermore, the participants on this study also came up with the view of educating both parents and learners on the importance of education. Most people in rural areas appear not well educated, thus many of them fail to understand the need for education. Most parents turn out to be more reluctant when it comes to educating their children. This also led to lack of motivation in some of the learners, thus both the parents and the parents must be educated. In schools learners can be educated through guiding and counselling sessions or through introducing peer educator groups. These findings are consistent with those of Birsdall et al (2005), who state that, there is a need for improving monitoring, accountability mechanisms and incentive for the learners. Involving parents in these processes through school governance bodies and increasing information flow to parents is also seen as important. Meaning, the school has to improve its monitoring on the learners and their educational activities. The school must work hand in hand with the parents, hence, they should be educated as well.

Again, to keep learners from dropping out, teachers need to know which learners are mostly at the risk of dropping out. They should have the ability to identify the learners who are most likely to drop out so that they can be able to assist them before they opt to drop out of school. Schools with extremely high dropout rates can be identified. Thus, intervention can be give both at the individual student level, and at the school or district level.

More on, data analysis on this study shows that other strategies that can be taken to resolve the challenge of school dropout in Zvimba district is to educate a girl child as well as legal action against early marriages. Most of the learners in secondary schools are being forced to drop out of school due to pregnancies and even early marriages. In the case of Zvimba girls are led astray by

boys and by elderly men coming back home from South Africa enticing them with gifts into having sex, resulting in pregnancies. Thus, it is more essential to educate the girl child. Also as a country, legal action against early marriages must be taken, mostly by the organizations that stand for Child Right. Again, these findings go hand in hand with the works of Mawere (2012), who argues that, pregnancy, early marriages, religious and traditional beliefs that educating a girl child is a waste of resources are the given major causes of rural girl child dropouts. According to the Ministry of Education (1986), as long as such beliefs go unchallenged, women will remain enslaved in the shackles of subservience and on the periphery of development.

Therefore, the issue of pregnancy and early marriages mostly affect the girl child in the whole country. Although there are no laws prohibiting pregnant girls from continuing with schooling in Zimbabwe, it is, however, the discrimination they get from their friends, teachers and members of the community who make them drop out of school as they will be seen as people of loose morals. Thus, the girl child must be educated before she gets into this trap and a legal action must be taken against early marriages.

Moreover, the data presented bring out the fact that by improving the school environment the challenge of school dropout can be reduced in Zvimba district secondary schools. Participants brings out the view that the school environment must be a conducive area for learning activities. Apart from the school environment, the curriculum must be flexible. It must suit everyone in the academic area both the teacher and the student. From the presented data, some learners are dropping out of school because they cannot pursue the demands of the New Curriculum, the tasks and projects. Also, the demands of the new curriculum affected the learners in rural areas

particularly those in Zvimba district secondary schools. Most of the learners are failing to get the required learning tools, hence, many learners decided to leave school.

The participant suggests that by the removal of tasks and projects, the dropout rate may be reduced. This view goes hand in hand with the finding of Petrie (2001), who postulates that, differentiated curriculum may be followed in the schools and the learners should be allowed to opt for the basic or advanced level of the curriculum. He went on to say that, more skill oriented courses like carpentry, electric, motor mechanic, computer related course needs to be introduced, with the learners being given the option to select a course of their choice, as for a large proportion of children, secondary school is a terminal stage of education. Therefore, the school curriculum must be flexible, and must give the learners themselves a room to select what they really want in future. It also must cater for all the learners both in rural and urban areas. Thus, in the case of Zvimba district secondary schools, the removal of tasks and projects will be good. Also, the curriculum must be modified so that it can be flexible to all learner both in rural and urban areas.

Additionally, the presented data also show that role models and teachings from the church can assist in reducing the high rate of school dropout in Zvimba district secondary schools. The teachers themselves can be role models that can motivate learners to stay in schools. According to, Lamb and Wedell (2013), as a teacher, you will show your learners how to become independent and form their own relationships, you will carefully guide them and intervene when necessary.

