

**INVESTIGATION OF STUDENTS' DROPOUT IN PUBLIC
HIGHER LEARNING INSTITUTIONS IN TANZANIA:
A CASE OF UNDERGRADUATE STUDENTS AT THE
UNIVERSITY OF DODOMA**

By

AloyceKilongamaka

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Masters of Arts in Education of the University of Dodoma.

The University of Dodoma

October, 2016

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma, a dissertation with the title **“Investigation of Students’ Dropout in Public Higher Learning Institutions in Tanzania:A Case of Undergraduate Students at the University of Dodoma** in partial fulfillment of the requirements for the degree of Master of Arts in Education M.A (ED) of the University of Dodoma.

.....
Dr. EnedyMlaki

(SUPERVISOR)

Date.....

DECLARATION

AND

COPYRIGHT

I, AloyceKilongamaka, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature.....

No part of this dissertation may be reproduced, stored in any other retrieval system, or transmitted in any form or by any means without prior written permission of the author or the University of Dodoma.

ACKNOWLEDGEMENTS

I would like to express my heartfelt thanks and appreciation to different persons and institutions for their support and inspiration they gave me during my study. First and foremost, I would like to thank the Almighty God for always giving me strength and healthy state.

I appreciate Mr Samwel Mshana the then District Academic Officer – Mbozi who assisted me to join for Higher Degree studies. I also wish to cast my earnest thanks to my supervisor Dr. Enedy Mlaki whose encouragement made me to put more efforts in order to accomplish the duty which was ahead of me. Thus, without her it could have been unmanageable to finish this task.

Also, I wish to distinguish the invaluable contributions of the following lecturers of UDOM. These are: Prof. Kalafunja M. O-saki, Prof. Willy Komba, Dr. Andrew Binde, Dr. Francis Michael, Dr. Joyce Nemes, Dr. Rose Matete, Dr. S. Kumburu and Dr. Prosper Gabriel.

Also, I would like to direct my special thanks to Dr. Juhudi Cosmas and Dr. Placidius Ndibalema who provided me with inputs and encouragement during the challenging moments of undertaking this study. Likewise, I wish to appreciate Prof. Petter L. M. Msoffe, Mama Missana and Anna K. Mmbaga from UDOM central administration office who assisted me to access important information during my study.

I am indebted to express my thanks to all my colleagues M.A students of 2014/2015 – 2015/2016 cohort whose contributions in one way or another led to achieve this study.

DEDICATION

This work is dedicated to my loving mother Vitalia N. Lutungulu and my late father Mr. Pascal M. Ngewe. It is also dedicated to my loving sisters Catherine and Rehema. Also, I dedicate this work to my wife Miliffa and our children Morrison, Maureen, Prisca and Faith.

ABSTRACT

This study aimed to find out factors influencing students' drop out in higher learning institutions and its emanating consequences. It employed a cross-sectional research design, in which mixed research approaches were employed. A sample of 91 respondents which comprised 6 heads of departments, 2 academic staff, 2 deputy deans of students, 75 continuing students, and 6 students who dropped out from studies. The study had three objectives: first to find out the factors influencing students' dropout from studies, second to examine the consequences of students' dropout from studies and third to explore the strategies on reducing dropout rate of students.

The findings of the study revealed that students' drop out from the university is attributed to factors related to social, economic, incompetence in academic matters and poor discipline among the students, lack of confidence, family separation, unemployment, perpetuation of poverty, and social evils. The study suggests that; when students join with higher education they should be thoroughly oriented with different programs of studies, the university should be directly involved in selection of students to join in, the university should strengthen guidance and counseling unit and quality assurance unit should do strict follow up of what is delivered to students.

The study ends by recommending that university administration should; improve teaching and learning environment, lengthen English course for foreign students, establish a unit to deal with foreign students' matters, recruit professional counselors, and ensure academic staff undergo professional teaching training.

TABLE OF CONTENTS

CERTIFICATION.....	i
DECLARATIONANDCOPYRIGHT	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES.....	x
LIST OF APPENDICES	xi
LIST OF ABBREVIATIONS AND ACRONYMS.....	xii
CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY	1
1.0 Introduction	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 Specific Objectives of the Study	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Scope and Delimitation of the Study.....	6
1.8 Limitations of the Study	6
1.9 Operational Definition of the Terms	7
1.10 Chapter Summary.....	8
CHAPTER TWO: LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Theoretical Framework	9
2.1.1 Social Anthropological Theory (SAT).....	9
2.1.2 Expectancy Theory of Motivation (ETM).....	11
2.1.3 Factors Influencing Students’ Dropout in Higher Learning Institutions.....	13
2.1.4Consequences of Students’ Dropout in Higher Learning Institutions.....	16
2.1.5 Retentions of Students in the Higher Learning Institutions	19

2.2 Empirical Studies on the Dropout of Students in the Higher Learning Institutions	22
2.3 Knowledge Gap.....	24
2.4 Conceptual Framework	24
CHAPTER THREE: RESEARCH METHODOLOGY.....	28
3.0 Introduction	28
3.1 Research Design	28
3.2 Research Approach	29
3.2.1 Qualitative Research Approach.....	29
3.2.2 Quantitative Research Approach.....	30
3.3 Location of the Study	30
3.4 Target Population	31
3.5 Sample and Sampling Procedures	32
3.5.1 Sample Size	32
3.5.2 Sampling Procedures	32
3.5.3 Snowball Sampling	33
3.5.4 Purposive Sampling.....	33
3.5.5 Simple Random Sampling.....	34
3.6 Methods of Data Collection	34
3.6.1 Interviews	35
3.6.2 Focus Group Discussion (FGD).....	36
3.6.3 Questionnaires	36
3.6.4 Documentary Review	37
3.8 Ethical Considerations.....	40
3.9 Data Analysis and Interpretation.....	42
3.9.1 Qualitative Data.....	43
3.9.2 Quantitative Data.....	43
CHAPTER FOUR: PRESENTATIONS OF THE FINDINGS, ANALYSIS AND DISCUSSION	45
4.0 Introduction	45
4.1 Demographic Characteristics of the Respondents.....	46

4.1.1 Distribution of Respondents Involved in the Study	46
4.1.2 Distribution of Respondents by Age	47
4.1.3 Distribution of Respondents by Work Experiences	48
4.1.4 Education Level of Respondents	48
4.2 Findings according to the Objectives of the Current Research	49
4.2.1 Research Question One: What are the Factors Influencing Students' Drop out From Studies in the University of Dodoma?	49
4.2.2 Research Question Two. What are the Consequences of Students' Dropout from the University of Dodoma?	55
4.2.3 Research Question Three: What are the Strategies to be Done on Reducing Students' Dropout Rate in the University of Dodoma?	58
4.3 Summary of the Study Findings	63
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMANDATIONS.....	64
5.0 Introduction	64
5.1 Summary of the Study.....	64
5.2 Summary of the Study Findings.....	66
5.3 Conclusions	67
5.4 Implications of the Findings of the Study	68
5.4.1 Recommendations	70
5.4.2 Recommendations for Practice.....	70
5.4.3 Recommendations for Policy Makers	71
5.4.4 Recommendations for Further Studies	72
REFERENCES	74
APPENDICES	81

LIST OF TABLES

Table 3. 1: Sample Composition of Respondents.....	32
Table 3. 2: Summary of Students' Registration and Dropout in College A from 2011/2012 - 2013/2014	37

Table 3. 3: Summary of Students' Registration and Dropout in College B from 2011/2012 - 2013/2014	38
Table 4. 1: Categories of Respondents	46
Table 4. 2: Respondents Age Distribution in Group (N=91)	47
Table 4. 3: Distribution of Respondents' Years of Experiences in the University of Dodoma	48
Table 4. 4: Represent the Response from Students	50
Table 4. 5: Represents the Responses from the Students	51
Table 4. 6: Interview Results from Heads of Departments, Academic Staff and Deputy Deans of Students on Social Consequences of Students' Drop out from Studies	55
Table 4. 7: Interview Results from Heads of Departments, Academic Staff and Deputy Deans of Students on Economic Consequences of Students' Drop out from Studies to: (a) Individual Student	56

LIST OF FIGURES

Figure 2. 1: Model for students' Dropout or Staying in Higher Learning Institutions....	27
Figure 4. 1: Educational Qualification of the Respondents	49

LIST OF APPENDICES

Appendix 1: Questionnaires for Continuing Students	81
Appendix 2: Interview Guide for Heads of Departments, Academic Staffs and Deputy Deans of Students	84
Appendix 3: Guiding Questions for Focus Group Discussions	85
Appendix 4: Research Permit Letter from University of Dodoma	86
Appendix 5: Researcher’s request letter for data collection from the University of Dodoma Authority.	87

LIST OF ABBREVIATIONS AND ACRONYMS

AERA	American Educational Research Association
APA	American Psychological Association
AS	Academic Staff
CA	College A
CB	College B
CHAS	College of Health and Allied Sciences
CHSS	College of Humanities and Social Sciences
CIVE	College of Informatics and Virtual Education
CoED	College of Education
CoES	College of Earth Science
CoNS	College of Natural Science
DDS	Deputy Deans of Students
EA	East Africa
EP	Educational Programme
ETM	Expectancy Theory of Motivation
FF	Ford Foundation
FGD	Focused Group Discussion
HDR	High Dropout Rate
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institutions
HES	Higher Education Students
HESLB	Higher Education Students' Loans Board
HET	Higher Education and Training
HLI	Higher Learning Institutions
HOD	Heads of Departments

NCHE	National Council for Higher Education
ODL	Online Distance Learning
OECD	Organization of Economic and Cooperation Development
OL	Online Learning
OUT	Open University of Tanzania
TCU	Tanzania Commission for Universities
UDOM	University of Dodoma
UK	United Kingdom
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter introduces the background by providing useful information about the research problem. It states the research problem, the objectives of the study, research questions, and significance of the study. Also, key terms used in this study have been operationally defined in this chapter.

1.1 Background to the Problem

Across the globe, there are alarming signs of higher education students dropping from the studies. In terms of how different groups are affected, drop out is influenced by social factors as well as by higher education policies and practices (European Commission, 2013). Within European context, evidence suggests that drop-out is a particular problem for students of low economic status. Socio-economic status seems to have the most important impact on drop-out and to dominate all other factors such as ethnicity and gender (Thomas & Quinn, 2007). Specifically, even if disadvantaged students are as likely to participate in higher education for a given level of prior achievement, they may be more likely to drop out than wealthier students (Powdthavee&Ignoles, 2009).

In the United Kingdom (UK), for example, the records indicate that overall dropout rates stood at around 8 percent from 2005/2006 to 2010/2011 more than 3,000 students dropped out in final year of studies (Higher Education Funding Council for England, 2011). In the 19 Organization for Economic Cooperation and Development (OECD), 31percent of students fail to complete their course in tertiary education. Thus, studies of dropout from Higher Education (HE) have often assumed that the

correspondence between student's motivation and ability, institutions' academic and social factors and personal characteristics are the most important factors influencing the probability of dropout (OECD, 2009).

In the UK, studies which have examined the experiences of students from different backgrounds at different types of institutions have suggested that students from disadvantaged family backgrounds have particular difficulty in adapting to university life at more prestigious institutions (Crozier et al. 2008, Drew, Harvey, and Smith 2006, Rose-Adams, 2013). On the other hand, dropout is seen as a drain in public finance and a waste of valuable resources which in turn is seen as the symptom that universities are not meeting contemporary public needs (Thomas & Quinn, 2007).

In South Africa, a survey undertaken by the department of Higher Education and Training (HET) in South Africa revealed that 30 percent of the total cohort of 120000 university and technical college undergraduates dropped out of college by the end of the academic year first enrolment. A further 20 percent dropped out in the following two or three years of their studies (Ignoles, 2009). Again, a study conducted by Christenson and Thurlow (2004) revealed that students' dropout is an outcome derived from multiple factors that encompass student, institutional and socio-economic aspects.

In East Africa, the concern about access to education has reached an urgent level as countries struggle to accommodate a surging numbers of students seeking education, while simultaneously addressing the critical numbers of who drop-out from the system. Ford Foundation (FF) has recognized that, the rapid expansion of education

system at all levels in East Africa (EA) has brought with it new sets of challenges including high dropout rates which currently characterize the system (Griffin, 2007).

In Uganda, for example, higher education has increasingly become expensive in terms of tuition, resulting in high rates of attrition for students who drop out half way. High cost of accommodation, feeding and transport compel a majority of the students to reside in slums neighboring the institutions, going without meals which causes some to faint especially during examinations. They buy cheap food from unhygienic places that put their health to risk. They engage in cross generation sex and prostitution as a means of meeting financial demands. This results in disease, unwanted pregnancy, and psychological stress (Bunoti, 2010).

In Tanzania, as elsewhere in the developed and developing countries, the drop-out rate in Higher Learning Institutions (HLI) is a controversial issue. Studies have shown that students' drop-out from studies increases as the enrolment rate increases. Tarimo (2013 p. 111) and Department for Business Innovation and Skills (2014) identified problems of drop-out are related to social, personal, financial, academic, students' support services and cultural factors.

1.2 Statement of the Problem

In order for any country to attain the highest level of development, it should invest a lot in education industry though there has been a problem of students' dropout before graduation. In an attempt to address development challenges, Tanzania came up with its "Development Vision 2025" which among other things, envisages a well-educated and learning society. Under this vision, it is determined to be a nation with high quality education at all levels; a nation that produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge and skills to

solve the society's problems, to meet the challenges of development and to attain competitiveness at regional and global level (United Republic of Tanzania, 1999).

It is worth noting that, the government has taken several measures to ensure that a large number of Tanzanians get education at different levels including HE. Such measures are: establishment of private and public Higher Education Institutions (HEI) with human resources, adequately furnished lecture theatres/rooms, libraries, computing centers, workshops and sports facilities and financing plan (URT, 1999).

Despite all the efforts, there were several impediments to Higher Education Students (HES) to access and graduate at this level. Several studies have revealed that there are serious problems of students' dropout from higher learning institutions especially in the Open University of Tanzania (Rwejuna 2008; Tarimo 2013). However, there was an apparent dearth of information concerning students' dropout in conventional universities. As a result, educational stakeholders remain uninformed of the factors facilitating students' dropout. Therefore, the focus of this study was on the factors that lead to such tendencies of students' dropout from the studies in the conventional universities of Tanzania with reference to the University of Dodoma (UDOM).

1.3 Purpose of the Study

In the light of the background to the study and statement of the problem, the purpose of this study was to find out the factors contributing to students' dropout and its consequences in the public universities in Tanzania.

1.4 Specific Objectives of the Study

Specifically, the study sought to:

- i. Find out the factors influencing students' dropout at the University of Dodoma.

- ii. Examine the consequences of students' dropout at the University of Dodoma.
- iii. Explore the strategies on reducing dropout rate of students at the University of Dodoma.

1.5 Research Questions

This study was guided by the following research questions:

- i. What are the factors influencing students' dropout at the University of Dodoma?
- ii. What are the consequences of students' dropout at the University of Dodoma?
- iii. What are the strategies to be done on reducing students' dropout rate at the University of Dodoma?

1.6 Significance of the Study

The findings of this study was believed by the researcher would provide useful information to the government, university administrators, lecturers, students and parents and other educational stakeholders to be aware of the forces which may lead to students' dropout from studies.

Thus, the government, particularly the policy makers, should adhere to the recommendations given in this study in order to put in place the policies which will enable students joining with higher education to complete their study programs.

Also, the research raises issues which the university administration should; ensure teaching and learning environments are conducive including to make sure that academic staff have requisite knowledge on how to deliver lessons to students, find the appropriate means of handling matters pertaining to foreign students, and strengthen guidance and counseling unit.

Last but not the least, the study was part and parcel of the researcher's last course in his Master Degree program which has provided him with inputs and knowledge base on how to carry out the research study.

1.7 Scope and Delimitation of the Study

The study focused on finding out factors influenced students' dropout in the University of Dodoma. Thus, it focused on the factors, consequences, and retention measures for the higher education students at the University of Dodoma. Therefore, the findings, conclusions and recommendations in this study specifically reflect the state of affairs at UDOM. In this regard, findings and conclusions in the current study might not be generalizable to other universities. However, the rich description of the findings may be transferred to other universities.

1.8 Limitations of the Study

The study on undergraduate students' dropout in higher learning institutions in Tanzania: factors and consequences, within the University of Dodoma met with different limitations. Some are presented below as follows:

First, some heads of departments in both colleges A and B surveyed in the University of Dodoma were reluctant to cooperate with the researcher to disclose documents and information related to factors influencing students' dropout.

Sometimes the researcher failed to conduct interview sessions for almost a week as planned due to the fact that the interviewees were fully occupied with other activities of their daily routines.

Another limitation faced by the researcher was that in some offices the office attendants were busy perusing social networks in their mobile phones instead of

submitting the researcher's letter to the concerned university officers in order to be signed. This resulted to unnecessary wastage of time to the researcher.

To overcome all these limitations the researcher opted to do follow up to the respondents who were cooperative in his study. Also, the researcher remained tolerant and waited until the respondents had an ample time to sit for interview sessions. Similarly, the researcher had to see office attendants' boss in order to facilitate the movement of the file to the respective personnel.

1.9 Operational Definition of the Terms

Dropout- refers to quitting from university before graduating or withdrawal before completing a course of instruction. The term 'dropout' is commonly used to describe situations where a student leaves the study in which (s)he has enrolled before having obtained a formal degree.

Higher learning institution - refers to a school that awards a bachelor's degree or not less than a two year program that provides credit towards a degree. Or is the school which admits students who have completed secondary education at advanced level in order to pursue a bachelor degree.

Undergraduate student is a student who is studying for his/her first degree (usually entitled Bachelor of Arts (BA) or Bachelor of Science (BSc)).

1.10 Chapter Summary

Chapter one offersthe preliminary information about the study. The issues discussed in the chapter were as follows: background to the problem, statement of the problem, purpose of the study, specific objectives of the study, research questions, significance of the study, and limitations of the study. Likewise, the operational definitions of key terms used in the study were specified and finally a summary of the chapter was presented. The following chapter will provide a review of the research literature related to this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two describes theoretical and conceptual framework. Furthermore, it highlights the reviewed related literature as well as the identification of knowledge gaps in the reviewed literature. It is worth noting that, this literature review is presented in accordance with the study objectives.

2.1 Theoretical Framework

A theory may be viewed as a system of constructs and variables in which the constructs are related to each other by propositions and the variables are related to each other by hypotheses (Bacharach, 1989). The theoretical framework adapted in this study plays a role to understand the present and future factors contributing to students' dropout in the higher learning institutions. This study intended to use two theories. Namely the Social Anthropological Theory (SAT) and Expectancy Theory of Motivation (ETM). The SAT describes well the three variables influencing students' dropout. Such variables are: academic factors, social factors and economic factors. On the other hand ETM describes the same variables, but adds more one variable which is environmental factor which in Social Anthropological Theory is not well articulated. Therefore, these theories complemented each other in the current study.

2.1.1 Social Anthropological Theory (SAT)

Social Anthropological Theory was founded by Vincent Tinto in 1993. Currently, he is the professor of Education in Syracuse University in New York in the United State of America (USA). His theory can be better explained as follows; upon entry into

university each student possesses some attributes with regard to family background, personal characteristics and age which all together result in the individual student possessing certain abilities/skills and prerequisites for studying. These attributes are directly and/or indirectly assumed to shape the student's initial intentions, educational goals and institutional commitments upon university enrolment. When entering university, the initial educational goals and institutional commitments held by each student are then met by the student's institutional experiences within university which in themselves are divided into two distinct, but interwoven, systems – an academic and a social system (Tinto, 1993).

The academic system is comprised of the academic performance of the student within university and his/her interactions with the faculty/staff; the social system is comprised of the extracurricular activities held by the student as well as his/her peer group interactions. The student's institutional experiences are then supposed to lead the student to develop and uphold a certain level of academic and social integration at university (Tinto, 1993).

The extent of academic and social integration held by each student are then subsequently perceived to lead the student to either engage further in his/her university studies and, thus, to strengthen his/her educational goals and institutional commitments or, alternatively, to make the student be less engaged in his or her university studies and, thus, to weaken his/her educational goals and institutional commitments. These later held educational goals and institutional commitments are, lastly, thought to lead the student to the decision of either staying or leaving the university institution (Tinto, 1993).