Thus, the teacher must have good qualities, behavior and character that can motivate learners to stay in schools. At the same time the leaders of the churches must assist in motivating learners to stay in schools throughout their teaching bringing out the importance of education.

Therefore, there are several strategies that can be put in place in order to resolve the challenge of school dropout in schools which are being affected with these issues in Zimbabwe, particularly, those schools in Zvimba district. As a country, financial assistance must be given to those in need of it. Donors can be invited into the country to assist vulnerable learners as well as to provide food to those areas which are being affected with poverty. Again, more schools can be built in the country particularly in rural areas to cater for those who are to travel long distances going to school.

4.3.3 Research question 3 which says; how has the government of Zimbabwe responded towards the problem of school dropouts in Zvimba District?

The question requires participants to illustrate the responses of the government of Zimbabwe toward the problem of school dropout in Zvimba district. The data analysis in this research shows that the government has tried to implement a number of strategies although the challenge still continues. As commented by Polelo and Molefe (2006), on EFA goals, the Dakar Conference mandated nations to attain Universal Primary Education (UPE). They went on further to say, all children of schooling age should have access to free quality education devoid of gender disparities and the Millennium Development Goals in September 2001, affirmed the need for poverty alleviation and elimination of gender inequalities in education systems. Despite

all these goals, school dropout is still a common phenomenon, which disturbs the developing nations in their effort to attain access to basic education for all.

This is consistent with the findings in the study, when the participants states that the government introduced the Basic Education Assistant Module to assist learners who are having financial challenges but the program was not able to cater for all the learners. Mutenga (2014), has it that, former education sport and culture minister, David Coltart, said the problem relating to BEAM are a result of government's actions, which did not applied sufficient funding for the programme and the education sector in general. This shows that BEAM as a strategy that is being used to solve problems in the educational sector it still has its limitations as far as the dropout phenomenon is concerned. Another finding on the study, other learners are receiving assistance from CAMFED, this shows that the government of Zimbabwe has also invites donors to assist the learners who are facing challenges and who are likely to drop out of school.

In addition, from the data analysis in this study the government has introduced guiding and counselling in almost all the schools in Zvimba district secondary schools, just like what they did in most of the schools in Zimbabwe. More on, the government has also introduces some policies whereby the teachers are to attend workshop targeting learners in schools. Also, the government of Zimbabwe has protested against early marriages. Although, the government tried to implement all these measure still the challenge remains. Some learners are still having challenges.

The findings in this study are in consistence with the works of Zengeya (2014), who states that, the policy aimed at eliminating school dropouts adopted soon after independence seems to have been effective up to a point, but was no longer effective twenty-five years down the line. Mutenga (2014), some of the factors that seem to be contributing to this deteriorating situation include the; the declining economic performance from about 1990 onwards that led to the inadequate financing of education. This shows that the efforts being implement by the government are not that effective since the challenge of school dropout remains the story of the day.

Therefore, the policy makers must put in place a more effective policy for meeting this challenge. Zengeya, (2014) has it that the policy makers have to come up with a new policy that ensures the continued participation in education and training of all school dropouts. For instance, making school attendance compulsory for all those between the ages of five and eighteen years, allowing fast learners to write Ordinary Level Examinations at sixteen years of age after four years of attending a secondary school while slow learners can write at eighteen years of age after six years of attendance, that is, there is need for screening for one to write 'O' level examinations. The government must build new education infrastructures in the areas where learners are covering long distances to a school or college on foot.

Furthermore, the policy makers must address teacher working conditions to remove the reasons for low teacher morale and their migration to employment markets outside the Zimbabwean Public Service. Again, the policy makers must increase the output of trained teachers to counter the negative impact of HIV/AIDS and other dangers that can affect the education life of the learners.