Hence, Tinto's approach emphasizes the process based interactions between the individual student attributes and the institutional structures within university. Tinto acknowledges that factors external to university might play a certain role for dropping out as well, but their effects are merely treated indirectly as being observable through changes in the student's educational goals and institutional commitments. Tinto makes clear that it is essential to distinguish between different types of dropout behavior such as involuntary dropout, that is dropout due to academic failure) and voluntary withdrawal and subsequently between more permanent or formal dropout from the system of higher education and student transfer to another subject of study or institution within the system of higher education, because these different types of dropout behavior are thought not only to involve different persons, but also to be the results of different interactive processes within university (Tinto,1993).

For example, involuntary dropout is assumed to be more the result of a lack of academic integration, whereas voluntary withdrawal is thought to be more sensitive to a lack of social integration. The stock of educational goals and institutional commitments and their interrelationship as held by the individual student are thought to serve as a further distinction mark between involuntary dropouts and voluntary withdrawals as well as between formal dropouts and transfer students as subgroups of involuntary dropouts and voluntary withdrawals (Tinto, 1993).

2.1.2 Expectancy Theory of Motivation (ETM)

The ETM theory was first developed by Victor Vroom in 1964. He argues that motivation depends on personal belief in the probability that effort will lead to good performance and that good performance will lead them to receiving an outcome they

value. According to this theory, decision regarding participation and dropping out among students are functions of cognitive, social and environmental variables. Expectancy is a result of a belief that education should have desirable consequences that there is a good chance of completing the program and achieving successful outcomes. Valence is the degree to which participation in education will meet or satisfy certain needs. According to expectancy theory, a course is a function of expectation and valence. University attendance is closely intertwined with expectation that one would be in a better position to meet basic needs. Thus, in a situation where the university system, in the view of the students, is not contributing towards meeting of basic needs, the students would opt to dropout. Therefore, the expectancy theory is suitable in explaining how the variance in student's expectations and university goals can contribute to dropout among university students.

The theory suggests that an individual's perceived view of an outcome will determine the level of motivation. It assumes that the choices being made are to maximize pleasure and minimize pain. He suggests that prior belief of the relationship between student's studies and his/her goals as a simple correlation is incorrect. Personal factors including skills, knowledge, experience, personality, and abilities can all have an impact on a student's performance. He suggested that people consciously choose a particular course of action, based upon perceptions, attitudes, and beliefs as a consequence of their desires to enhance pleasure and avoid pain (Vroom, 1964).

Vroom's Expectancy Theory is based on three components namely expectancy, instrumentality, and valence. Expectancy can be described as the belief that higher or

increased effort will yield better performance. This can be explained by the thinking of 'If I work harder, I will make something better'. Conditions that enhance expectancy include having the correct resources available, having the required skill set for the studies at hand, and having the necessary support to get the studies done correctly (Vroom, 1964).

Instrumentality can be described as the thought that if an individual performs well, then a valued outcome will come to that individual. Things that help instrumentality be realized are having a clear understanding of the relationship between performance and the outcomes. Thus, if the academic performance is good, it motivates a student to engage in studies while poor performance leads to less engagement in studies which may lead a student to dropout (Vroom, 1964).

Valence means value and refers to beliefs about outcome desirability. There are individual differences in the level of value associated with any specific outcome. The student who studied hard and obtained good passes has the expectation of getting a high paying job. Valence can be thought of as the pressure or importance that a person attaches on an expected outcome.

2.1.3 Factors Influencing Students' Dropout in Higher Learning Institutions

Teenagers' dropping out of high school before completion has been a challenge for educators, parents, and employers for at least 30 years (Haycock and Huang, 2001). Some identified reasons for the Online Distance Learning (ODL) students dropout included discouragements from some employers, difficult course content and high rate of supplementary, as in educational psychology, increase of petty business

in towns and cities that attract mostly males, and mismatched employment status against the graduate ambitions (Tarimo, 2013).

Academic dropout rates persist, given that multiple factors influence university dropouts; individuals' reasons for dropout decisions are likely to be related to their future labor market chances especially if labor market does not match with students' expectations, education systems and student characteristics are considered as the main factors regularly associated with dropout, and little transparency in courses. Other factors linked to the difficulty in transitioning from high school to university include changes in learning styles, requirement levels, and level of student responsibility, making it difficult to identify weighting factors that influence dropout (Kaufman, Alt, and Chapman, 2004).

HE has increasingly been expensive in terms of tuition, therefore resulting in high rates of attrition. High cost of accommodation, feeding and transport compel a majority of the students to reside in slums neighboring the institutions, going without meals which causes some to faint especially during examinations. They buy cheap food from unhygienic places that put their health to risk. They engage in cross-generation sex and prostitution as a means of meeting financial demands. This results in disease, unwanted pregnancy, and psychological stress (Bunoti, 2010).

The financing of higher education in Uganda for example, remains the major problem of the sector. Institutions get less than 30 percent of unit costs for each student per year. Because of failing to get the 70 percent, they cut down on education facilities, quality of staff as well as building and repair of infrastructure. The solution would be raising fees but in many countries, to raise fees is a political issue,

particularly in public institutions and has often resulted in riots and protest. As the politics of fees rages, institutions continue to rot (Kasozi, 2006).

Indeed, the quality of students enrolled in HE institutions is questionable. Students are aware of the examination oriented primary and secondary education that does not adequately prepare them for higher education. They generally have poor communication skills and poor comprehension and cannot make notes. They consequently expect lecturers to dictate notes (Kasozi, 2006). Moreover, the research conducted in Colombia through the Economics Program (EP) at Universidad Javeriana in Cali, revealed that there is a strong relationship between dropping out and academic performance. Given that the main factor for many students dropping out of their studies is due, firstly, to poor performance and, secondly, to family support and the lack of vocational guidance on course selection, this could reveal the level of learning attained by students and also their motivation to continue studying until graduation (Giron & Gonzalez, 2005).

On the other hand, students enter universities when immature in character and they are exposed to a lot of freedom and independence without being prepared for responsibilities. This is coupled with very brief orientation for only a week, which in reality is missed by many. Consequently, for many students it takes time to understand the system, especially those from rural schools who are coming to the city for the first time. The continuing students are reported to bias the fresh students against orientation and the entire university life. Also, the difference in financial background of students is a factor. Some are well provided for and some struggle to survive. Either way the financial background distracts their concentration (Kasozi, 2006).

Another well-known factor for students' dropout is missing loans or receiving a loan from the loans' program which cannot sustain the living costs in the universities or colleges. Thus, students may decide to depart from college/university due to financial constraints which make them be not sure to get all basic needs of the day for both academic and living costs (Glaudieux&Perna, 2005). Of equal importance, students complain of bureaucratic tendencies where getting one's problem attended to is a very long and frustrating process. They quote the process of paying fees where they pick up bank slips, line up at the bank, line up to get receipts, and line up to get registered (Kasozi,2006).

They also complain of overcrowded and bureaucratic medical services; consequently, they end up in self- medication or going to private clinics to save time. Poor record-keeping where some records of results cannot be found results in students re-sitting examinations which are also very frustrating. This is coupled with lack of confidentiality; for instance results are pinned up on notice boards. In addition, the students are not satisfied with information flow. It is limited to only a few notice boards and some of it passes unnoticed (Bunoti, 2010).

2.1.4Consequences of Students' Dropout in Higher Learning Institutions

Socially, several studies show that academic achievement influences the formation of self-esteem. Baumeister, Campbell, Krueger and Vohs (2003) andOzga and Sukhnandan (1998) conclude that high self-esteem is the result of school performance and that any existing causal relationship goes from academic achievement to self-esteem. Similarly, at the individual student level dropout is likely to be associated with emotions of personal inadequacy/self-doubts/not belonging (Bennett, 2003). Therefore, students who dropout from studies have lower self-

esteem which may lead them to lose confidence and thus perform poor in other matters in the society.

According to Rose (2013), many dropouts remain living at home with their parents or other relatives in families with limited annual incomes. On the other hand, students who drop out of studies may decide to separate from their families due to psychological embarrassment. These students often struggle with abuse or negligence in their homes.

When assessing costs and benefits, socioeconomists typically distinguish between private costs and benefits and social costs and benefits. Private costs and benefits are those borne or that accrued uniquely to the individual; social costs and benefits are those that are accrued to others. A classic example of a social cost is crime (Sam & McLaughlin, 2009). Again, there are several identified key social impacts, at both the individual and public levels, that are tied to dropping from studies. Those impacts include; increase of the criminals, poor civic participation, poor health practices, poor parenting skills, and decreased access to and use of computers and the internet (Watts, 2001 & Latif, Choudhary & Hammayun, 2015).

It is worth highlighting that rapid population growth particularly in developing countries is the result of lack of education to the societies concerned which among other things it is contributed by students drop out in higher learning institutions. As a result individuals and societies at large find in conflicts competing for scarce resources such as land and water. Likewise, social crimes such as prostitution, robbery, drug abuse, and theft to some extent are contributed by students dropping out from studies.

At university level, the consequences of dropout can roughly be divided into an economic and an academic part (Bean, 1990). The introduction of performance-based university funding schemes in many countries within the past decade makes dropout, including student transfer, purely negative in an economic sense for the affected university. Furthermore, within a university pedagogical perspective where one goal is to get as many students to complete their studies as successfully as possible, dropout must inevitably be viewed negatively. From the point of view of the academia dropout can, however, have both undesirable and desirable consequences. Dropout is undesirable to the extent that dropout means the loss of economic and valuable academic input from the students who dropped out (Larsen, 2000).

For students, failure to persist often is tantamount to failure to attain personal and financial success. In addition, dropout often might be interpreted as individual failure and waste of resources. Further, a student who begins but does not earn the desired post-secondary credential is unlikely to recoup a significant benefit from the fiscal investment. Bean (1990) further discussed this financial reality:

For individuals, departure from college before graduating can represent a personal failure to achieve educational objectives, an income about 15 percent below that of contemporaries who graduate from college, and the opportunity cost of an investment that will yield little financial benefit. (p. 170)

Education is vital for economic development. It is a key component of economic growth because it has direct influence on entrepreneurship, productivity growth and therefore it increases employment opportunities and women empowerment. Education helps in making potential youth for the enhancement of ability, creativity and systematic skills to contest with the fast changing global inclination (Latif, Choudhary and Hammayun, 2015). At the institutional level, retention is a crucial

economic and political issue. For institutions, attrition represents a direct loss of tuition income and, other things being equal, a failure to accomplish their educational mission (Bean, 1990). Apart from income loss, the institution may miss the new entrants due to the fact that students would like to join the institutions which take measures to assist students to attain their goals.

Due to students dropping out, the impact is felt on the country's economy. This is expressed in lost earnings and unrealized tax revenue every year. People without education are unable to get jobs and more likely to spend their lives jobless or on government assistance. A few numbers of studies have examined financial determinants of retention and drop-out, accounting for selection and most find the expected negative impact (Singell, 2004). Thus, students who receive loans after registration and fail to proceed with their studies due to academic failure or social problems they cause economic loss of the public funds. On the other hand, these students lose their potential time which they could have used to do other activities which could bring benefits to them.

2.1.5 Retentions of Students in the Higher Learning Institutions

An issue of concern in higher education institutions across the world is the retention and success of students in their studies. This is a particularly pressing issue in the context of widening participation for under-represented student groups, increasing student diversity and educational quality assurance and accountability processes (Crosling, Heagney & Thomas, 2009). At its core, the retention of college students is a complex issue, representing interplay of personal, institutional, and societal factors, with likely associated detrimental costs and implications to all three audiences (Brunsdon et al, 2000).

In order to retain students in HLI, it should be closely aligned with the concepts of academic and social engagement. Thus, psychological and sociological issues should be interwoven so as to be clearly understood: the psychological issues is used to explain belonging at the individual level, while the sociological issues is used to explain how the potential mismatch between a student's background and that of the institution may result in students not feeling like they belong, and leaving early (Brunsden et al, 2000).

The individual level belonging recognizes students' subjective feelings of relatedness or connectedness to the institution. This involves feeling connected or feeling that one belongs to a social milieu (Vallerand, 1997). It may relate the extent to which students feel personally accepted, respected, included, and supported by others in the learning social environment (Goodenow, 1993). Belonging may be characterized by regular contact and the perception that interpersonal relationships have stability, affective concern, and are ongoing (Baumeister & Leary, 1995). Thus interpersonal relations are essential for satisfying the need to belong. Goodenow (1993b) describes sense of belonging in educational environments as follows:

Students' sense of being accepted, valued, included, and encouraged by others (teacher and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class. More than simple perceived liking or warmth, it also involves support and respect for personal autonomy and for the student as an individual.
(p, 25)

As evidenced in the literature, students do not always recognize the value of engagement, or have the ability to engage. This suggests that institutions should work with students to develop their capacity to engage effectively in their higher education experience. This includes developing students' knowledge and understanding about the benefits of engaging across the different institutional

spheres, and expanding their skills to do so. This implies that students need to be educated about the value of widespread engagement in their HE experience, and encouraged and facilitated to engage in appropriate opportunities, and given the necessary skills (Thomas, 2012).

In other words, Krause (2011) extends the notion of engagement in the academic sphere by arguing that learning occurs in a range of settings, both within and beyond the formal curriculum. It involves developing connections within the university as well as building on prior learning, along with learning that takes place in the workplace and community settings. Academic engagement is related to effective learning, and may be synonymous with, or necessary for deep as opposed to surface learning (Ramsden, 2003).

Oftentimes, social engagement creates a sense of belonging and offers informal support through interaction with friends and peers. It takes place in the social sphere of the institution, including social spaces, clubs and societies, the students' union, in student accommodation and through shared living arrangements. Engagement in the professional service sphere includes participation in academic and professional development services. These services often contribute to developing students' capacities to engage and belong to HE and beyond (Ramsden, 2003).

Basing on the above, much has to be done in order to retain students in Tanzanian universities context. The researcher's experience during his undergraduate studies at UDOM, reveals that some lecturers were harsh to students, academic advisors were not well known to students, and some courses were not taught on time due to the lack of academic staff members. As a result, such courses were taught within two weeks

instead of three to four months. And this was done after hiring lecturers from other universities. All these and other associated factors resulted into frustrating and disappointing moments which led to some students to perform poorly in their studies and consequently dropped out from the university.

2.2 Empirical Studies on the Dropout of Students in the Higher Learning Institutions

Currently, studies tend to posit a view that deals with different dropout dimensions. For example, Wilcoxon (2010) observes the phenomenon from the perspective of the different elements that can become risk factors and proposed a study with cross sections in different semesters, concluding that during the first year factors appearing most frequently have to do with university infrastructure, university socio cultural environment, cognitive factors related to high school accomplishments, performance results, as well as teacher attitudes and skills. During the second year, students' commitment to their course becomes important, along with academic expectations, self-efficiency and other personal circumstances. During the third year, accessibility to and support from faculty staff and the infrastructure and learning environment appear as predominating factors.

In spite of the growth in online learning, High Dropout Rates (HDR) have been of concern to many organizations and HE institutions. According to Meister (2002), 70 percent of adult learners enrolled in a corporate online program did not complete it. The Corporate University Exchange (2000) indicated that one of the difficult challenges of online program is to retain learners. A number of studies have shown that a higher percentage of students participating in an online course tend to drop out compared to students in a face-to-face classroom (Hiltz, 1997; Phipps & Merisotis,

1999). Some consider the HDRs in distance learning a failure while others advise careful interpretation of the issue because of unique characteristics and situations that online learners have. Singell(2004) indicated that uncontrollable factors influence dropout decisions and a HDR is not necessarily indicative of academic non-success. Nonetheless, it is still not easy to explain to corporate executives that dropout rates do not matter (Muzenda, 2002), and it is certain that the issue of high dropout rates in online training should be addressed and dealt with.

In Tanzania, some studies have been carried out to understand the causes of students' dropout in the HLI. The study conducted by Tarimo (2013) in OUT in Lindi region, revealed that dropouts is contributed by a number of factors such as financial problems, academic related factors, and students' support services (special needs for students with disabilities, guidance and counseling).

Similarly, Rwejuna (2008) conducted a study of students' dropout at OUT and found out that the following were the underlying factors of students dropout: students' personal factors such as the need for realizing personal objectives e.g. promotion while studying, students' lack of seriousness in OUT studies, family barriers, students failing to write assignments and difficulty in comprehending some of the OUT courses such as Philosophy of Education and Calculus. The second category of factors which caused OUT students' dropout in Tanga region were those related to work environments. Under this category, students were found to drop out of the education program due to excessive teaching load at work places, collision of students' duties and OUT schedule and discouraging work places culture.

2.3 Knowledge Gap

The review of various related literatures show that little has been done in studying factors contributing to students' dropout in conventional HLI. These studies have been carried out both inside and outside of Tanzania. Such studies have been directed to factors contributing to students' dropout in an online learning, on one hand, while others have been directed to students' dropout in the Open University of Tanzania (OUT). For example, Meister (2002) conducted a study of dropout of students who were enrolled in corporate online program in which he found out that 70 percent of them dropped out and concluded that it is difficult to retain students in OL. In addition to that, Tarimo (2013) and Rwejuna (2008) conducted a study of students' drop out in the OUT respectively. However, little is known in relation to students drop out in the conventional universities.

Therefore, in the light of reviewed various related literature, the following questions needed to be addressed by current study: What were the causes of students' dropout at the University of Dodoma? What were the consequences of students' dropout at the University of Dodoma? What are the strategies to be done on reducing students' dropout rate at the University of Dodoma? This study, therefore, intended to answer these questions constructed by using the University of Dodoma found in Tanzania as a case study.

2.4 Conceptual Framework

To understand the factors influencing students' dropout in HLI much importance should be given to relevant and comprehensive framework. Smith (2004) argues that a conceptual framework should assist a researcher to organize his or her thinking and successfully complete investigation.

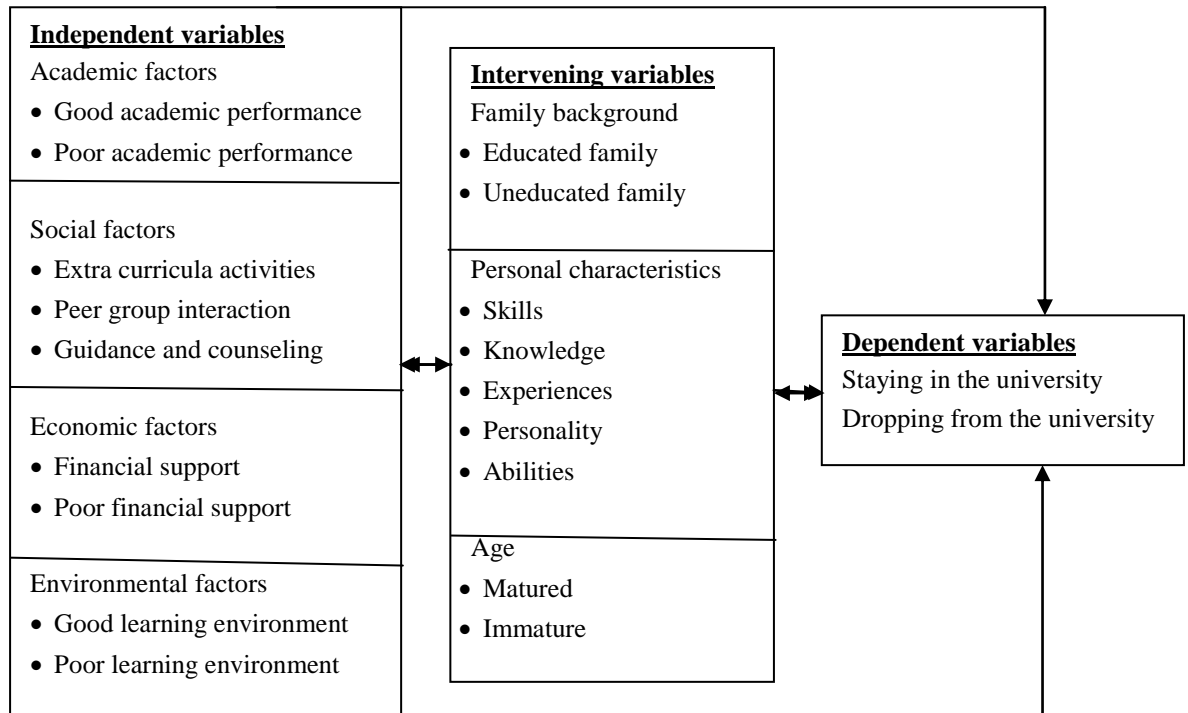
In order to explain the factors influencing students' dropout in HLI the researcher developed a theoretical framework from Vincent Tinto's model and Vroom's Expectancy Theory which describe different aspects related to students' drop out from studies. Thus, with regard to Tinto's model there are aspects prior to entry in the university and there are aspects emanating during the course of studies. On this kind of view, the model encompasses factors such as family background, personal characteristics, and age of the student.