The government must also reduce the cost of education and training resources (including training equipment and books) at all levels. Zengeya, (2014), argues that, the policy makers can charge an economic rate of fees at all levels of the education and training system, with those that cannot pay the fees receiving financial support in the form of grants and loans from central government as well as fully utilizing all available infrastructure for education and training; and providing adequate continuing education and training to all Zimbabweans. By so doing the school dropout rate can be reduced in the country as a whole and Zvimba district in particular.

4.4 Summary

This chapter focused on data presentation, analysis and discussion. The findings obtained from the participants in two of the secondary schools in Zvimba District were presented, analyzed and finally discussed. The findings show that there are several factors leading to school dropout in many of the schools in Zvimba District secondary schools. However, the participants also proposed many different strategies that can be used to resolve the problem of school dropout in Zvimba district secondary schools. All these findings were presented in this chapter. The following chapter will cover the summary of the project, conclusions on the research questions and recommendations to different groups.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction.

Chapter five involves the summary of each and every chapter, conclusions of all the research questions as well as the recommendations to the policy makers, the school and the school management, the learner, the community and other recommendations. The aim of this study was to look the reasons why there is high rates school dropout amongst secondary school learners in Zvimba district, bringing out some strategies that can be implemented in order to reduce the dropout rate as well as looking at the strategies that the government has implemented in order to reduce the dropout rate in schools in Zvimba rural district.

5.1 Summary

The research was undertaken in order to understand the extent to why there is high secondary schools dropout in many schools in Zvimba district area. The reason behind being that many students are leaving school without completing a full basic education course in Zvimba district. As a result the researcher was moved by this fact to look into these high levels of secondary school learner dropouts.

In chapter 1, the researcher looked at the problem and its context where the focus was on the background of the study, statement of the problem, the research questions and significance of the study, limitations and delimitations as well as definition of different terms. On the background of the study, the researcher reflected on different factors that motivated her to carry out the study. For instance, looking at the past and current state of the dropout phenomenon in general. On the

statement of the problem the research brought out the reasons why the dropout issue was taken as a problem. Again, the research carried only three research questions which are focusing on the factors contributing to the dropping out of learners in Zvimba district, the strategies that can be used to reduce the drop out phenomenon as well as looking at the strategies that has been implemented by the government in an attempt to put a break on the drop out issue in Zvimba district. The significance of the study mainly focused on the beneficiaries of the study. Limitations brought out the challenges pertaining to the study, which were faced during the conductions of the study. Delimitations looked at the boundaries given to the study, for instance the study in on dropouts and is being carried out in Zvimba district secondary schools. Finally, there are definitions of different terms which are in the study as well as the summary of the whole chapter.

In chapter 2, there is literature review where the researcher reviewed the literature which is related to the study. Here the researcher had to look at what other researchers say about the drop out phenomenon. The literature was reviewed basing on the research questions of the study. Thus, what other researchers has to about the factors that lead to school dropout. The researcher discovered that many researchers came out with different factors like, poverty, financial challenges, poor performance in academics, lack of parental support, negligence, early marriages amongst others. The researcher also reviewed literature which is related the second question which looks at the strategies that can be used to reduce or to put a break on the drop out issue amongst learners. A number of researchers indicated the issue of financial assistance, assistance in basic needs like food. Others indicated the issue of creating a good environment at the school so as to motivate learners to stay in schools as well as educating parents on the importance of

educating their children. The last issue to be tackled here was the reviewing of literature basing on the strategies that were once implemented or which are being implemented by the government in an attempt to reduce the dropout phenomenon. For instance, the Zimbabwe National Commission for UNESCO implemented EFA which is Education for All. This program offers the right to education to everyone regardless of gender or cultural differences. Also, there is the introduction of BEAM which offers assistance to the vulnerable learners in schools as well as the introduction of Guiding and Counselling in schools. Finally, the chapter ends with a summary of the whole chapter.

In chapter 3 the researcher looked at the research methodologies, the research design which was used in the study. The qualitative design was used in the study. This design was used it helped in unpacking the most prominent questions in the study like ‘What and How’. Also in this chapter the targeted population was addressed and the population which was targeted was the secondary schools in Zvimba district. The sampling procedures were also addressed in this chapter, where the researcher made use of purposive sampling. Purposive sampling enabled the researcher to sample out the students who have the probability of dropping out. On the research instruments the researcher made use of questionnaires. The researcher came up with a list of questions both open ended and close ended questions based on the research questions. Ethical considerations were also included on the research questions. Reliability and validity were also measured to see if the research instruments were to yield consistent results or data. Also in data analysis procedure, the researcher made use of tables and pie charts to present the research findings. Finally, the chapter concluded with a summary of the whole chapter.

Furthermore, on chapter 4, the researcher looked at the data presentation, data analysis and discussion. The finding of the research were presented and analyzed basing on the research questions. Data presentation was done through tables and pie charts. The first research question focused on the factors that leads to school dropout in Zvimba district. A number of factors were obtained from the participants, for instance, poverty, early marriages, early pregnancies, financial constrains amongst others. The second research question looked at the strategies that can be used to reduce the dropout phenomenon in Zvimba district. Again the participants came up with a number of strategies, for example, through financial assistance, introduction of laws against early marriages, educating the parents on the importance of education, introduction of Guiding and Counselling in schools amongst others. The third research question looked at the strategies that were used by the government as an attempt to reduce the issue of school dropout in Zvimba district secondary schools. The participants also indicated that the government has introduced BEAM in their schools, guiding and counselling was also introduced in schools as well as conducting workshops targeting the school learners. The research findings were also discussed basing on the research questions. On discussion the presented and analyzed data was now discussed linking it to the reviewed literature and finally the chapter again ended with a summary of the whole chapter.

5.2 Conclusions

In research question 1 the researcher's focus was on the factors that contributes to school dropout in secondary schools in Zvimba district. The participants gave a number of factors which are

pushing the learners out of school. For instance, they states that, learners in Zvimba district Secondary schools are being forced to drop out of school mostly due to financial challenges and poverty. Ignorance or lack of interests in schooling amongst other students, lack of educational facilities, poor performance in schooling, early marriages and early pregnancies as well as the coming in of the New Curriculum in School amongst others are also other factors which were raised as the issues which are playing an a bigger in school learner dropout in Zvimba district.

In research question 2, the researcher looked at the strategies that can be used to reduce or to put a break on the dropout phenomenon in Zvimba district. Again, the participants responded with a number of strategies that can be applied. These included financial assistance to those who are facing financial challenges. The data analysis also shows that both the teacher and the parent should take turns to educate the child about the importance of education, thus, Guiding and Counselling sessions become essential in schools. Participants also talked about assistance from different organizations like BEAM. Other participants suggest that legal action towards early marriages must be taken. Some even suggest that food must be provided schools because some of the learner are being affected with poverty. Quite a number of participants also suggest that it is very essential to educate parents or guardians themselves on the importance of schooling.

In research question 3, the researcher focused at how the government of Zimbabwe has responded to the problem of school dropout in Zvimba district secondary schools. Looking at the responses from the participants, the government has implemented a number of strategies which includes, the introduction of Basic Education Assistant Module (BEAM) in their schools, which is a government program which assist learners who are in need. The government has also invited

donors to assist in the educational system in Zimbabwe for example, CAMFED. Also a number of workshops has been conducted targeting learners in schools. The government also introduced guiding and counselling in schools which educate the learners on the importance of education and even on life aspects. The participants also indicated the fact that government also protested against early childhood marriages.

5.3 Recommendations

Basing on the findings in the study, the following recommendations are given to the government policy makers, the school and the school management, the learners as well as the parents and the community as a whole.

Recommendations for Policy makers

- ❖ The government should also build more schools in rural areas so as to reduce the long distances that other learners has to cover to and from school.
- ❖ Ministry of Education, Sports and Culture to expand the Basic Education Assistance Module (BEAM) through the Ministry of Social Welfare to underprivileged and vulnerable groups, so that all the vulnerable children or children who are challenges of school dropout might be assisted.
- ❖ The government must improve the learning environment by satisfying different participants in the educational sector, starting with educators who should be paid better salaries so as motivate them.