During the course of studies, there are distinct factors but interwoven which determine if the student stays or departs from the studies. These are academic, social, economic and environmental factors. In academics and social settings, if a student performs well and has a good interaction with the respective faculty or staff and has good atmosphere with one's group interaction leads such a student to positive institutional experience. All these result into good academic performance and social integration as well as attaining educational goals and institutional commitment. This will lead such a student to stay in the institution. Contrary, if the student has both poor academic performance and poor interaction with peer groups, such factors will lead to negative institutional experience which will result into such a student engaging less in university studies, hence weakening one's and institutional commitment. This would lead to dropping out. Also, social support services such as guidance and counseling result to student staying or departing from the university. If in the university there are guidance and counseling services, these would lead to student's commitments and therefore staying in the university while the absence of such services may result to student's attrition from the university.

Likewise, economic factor plays an important role to enable a student stay or depart from the university. Financial support enables a student to manage the living and stationery costs. As a result a student who has good financial support would stay in the university while the one with poor financial support will opt to depart from the university.

On the other hand, basing on Vroom's Expectancy Theory decision regarding participation and dropping out among students are functions of cognitive, social and environmental variables. Thus, cognitive ability is a determining factor if a student will persist or will dropout in studies. A student whose performance is pleasing would opt to abide in studies while the one facing difficulties in studies may dropout by involuntary or voluntary. Also, social services to students such as guidance and counseling, and interaction with peers can force a student to dropout or to engage in studies. The presence of such services and good interaction of students would lead to commitment of student in studies while the absence and poor interaction would lead to less engagement in studies which may result to dropout. Another determinant factor for students to stay or depart in HLI is the learning environments. If such environment was conducive, it would attract a student to participate in studies, whereas, unconducive environment would force a student to depart from the university.

Figure 2.1: Model for students' Dropout or Staying in Higher Learning Institutions



Source: Adapted by the researcher from Tinto (1993) and Vroom (1964).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter three presents important methodological procedures that were used in the process of data collection and analysis. It particularly focuses on research design, location of the study, research approach, targeted population, sampling procedures and instruments for data collection. The chapter also provides validity and reliability of research instruments, ethical issues as well as a plan for data analysis.

3.1 Research Design

Kothari (2004) defines research design as conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. Research design is the glue that holds together all the elements in research project and it is used to structure the research. Kombo and Tromp (2006) contend that research design shows how all major parts of the research project work together to address the central research questions. This study employed descriptive cross sectional survey design. Descriptive research design portrays an accurate profile of persons, events or situations (Robinson [2002] in Saunders et al. [2009]). This design enables the researcher to have a clear picture of the phenomenon on which the data are collected prior to the actual process of data collection (Saunders, Lewis & Thornhill 2009). By employing this design, either the entire population or a subset is selected and from these individuals, data are collected to help answer research questions of interest. It is called cross sectional because the information gathered represents what is going on at only one point in time (Olsen & George, 2004). This research design was applied to a large number of respondents including UDOM staff

members together with UDOM continuing students and the students who dropped out from studies.

3.2 Research Approach

Research approach is a set of plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. A study tends to be more qualitative than quantitative or vice versa. Mixed methods research resides in the middle of this continuum because it incorporates elements of both qualitative and quantitative approaches (Lynham&Guba, 2011). Therefore, this study employed a mixed approach whereby both qualitative and quantitative approaches were employed due to its nature which aimed to investigate the factors influencing students' dropout in the HLI.

3.2.1 Qualitative Research Approach

This is a type of scientific research which consists of an investigation that seeks answers to questions. It systematically uses a predefined set of procedures to answer the questions, collects evidence, produces findings that were not determined in advance, and produces findings that are applicable beyond the immediate boundaries of the study. Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves (Denzin&Lincoln, 2000).

In this study, the research explored the witnessed experiences of the heads of departments, academic staff and deputy deans of students on the causes of students drop out in the University of Dodoma. Likewise, based on their experiences, the study scrutinized the best ways of reducing the dropout rate of students from studies. Therefore, qualitative research approach was considered appropriate to this study as it required university staff members to give their views on the forces behind students'

drop out from studies. In the similar way, Zandvarian & Daryapoor (2013) comment that qualitative approach assumes that a social fact is created by human action. Each person has a perception of fact and understands the truth in a special way and understanding the truth is influenced by social-cultural context that people live in. For example, this study depended much on the evidences given by the respondents concerning students' drop out in the university and therefore, it is an important approach for this study.

3.2.2 Quantitative Research Approach

The quantitative approach helps to understand better the degree or magnitudes of respondents' agreement or disagreement and therefore facilitates interpretation of the studied behavior (Mtahabwa, 2007). Quantitative research approach was applied in this study because it is measurable and value free. It helped to maximize objectivity by using numbers and statistics. In this study, descriptive statistics that is frequencies and percentage calculation were applied as quantitative approach in order to facilitate the understanding and interpreting respondents' views and opinions related to students' drop out.

3.3 Location of the Study

A rigorous selection of the research location was very important and it plays a role in influencing usefulness of information produced by the study (Kombo & Tromp, 2004). In order to ensure this, the researcher purposely selected the UDOM in central Tanzania as a study area. UDOM is situated at Chimwaga area about 8 km East of Dodoma town center. The university is within Dodoma district and it covers an area of about 15000 acres. UDOM is the biggest university in the country with expected enrollment of at least 40,000 students by 2025 (UDOM, 2014).

UDOM is comprised of several colleges such as; College of Education (CoED), College of Humanities and Social Sciences(CHSS), College of Earth Sciences(CoES), College of Natural Sciences (CoNS), College of Informatics and Virtual Education (CIVE) and College of Health and Allied Sciences (CHAS). In addition, there is no previous related study conducted in this university. Moreover, this University is affected by dropout behavior of the students (UDOM, 2015). Hence, directing attention to this area is essential. It is therefore the researchers' opinion that finding out the forces behind students' drop out from studies in this university is important in order to address the problem so as to provide suggestions of the better ways to reduce the dropout rate.

The University of Dodoma is a public institution established in March 2007 under the University Act No 7 of 2005 and the UDOM charter and rules of 2007. It officially started its academic activities in September 2007 with enrollment batch of 1,155 students (UDOM, 2015).

3.4 Target Population

A convenient way to define the target population is to make it a weighted composite of the groups taking the two forms to be equated. A target population defined in this way is called a synthetic population (Kollen& Brennan, 2004). The target population of this study was the administrative, academic staff, undergraduate continuing students and dropped out students. Data were collected from the two colleges as already mentioned. The researcher studied the section of this population to capture the characteristics of the whole population. The data were collected from six heads of departments, two academic staffs, two deputy deans of students, seventy five undergraduate continuing students and six students who dropped out from studies.

3.5 Sample and Sampling Procedures

3.5.1 Sample Size

The study involved 91 respondents from the selected colleges abbreviated as College A (CA) and College B (CB). CA contributed 49 respondents while CB contributed 42 respondents. This distribution was based on population of both students and college staff where CA had the highest population. The composition of the population is given in the table below:

Table 3.1: Sample Composition of Respondents

College	Category of Respondents	Number of Respondents		
		Male	Female	Total
CA	Heads of Departments	3	-	3
	Academic staff	2	-	2
	Deputy Deans	-	2	2
	Continuing Students	24	18	42
	Dropped out students	4	-	4
CB	Heads of Departments	3	-	3
	Academic staff	1	-	1
	Deputy Deans	-	1	1
	Continuing Students	21	12	33
	Dropped out students	2	-	2

Source: Field data, 2016

3.5.2 Sampling Procedures

Krishnaswami (2000) defines sampling technique as the process of drawing a sample from a large population. Sampling is used in order to have a representative sample of the targeted population (WHO, 2004). This study involved both non-probability and

probability sampling techniques such as snowball sampling, purposive sampling and simple random sampling.

3.5.3 Snowball Sampling

Snowball sampling is a type of non-probability technique which helps to recruit future subjects from among their acquaintances (Katz, 2006). The technique enables the researcher to access information in a social network of the respondents. This technique was employed to reach dropped out students because they were scattered in which it was difficult to find them in the same area. The researcher visited one respondent at Ng'ong'ona village near the College of Education who gave some information about the whereabouts of the subsequent respondent. The next respondent also did the same but gave the contact number. The researcher succeeded to meet with six respondents and finally arrangement was done for focus group discussion.

3.5.4 Purposive Sampling

Purposive sampling technique was employed because it does not simply study whoever is available; rather it is widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton 2002). The reason behind this was to get insight from university staff who in one way or another dealt with students' matters in their day to day routines. This involved identifying and selecting individuals or groups of individuals that were knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark 2011). Thus, it focuses on obtaining important information basing on the respondent's post or expertise in a certain field (Fraenkel & Wallen, 2003). In this study, the Heads of Departments, Academic Staff,

and College Deputy Deans in the concerned colleges were included in this study due to the post they held. These respondents had enormous information of students' behavior of dropping from studies.

3.5.5 Simple Random Sampling

Simple random sampling is obtained when each unit in the population has the same probability of being selected for the sample (Best & Khan, 2006). This technique was used to select continuing students due to the fact that their population was high but the study required few representatives. Students were listed in a list that represents the characteristics of the total population, and then random numbers were used to pick the student with which to start. The first student was picked up randomly from the first five students in which five pieces of papers each written a number from one to four were diversified thoroughly and one picked randomly. The number which was picked was taken as a starting point. Here, however, every member of the population to be sampled is listed (Frelich, 2008). Thereafter, every fifth befalling student in the list was automatically involved in the sample until required sample size was attained. This technique was considered convenient to this study as it produced sample which was evenly spread and it was not costly. According to Kothari (2004), systematic sampling is an easier and less costly method of sampling and can be conveniently used in case of large populations.

3.6 Methods of Data Collection

The study used multiple methods of data collection such as interviews, focused group discussions, questionnaires and documentary review. Four methods were used in order to increase reliability of the research findings. Creswell (2005) asserts that no single technique or instrument will be adequate while collecting valid and reliable

data. The use of multiple methods serves as a means to cross check the authenticity of data from single source.

3.6.1 Interviews

Moore (2014) defines interview as a conversation between two or more people where questions are probed by the interviewer to elicit facts or statements from the interviewee. Interview seeks to describe meanings of central themes in the life world of the subjects.

In the current study, semi-structured interviews were used because it enables the researcher to direct the interview session in the right track while interviewing the interviewees. The use of interview guide which have semi-structured questions was quite flexible and could be easily adapted to a variety of situations. The main reason for the flexibility of the method is the presence of the interviewer who can explore the responses with the person being interviewed, ask additional questions to clarify points and in general tailor the interview to the situation. Also, it facilitates faster interviews in which data can be easily analyzed and compared (Mason and Bramble, 1997; Moore, 2014).

Thus, it can be summarized that interview method is quite relevant in investigating individual' knowledge, feelings and attitude as they experience real life situation. The interview involved heads of departments, academic staff, and deputy deans of students in their respective offices in order to gather information related to students' dropout. Arrangements were made for face to face interview with each of the mentioned group of respondents and the data obtained were noted down in a notebook. A recording device was used to record to ensure the accurate information was taken.

3.6.2 Focus Group Discussion (FGD)

Is the type of discussion which focuses clearly upon a particular issue, product, service or topic and encompasses the need for interactive discussion amongst participants. It is used in order to explore and clarify views and attitudes in a way that it may not be achieved in one to one interview (Carson, Gilmore, Perry & Gronhaug, 2001).

Focus group discussion involved students who dropped out from studies. This technique was used purposely whereby one group of six ex-students was formed in order to obtain basic information on the factors influenced them to dropout from studies. Krueger (2002) asserts that focus group interview should involve 6 to 10 participants. The major themes of the discussion were the causes, consequences of their dropout and suggestion to reduce the drop out. The respondents were reluctant to be recorded and therefore the researcher had to note down what they said or commented. The discussion took place at Ng'ong'ona village near CoED where some students who dropped out were found residing.

3.6.3 Questionnaires

The population for continuing students was high and therefore a questionnaire was considered very advantageous. According to Khan (2006), questionnaires are good instruments in data collection process because they enable the researcher to explain the purpose of the study, and give meaning of items that may not be clear. Likewise, they should be clear and easy to complete because no interviewer is available to assist the respondent. Such surveys are useful when respondents need time to gather information or consider their answers (Potter, 2003). In this study close ended questionnaires were developed by the researcher and distributed to continuing

students. They were given two to three days to read and think so that they could provide relevant responses.

3.6.4 Documentary Review

The use of documentary methods refers to the analysis of documents that contain information about the phenomenon to be studied (Bailey 1994). The researcher got the permission to access documents that contained relevant information regarding students' dropout from studies. Such documents were students' admissions and examination results obtained from admission and examination offices respectively. Other documents were obtained from the departments which were the tables showing numbers of registered students and those who were dropping throughout the program of study. The specific concern was to review the trend of students being admitted and dropping out from studies.

Table 3.2: Summary of Students' Registration and Dropout in College A from 2011/2012 - 2013/2014

	Registered students			Dropped out students		
	Male	Female	Total	Male	Female	Total
2011/2012	777	577	1354	75	43	118
2012/2013	817	386	1203	57	15	72
2013/2014	1219	665	1884	208	93	301

Source: UDOM Admissions and Examinations Office

From the table 3.2 above it shows that in 2011/2012 total number of students enrolled were 1354 whereas males were 777 and females were 577. In this cohort male dropouts were 75 and female dropouts were 43 making the total of 118 dropouts in 2011/2012 academic year. Again, in 2012/2013 total number of students

enrolled were 1203 in which male students were 817 and female students were 386. In this batch male dropouts were 57 and female dropouts were 15 making the sum of 72 dropouts in the academic year. In the third consecutive academic year 2013/2014, a total of 1884 students were enrolled whereby 1219 were male students and 665 were female students. In this group, 208 male students and 93 female students dropped out, making a total dropout of 301 students.

Table 3.3: Summary of Students' Registration and Dropout in College B from 2011/2012 - 2013/2014

	Registered students			Dropped out students		
	Male	Female	Total	Male	Female	Total
2011/2012	911	643	1554	153	81	234
2012/2013	1051	570	1621	75	27	102
2013/2014	1151	655	1806	137	52	189

Source: UDOM Admissions and Examinations Office

Table 3.3 above shows that in the academic year 2011/2012 total number of registered students were 1554 in which male students were 911 and female students were 643. In this group 153 males and 81 female students dropped out making a total of 234 dropouts. In the subsequent academic year 2012/2013 students' registration amounted to 1621 in which 1051 males and 570 female students were registered. In this intake, 75 males and 27 female students dropped out, making a total dropout of 102 students. In the same way, in 2013/2014 a total number of registered students were 1806 in which 1151 were males and 655 were females. In this intake 137 male students and 52 female students dropped out, making a total dropout of 189 students.

3.7 Validity and Reliability of Research Instruments

Validity and reliability of research instruments have their roles in justifying research process to have foundation on scientific procedures. Validity and reliability of research instruments in the present study were ensured.

3.7.1 Validity of the Instruments

Validity has been defined by the extent to which a test measures what it claims to measure. The focus here is not necessarily on scores or items, but rather inferences made from the instrument. In order to be valid, the inferences made from scores need to be appropriate, meaningful, and useful (Gregory, 1992). Validity produces accuracy and trustworthiness of the instruments, data and findings in the study. Trustworthiness helps to establish confidence in the findings (Lincoln and Guba, 1985 as cited in Golafshan, 2003). Therefore, in this study, triangulation was used to maximize the validity of the instruments, data and findings.

Thus, validity refers to the degree to which results obtained from the analysis of the data actually represents the phenomena under the study (Bryman, 2008). A pilot study was conducted to assess the validity of questionnaires and interview questions. Those items which appeared not to be understood or confuse the respondents were corrected. This was done to clear any lack of clarity and ambiguities.

3.7.2 Reliability of the Research Instruments

Devellis (1991) defines reliability as the proportion of variance attributable to the true score of the latent variable. In other words, reliability implies that if the methods of collecting data or information are reliable, they should bring similar results to anybody else using the same methods.

To ensure reliability, the pilot study was conducted to assess the clarity of research instruments. Those items which found to be inadequate or vague were modified to improve their quality in order to increase reliability. Furthermore, invalid and unreliable instruments are dangerous because they lead to erroneous research conclusions which in turn invalidate the research findings (Christenson &Thurlow, 2004).

3.8 Ethical Considerations

Ethical issues are becoming a crucial element in social research (Panneerselvam, 2007). It is compulsory for a social researcher conducting research involving humans to apply for ethical clearance. Thus, people must be respected, benefits must be maximized and harms minimized, and subjects in studies must be treated equally (Flinders University, 2007). Every researcher has a responsibility to protect the participants in an investigation. The Ethical Principles of Psychologists and Code of conduct of American Psychological Association (APA) note that psychologists must be concerned with the welfare and protection of the individuals and groups with whom psychologists work (Mollet, 2011).

Similarly, the ethical standards of the American Educational Research Association (AERA) states that it is of paramount importance that educational researchers respect the rights, privacy, dignity, and sensitivities of their research populations and also the integrity of the institutions within which the research occurs. Educational researchers should be especially careful in working with children and other vulnerable populations (Mollet, 2011).Basing on the above, the researcher adhered to a number of ethical issues as explained below:

Voluntary Participation

In the actual data collection process, consent of the respondents was observed by the researcher in which respondents were not forced to participate. Thus, respondents should be informed the nature of the research, the freedom of their participation and the freedom to withdraw from the research (Rose & Aburto, 2011).

Informed Consent of the Respondents

The researcher explained explicitly the aims of the study to the respondents and how the results were to be used to clear doubts or uncertainties that could make respondents not to be free to provide their information and ideas in the questionnaires, interview, discussions, and to give out documents for the review. Obtaining consent involves informing the subject about his or her rights, the purpose of the study, the procedures to be undergone, and the potential risks and benefits of participation (Rose & Aburto, 2011).

Confidentiality of Respondents' Information

Information from the respondents was considered confidential. The researcher ensured that all participants' rights remained unidentified. In compliance with this consideration, the researcher used mysterious participants' names, colleges and departments they belonged to. Again, the researcher addressed their opinions and ideas by using pseudonyms instead of real names. The colleges were labelled college A and B, and heads of departments were identified as A, B, C, D, E, and F. Academic Staff and Deputy Deans of Students were identified by their titles as written since they are many and it is difficult to identify them by their names. Fraenkel and Wallen (2003) assert that anonymity of the research participants

need to be maintained and they must be given assurance that the data collected from them will be treated as confidential.

Seeking a Research Permit

With regard to this research ethics, before going to the field for data collection process the researcher requested for research clearance letter from the office of the Director of Graduate Studies of the University of Dodoma. On the other hand, because the study took place in UDOM as allocation of the study, the researcher also requested a permit from the Deputy Vice Chancellor- Academic, Research and Consultancy to access documents regarding students' admissions and their progress in academic in order to check their dropout rate. In so doing, the researcher was allowed to access various information in the admissions and examinations office.

Objectivity and Legality

The last research ethics which was considered was to avoid biasness in data analysis, data interpretation, the researcher also minimized personal decisions, grant writing, expert testimony and other aspects of research where objectivity is expected or required. Legality was also adhered to, whereby, the researcher obeyed relevant laws, institutional and government policies in the entire course of conducting the research.

3.9 Data Analysis and Interpretation

Data analysis serve to enhance the overall quality of the data and to improve the data collection process to determine whether the topical content of the research should be expanded, contracted, or refined (Krippendorff, 2003).

3.9.1 Qualitative Data

Qualitative data is non-numerical information, such as responses gathered through structured interviews (Holm-Hansen, 2008: 1). Qualitative data were collected by using interview guide and focus group discussion which comprised semi-structured interview and reviewing of different documents.

In data organization and analysis process, the researcher used some of the data analysis stages suggested by Onwuegbzie and Teddle (2003) in Onwuegbzie and Leech (2006) as follows: Data reduction process, in this stage the researcher reduced the dimensionality of the qualitative data by describing and interpreting themes of ideas, concepts and behaviors of the respondents which emerged from research objectives and questions. According to Tayler-Powell and Renner (2003) as cited in Ntambala (2011), the researcher assigns abbreviated codes of a few letters, symbols and places them next to them and ideas found in order to help organization of the data into categories.

In this study, open-ended responses were carefully examined to allow identification of related themes and patterns and organized them together into a meaningful themes. Moreover, data collected were displayed and described into lists such as individual cases and punctuated speeches.