Recommendations to the school and the school management

- ❖ Schools should improve teaching, instruction, school buildings, furniture, facilities and access to support, for struggling students so that the school becomes a place of interest rather than of dislike.
- ❖ The school must establish Peer counseling to reduce the tendency of pupils to mock at their fellow students for poor performances.
- ❖ Teachers must take part in training on managing drug abuse and discipline.
- ❖ Schools should involve former drug addicts to motivate learners and discourage the use of drugs and can be equipped with drugs detector instruments.
- ❖ On early pregnancies, schools can put more efforts on abstinence programs, sex education and the use of contraceptives such as condoms.

Recommendations to the learners

- ❖ Learners must be devoted in studies and use their time resourcefully in studying.
- ❖ Learners must also avoid involving themselves in dangerous activities such as premarital sexual activities and drug abuse.
- ❖ Learners must learn to work as a team in order to avoid issues like bullying and mocking the poor performers.

Recommendations to the parents or the community

- ❖ Parents or guardians in Zvimba rural area should have a positive attitude towards educating their children.
- ❖ The parents and guardians in Zvimba rural area should make sure that their children do not cover too long distances to and from school by residing close the school.

- ❖ Parents should be frequently attend the general meetings in order for them to interact with educators regarding the child's attendance, performance and the risk of school dropout.
- ❖ Members in the community and teachers who are good role models should become active members of the school and society to discourage negative peer pressure influence on school attendance and dropout, abuse and teenage pregnancy.

Recommendations on further study

- ❖ As the study was only limited to two schools in Zvimba district, it will be necessary to carry a wider study on the district or province as a whole.
- ❖ Other studies must be carried out to find out if there is a difference in dropouts between secondary schools in urban areas and those in rural areas

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APPENDICES

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APPENDIX 1

Questionnaire for the student

My name is Primrose Maseve a student at Midlands State University studying for a Bachelor of Education Honors Degree in History. I am carrying out a research with the Midlands State University entitled, **A study on school dropout in Zvimba district secondary schools**. You are therefore kindly requested to complete this questionnaire by indicating your responses in the boxes and spaces provided. The information that you will provide will only be used for the purposes of this research and strict confidentiality will be observed. Thank you in advance for your cooperation.

Section A

Answer the following questions by putting a tick

Sex: male [] female []

Age: 12-16 [] Above 16 []

Section B.

Answer the questions in this section by putting a tick in the box which best describes your response to the item in the space provided.

- 1) Is your school facing challenges on school dropout? Yes [] No []
- 2) Is the school aware of this challenge? Yes [] No []
- 3) Do the school provide other educational facilities like Guiding and Counselling to the students? Yes [] No [] Not at all []
- 4) If 'Yes' do the facility educate students on the dangers of school dropout? Yes [] No []
- 5) In your own understanding what are the factors that are contributing to school dropout at your school?

.....

.....

.....

.....

.....

- 6) What do you think can be done to reduce this challenge of school dropout at your school?

.....

.....

.....

.....

APPROVED BY



DR E. GUDYANGA (SUPERVISOR).....5/2/2018.....

APPENDIX 2

Questionnaire for the teacher

My name is Primrose Maseve a student at Midlands State University studying for a Bachelor of Education Honors Degree in History. I am carrying out a research with the Midlands State University entitled, **A study on school dropout in Zvimba district Secondary schools**. You are therefore kindly requested to complete this questionnaire by indicating your responses in the boxes and spaces provided. The information that you will provide will only be used for the purposes of this research and strict confidentiality will be observed. Thank you in advance for your cooperation.

Section A

Answer by putting a tick in appropriate box

Are you a male [] female []

Qualifications

Qualification	Yes	No	Area of specialization
Certificate in Education			
Diploma in Education			

Bachelor of Education degree			
Master of Education degree			

If any other please specify

.....