3.9.2 Quantitative Data

Quantitative data, on the other hand, refers to the information which are collected in numerical form, such as rating scales or documented frequency of specific behaviors (Holm-Hansen, 2008). Thus, quantitative data were collected through closed questionnaires which were distributed to continuing students in order to fill them. Similarly, the data were reduced by descriptive statistics, coded, and processed by

using the Software Package for the Statistical Studies (SPSS) program version 16. In addition, frequency distribution were used to describe shape by the use of tables, charts and percentages.

CHAPTER FOUR

PRESENTATIONS OF THE FINDINGS, ANALYSIS AND DISCUSSION

4.0 Introduction

Chapter four covers the presentations of findings, analysis and discussion of the study obtained from the field which was conducted at the University of Dodoma. The chapter is organized according to the three objectives that guided the current study. The objectives were: to find out the factors influencing students' dropout from the university, to examine factors and consequences of students' dropout from the university and to explore suggestions of stakeholders on retaining students in the University of Dodoma. The chapter starts with the presentation of the findings about demographic characteristics of the respondents of the study.

It is worth noting that, in the current study, data were collected using questionnaires for continuing university students, focused group discussion for dropped out students, documentary review and semi structured interview for heads of departments (HOD), deputy deans of students (DDS) and academic staff (AS). Two colleges were involved in the study which were College A and College B. It should be noted that, admissions for the academic years 2011/2012, 2012/2013 and 2013/2014 and their dropout trends in College A and College B were traced from admissions and examinations offices as a secondary source of data. Quantitative data were analyzed by using descriptive statistics supported by SPSS (version 16) while qualitative data analysis was done through thematic analysis that was coding and categorization of emerged themes from the collected data.

4.1 Demographic Characteristics of the Respondents

This section gives an overview of the main characteristics of the respondents who were involved in the study. It presents characteristics in terms of size, sex and age of respondents. Each main characteristic was analyzed as indicated below:

4.1.1 Distribution of Respondents Involved in the Study

A total of 91 respondents were involved in this study. Out of these 75 (89%) respondents were continuing university students responded by filling questionnaires, and 6 (7%) respondents were dropped out students, and 10 (11%) respondents were academic and administrative staff of which 6 (7%) were head of departments from two colleges of UDOM, 2 (2%) were deputy deans of students and 2(2%) were academic staff from the same colleges.

Table 4.1: Categories of Respondents

Respondents categories	Frequency	Percentage
Continuing students	75	82
Dropped out students	6	7
Heads of departments	6	7
Deputy deans of students	2	2
Academic staff	2	2
Total	91	100

Source: Field Data, 2016

Table 4.1 shows that university students were 75 (89%), dropped out students were six (7%), head of departments weresix (7%) deputy deans of students were two(2%) academic staff were two(2%). The distribution of respondents in terms of gender was

53 (65%) male and 32 (35%) female. This implies that responses from male respondents were many compared to responses from female responses.

4.1.2 Distribution of Respondents by Age

The table below shows age distribution of the respondents who were involved in this study

Table 4.2: Respondents Age Distribution in Group (N=91)

Age category	Frequency	Percentage
21 - 25	52	58
26 - 30	20	22
31 - 35	10	11
36 - 40	6	6
41+	3	3
Total	91	100

Source: Field Survey,2016

Table 4.2 indicates that about 52 (55%) of the total respondents were aged between 21 and 25, 20 (24%) of the respondents were aged between 26 and 30, 10 (11%) of the respondents were aged between 31 and 35, 6 (7%) of the respondents were aged between 36 and 40 and 3 (4%) of the respondents were aged 40+. This evidences that respondents of the age group 21– 25 were many compared to other age groups in this study.

4.1.3 Distribution of Respondents by Work Experiences

Both students and university staff had different experiences in terms of the years spent in the university.

Table 4.3: Distribution of Respondents' Years of Experiences in the University of Dodoma

Years of experiences	Frequency	Percentage
2- 3	81	89
2-5	8	9
7-8	2	2
Total	91	100

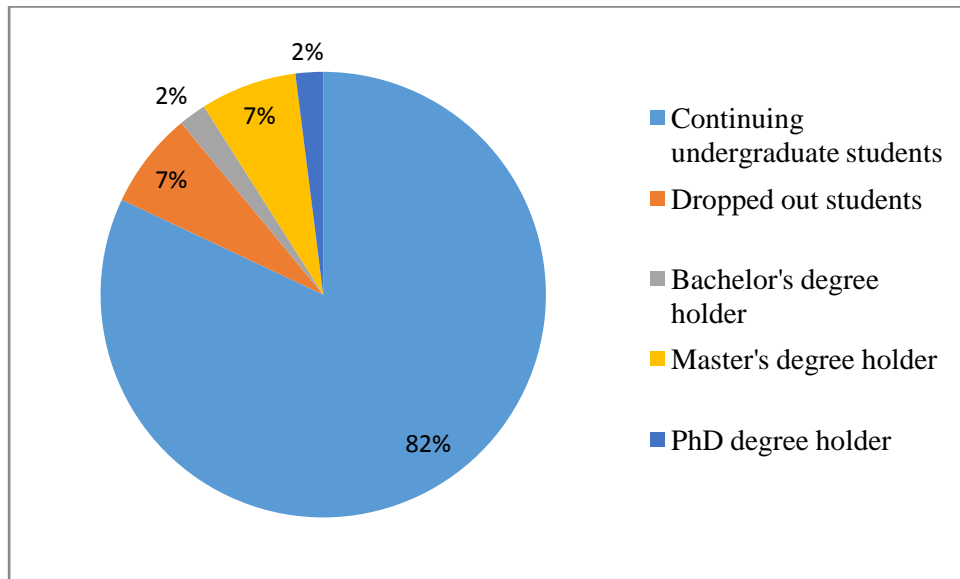
Source: Field Data, 2016.

With regard to years of experiences in the university, about 75 (89%) of continuing university students were in the second and third year, 6 (7%) head of departments had the working experiences in their respective offices between 2 and 5 years, 2 (2%) deputy deans of students had working experiences between 2 and 5 years, and 2 (2%) academic staff had working experiences between 7 and 8 years. The length of years respondents had served in studying or working in the university is a good indicator to suggest the possibility of them to have a requisite knowledge and expertise on factors influencing students drop out in the University of Dodoma.

4.1.4 Education Level of Respondents

Data show that 75 (82%) were undergraduate students pursuing first degree; 6 (7%) were dropped out students; 2 (2%) had Bachelor's degree; 6 (7%) had Master's degree and 2 (2%) had Doctor of Philosophy degree (PhD).

Figure 4.1: Educational Qualification of the Respondents



4.2 Findings according to the Objectives of the Current Research

This section analyses and discusses the findings obtained in attempts to address the three research objectives as follows.

4.2.1 Research Question One: What are the Factors Influencing Students' Drop out From Studies in the University of Dodoma?

This section presents the presentations analysis and discussion of the findings of the first research objective. The objective was to find out the factors influencing students' drop out in the University of Dodoma. The objective essentially aimed to disclose insights on the forces behind the students drop out in the higher learning institutions. Questionnaires, interviews, focus group discussion and documentary review were employed as methods for data collection. Thus, questionnaires were administered to continuing university students, focus group discussion was administered to drop out students, and interviews were administered to head of departments, academic staff and deputy deans of students. Opinions were sought from 85 university students from college A and B including 6 head of departments, 2 academic staff and 2 deputy deans of students.

Presented here are the main opinions which were given by majority of the respondents. Respondents' opinions with regard to this objective apprehended that students' drop out from studies were combination of multiple factors. According to them, social, economic, incompetence in academic matters and poor discipline among the students were the forces behind their dropout from studies. Furthermore, they added that drop out is associated with the following factors; poor time management, immature in character, employment related factors, health related problems, language barrier, poor information about the course/program of study to students, and hostile state between some lecturers and some students.

Thus, in attempt to the question asked to all continuing students were asked to rate the following question: Poor financial support results to university students' drop out

Table 4.4: Represent the Response from Students

Responses	Frequency	Percent
disagree	8	10.7
undecided	2	2.7
agree	28	37.3
strongly agree	37	49.3
Total	75	100.0

Source: Field data, 2016

Table 4.4 above shows that 8 (10.7%) students disagreed that poor financial support does not result to dropout from studies, 2 (2.7%) did not decide, 28(37.3%) agreed that poor financial support lead to dropout from studies, 37 (49.3%) strongly agreed that financial constraints lead to students dropout from studies, Therefore, this indicates that student dropout in higher learning institutions is contributed much by financial constraints.

In the similar way, another question was posed as follows: **High rate of supplementary results to students' drop out.** Responses to this question were as appended bellow

Table 4.5: Represents the Responses from the Students

Response	Frequency	Percent
strongly disagree	3	4.0
disagree	4	5.3
undecided	2	2.7
agree	29	38.7
strongly agree	37	49.3
Total	75	100.0

Source: Field data, 2016

From the table 4.5 above shows that 3 (4.0%) strongly disagreed that high rate of supplementary results to drop out from studies, 4 (5.3%) disagreed that high rate of supplementary results to drop out from studies, 2(2.7%) did not decide, 29 (38.7%) agreed that high supplementary rate results to drop out from studies and 37 (49%) strongly agreed that high rate of supplementary results to drop out from studies. Again, this indicate that high rate of supplementary lead to students' dropout from studies

Moreover, during the interview heads of departments, academic staff and deputy deans of students were asked on the factors influencing students' dropout from studies. The findings revealed that student's dropout encompasses a number of factors as a head of department A commented;

Students drop out is due to financial constraints, low GPA, poor disciplines of some students, employment related factors in which students who are employed leave their working stations and join in the university without the prior permission of their employers, as a result

their employers stop salaries which results to such students to be unable to afford the living costs at the university and decide to go back to their working stations. **(Head of Department CA, 2016)**

Similarly, another respondent who was the head of department in College B (CB) gave the opinions on the same question on the factors influencing students' drop out from studies;

Unfriendly learning environments in which some academic staff have not gone through teaching career as a result they lack competence how to set tests and examinations. In addition, they lack psychological knowledge on how to handle students' matters in which some of them are harsh to students which cause psychological embarrassment to students **(Head of Department CB, 2016)**.