.....

Teaching experience

0-5 years []

6-10 years []

11-15 years []

16-20 years []

Over 21 years []

Number of years in the school

0-5 years []

6-10 years []

11-15 years []

Over 16 years []

Section B

Answer the following questions by providing appropriate answers

1. Is your school having challenges on school dropout?

A. Yes []

B. No []

2. In your own view what are factors that are contributing to dropping outs at your school?

i).....
.....

ii).....
.....

iii).....
.....

3. What strategies can be used to reduce or to solve the problem of dropouts in your school?

i).....
.....

ii).....
.....

iii).....
.....

iv).....
.....

4 How did the government of Zimbabwe responded to the challenge you are facing at your school?

.....

APPENDIX 3

Questionnaire for the school head

My name is Primrose Maseve a student at Midlands State University studying for a Bachelor of Education Honors Degree in History. I am carrying out a research with the Midlands State University entitled, **A study on school dropout in Zvimba district Secondary schools**. You are therefore kindly requested to complete this questionnaire by indicating your responses in the boxes and spaces provided. The information that you will provide will only be used for the purposes of this research and strict confidentiality will be observed. Thank you in advance for your cooperation.

Section A

Answer by putting a tick in appropriate box

Are you a male [] female []

Qualifications

Qualification	Yes	No	Area of specialization
Certificate in Education			
Diploma in Education			

Bachelor of Education degree			
Master of Education degree			

If any other please specify

.....

.....

Teaching experience

0-5 years []

6-10 years []

11-15 years []

16-20 years []

Over 21 years []

Number of years in the school

0-5 years []

6-10 years []

11-15 years []

Over 16 years []

Section B

Answer the following questions by providing appropriate answers

1. Is your school having challenges on school dropout?

C. Yes []

D. No []

2. In your own view what are factors that are contributing to dropouts at your school?

i).....
.....

ii).....
.....

iii).....
.....

3. What strategies can be used to reduce or to solve the problem of dropouts at your school?

i).....
.....

ii).....
.....

iii).....
.....

iv).....
.....

4 How did the government of Zimbabwe responded to the challenge you are facing at your school?

.....

.....

APPENDIX 4



MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

Telephone: (263) 54 60404/60337/60667/60450
Fax: (263) 54 60233/60311

**FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION**

5 February 2018

TO WHOM IT MAY CONCERN

The bearer.....PRIMROSE MASEVE..... is a B.Ed
MED/PGDE student at this University. She / he has to undertake research and thereafter
present a Research Project in partial fulfilment of the degree programme.

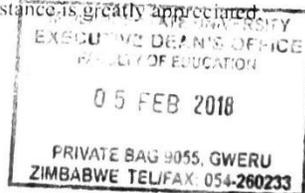
In this regard, the university kindly requests both your institution and personnel's
assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

A handwritten signature in cursive script, appearing to read 'M Chauraya'.

**Dr M Chauraya
(Chairperson –Applied Education)**



APPENDIX 5

All communications should be addressed to
"The Secretary for Primary and Secondary
Education
Telephone: 732006
Telegraphic address : "EDUCATION"
Fax: 794505



Reference: C/426/Mash West
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
HARARE

21 March 2018

Primrose Maseve
2981 Munhumutapa
Kadoma

**Re: PERMISSION TO CARRY OUT RESEARCH IN MASHONALAND WEST
PROVINCE: ZVIMBA DISTRICT, MUCHERI AND KUMUKAKWAVATEMA
SECONDARY SCHOOLS.**

Reference is made to your application to carry out research at the above mentioned schools in Mashonaland West Province on the research title:

"A STUDY IN SCHOOL DROPOUT IN ZVIMBA DISTRICT SECONDARY SCHOOLS"

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Mashonaland West Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the schools. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

A handwritten signature in cursive script, appearing to read "E. Chinyowa".

E. Chinyowa
Acting Director: Planning, Research and Statistics
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
cc: PED – Mashonaland West Province