Another academic staff from College A (CA) responding to the same question was quoted as saying:

Lecture theatres and lecture rooms accommodate many students but there are no speakers, this hinders proper delivery of the lectures. **(Academic Staff CA, 2016)**

Commenting on the factors influencing students' drop out from studies the head of department in CB described as follows:

Foreign students particularly from Mozambique have extremely poor learning environments because when they join our university they have to learn English language course for only six months, thereafter they start their degree program. In so doing, they are mixed with Tanzanian students who also most of them have poor English language skills as a result their discussions are done in Kiswahili while students from Mozambique are not conversant in Kiswahili as a result they remain in dilemma. This cause most of them to fail in their tests and examinations and finally drop out from studies. **(Head of Department CB, 2016)**

Comparatively, respondent from college CA had a similar view to that of respondent from CB as an academic staff who commented;

Language of instructions is a barrier for both local and foreign students particularly those hailing from Mozambique. **(Academic Staff CA, 2016)**

Another respondent commenting on the factors influencing students' dropout argued that:

University administration do not have a clear plan to accommodate new university students whereby some of them are immature. This is to say these students when they report there is no strong plan to orient them with new university life. Instead they are left without clear information how should they behave. Consequently, the old students distract new students because they also did not get clear information. **(Head of Department CB, 2016)**

It is important to note that, another respondent from CA had the following opinions related to students' dropout;

Some students decide to leave the university due to the fact that their problems are not taken seriously when presented to the management. Thus, sometimes instead of dealing with their problems psychologically, they are intimidated by reading students bylaws which most of them are not aware of it because few copies are distributed to students. **(Deputy Dean of Students CA, 2016)**

Head of department in CB had a very differing opinion on the factors influencing students; drop out from higher learning institutions. He asserted that:

Some students enter universities still immature in character and they cannot manage themselves as a result when they get money from the loan board it becomes a problem. They get confused and spend the money lavishly whereby within a very short period of time they become bankrupt. In so doing, students who cannot get money from other sources they opt to leave the university due to the fact that they cannot incur the living and studying costs. **(Head of Department CB, 2016)**

In the focus group discussion students who dropped out from studies described that peer interaction, drunkard, lack of financial support, hostile condition between the students and some lecturers were some of the reasons for them to drop out from studies.

Suffice it to say that, findings from students who dropped out, heads of departments, academic staff, and deputy deans of students have revealed that there are a number of factors influencing students' dropout in the University of Dodoma.

The above findings were supported by Giron and Gonzalez (2005) who revealed that there is a strong relationship between dropping out and academic performance given that the main reason for many students dropping out from studies is due to; firstly poor performance , and secondly is the lack of family support.

Also, the findings are in line with that of Kasozi (2006) who maintained that students enter universities when immature in character and they are exposed to a lot of freedom without being prepared for responsibilities. This is coupled with very brief orientation for only one week which in reality is missed by many; consequently for many students it takes time to understand the system. Also, the continuing students were reported to bias the fresh students against orientation and the entire university life.

Of equal importance, the study conducted by Glaudieux and Perna (2005) students' dropout is associated with missing loans or receiving a loan from the loan program which cannot sustain the living costs in the universities or colleges. Thus, students may decide to depart from the college/university due to financial constraints which make them to be not sure to get all basic needs of the day for both academic and living costs.

Likewise, a study conducted by Kasozi (2006) revealed that dropout was due to poor communication skills and poor comprehension in which students could not make notes and expected lecturers to dictate notes to them. Furthermore, Bunoti (2010) concluded that students were not satisfied with information flow because it was limited to only few notice boards and some of it passed unnoticed by the students.

4.2.2 Research Question Two. What are the Consequences of Students' Dropout from the University of Dodoma?

This section presents analyses and discusses the findings from the second research objective which was to: examine the consequences of students drop out in the University of Dodoma. The research objective aimed at collecting information about the consequences of students' dropout from studies. Data relating to this objective were found through interviews. The interviews were conducted to heads of departments, academic staff and deputy deans of students. Thus, respondents had different perception and views as a result of students' drop out from studies.

Table 4.6: Interview Results from Heads of Departments, Academic Staff and Deputy Deans of Students on Social Consequences of Students' Drop out from Studies

Consequences	Frequency of mentioned (N = 10)	Percent age (%)
Loss of family resources	10	100
Increase of unemployment	10	100
Psychological turbulences	7	70
Increase of evils	6	60
Family separation	3	30

Source: Field Data, 2016.

Findings from table 4.6 above reveals the social consequences of students' drop out from studies as follows; 10 (100%) respondents said that students' drop out results to the loss of family resources, 10 (100%) respondents argued that students' drop out results to the increase of unemployment, 7 (70%) respondents asserted that students' drop out led to the psychological turbulences, 6 (60%) respondents commented that

students' drop out caused the increase of social evils in the society and 3 (30%) respondents confirmed that students' drop out resulted into family separation.

Table 4.7: Interview Results from Heads of Departments, Academic Staff and Deputy Deans of Students on Economic Consequences of Students' Drop out from Studies to:

(a) Individual Student

(b) University Level

Consequences	Frequency of mentioned (N = 10)	Percentage
(a) Individual student		
Loss of resources	10	100
Missing employment opportunity	9	90
Loss of time	5	50
(b) University level		
Loss of income to the university	10	100
University vision and mission is not fulfilled	4	40
Budget re-allocation	2	20
Students may not apply to join at DOM	1	10

Source: Field Data, 2016.

Findings from table 4.7 above shows that there was a number of economic consequences to an individual students' drop out. As a result, 10 (100%) respondents argued that there is a loss of student's resources, 9 (90%) respondents commented that individual student's dropout is likely to miss employment opportunities, 5 (50%)

respondents responded that individual student's drop out results to loss of time spent in studies before dropping out.

Similarly, the table above shows that there are economic consequences of students' drop out from studies at the university level. Results show that 10 (100%) respondents argued that there is a loss of income to the university resulting from students' drop out, 4 (40%) respondents posited their views that vision and mission of the university are likely to be not fulfilled, 2 (20%) respondents commented that students' drop out leads to budget re-allocation and 1 (10%) respondents said that students' drop out from studies may result to new university students not applying to seek admission at UDOM.

The researcher witnessed some students residing at Ng'ong'ona village close to the College of Education who dropped out from studies and failed to go back home. This shows that it is true to say that dropout from studies led to low self-esteem, family separation and social disturbances.

Responses from head of departments, academic staff and deputy dean of students revealed that drop out has demoralizing effects to the students themselves who dropped out and the society at large. Such effects are psychological and loss of family and nation economy. Thus, such findings came to be supported by several previous studies conducted on the same issues. Several studies show that academic achievement influences the formation of self-esteem. Baumeister, Campbell, Krueger, and Vohs (2003), Ozga and Sukhnandan (1998) conclude that high self-esteem is the result of school performance and that any existing causal relationship goes from academic achievement to self-esteem.

Latif, Choudhary and Hammayun(2015) assert that education is vital for economic development. It is a key component of economic growth because it has direct influence on entrepreneurship, productivity growth and therefore it increases employment opportunities and women empowerment. It was further argued that, education helps in making potential youth for the enhancement of ability, creativity and systematic skills to contest with the fast changing global inclination. On the other hand, dropping out of students reduces literacy rate of country and non-innovative environment.

Also, the study findings come in line with the study conducted by Bean (1990)who assert that at university level, according to the consequences of dropout can roughly be divided into an economic and an academic part.The introduction of performance-based university funding schemes in many countries within the past decade makes dropout, including student transfer, purely negative in an economic sense for the affected university.Furthermore, within a university pedagogical perspective where one goal is to get as many students to complete their studies as successfully as possible, dropout must inevitably be viewed negatively. From the point of view of the academia dropout can, however, have both undesirable and desirable consequences. Dropout is undesirable to the extent that dropout means the loss of economic and valuable academic input from the students who dropped out (Larsen, 2000).

4.2.3 Research Question Three: What are the Strategies to be Done on Reducing Students' Dropout Rate in the University of Dodoma?

This section presents interprets and discusses the findings from the third research objective. The objective was meant to explore strategies proposed by the

stakeholders on reducing students' drop out in the University of Dodoma. Interviews guides were employed as tools for data collection, in which interviews were conducted to head of departments, academic staff and deputy deans of students.

In interviewing several university staff, various suggestions were given as a means to reduce drop-out rate to university students. One of the head of department from CB confirmed that:

When joining with higher education students should be oriented about the programs they are going to study and what is expected after studying such programs (**Head of Department CB, 2016**).

Another respondent commenting on the same question was astonished by the government decision to recruit students with low passes through TCU to join with higher education as he lamented:

Government policies should be changed in the sense that recruitment should be done basing on the qualification with higher pass marks which will enable students to persist in academic arena after joining in the university (**Head of Department CA, 2016**).

Another respondent who was a deputy dean of students from CB had a similar view but with different way of commenting on reducing dropout rate in the university. The following were the suggestions posted;

Emphasis should be done on self-esteem, the way students value themselves, their families and the society at large. I mean students should be inculcated with positive minds. In addition, students should be encouraged to know and be closer to their academic deans, heads of departments and academic advisors in which their problems should be handled with the psychological sense and not harassing them(**Deputy Dean of Students CA, 2016**).

In addition, it was noted that students' dropout from studies was associated with the absence of professional counselors in the university. It's a profession which deals with the human mind when confronted with difficulties. On the other hand, in the

recent years students are recruited by TCU and posted to universities in which some of them have very low academic ability. One respondent who was an academic staff from college B was noted as saying:

The government, especially university administration should strengthen guidance and counseling units by employing professional counselors in order to deal with students' social, economic and academic problems (**Academic Staff CB, 2016**).

Having the different views, another respondent from the same college asserted that:

Universities should be directly involved in selecting students who are capable to join with higher education instead of relying on TCU which I doubt if it does the job basing on terms and conditions (**Head of Department CA, 2016**).

It was further confirmed that, at the university managerial level something was to be done in order to reduce the dropout tendencies as one respondent commented:

Quality Assurance directorate should do strict follow up of what is delivered by the academic staff to students in order to know if the materials delivered are relevant. Sometimes, students fail examinations not because they are incompetent but due to poor delivering of materials as well as poor examinations setting (**Head of Department CB, 2016**).

With respect in the comments above, the researcher remembered that during his undergraduate studies in UDOM he confronted with the same problems. There was a test set with false and true answers; the instructions were confusing the students. The instructions directed students to write false for the true statement and true for the false statement as a result due to such confusion a great number of students failed the test including the researcher. At the end of that semester in the University Examination of the relevant course many students failed and half of the class had to sit for supplementary examination.

A number of reviewed research literature revealed that there was a similar findings obtained. Crosling, Heagney and Thomas (2009) assert that an issue of concern in higher education institutions across the world is the retention and success of students in their studies. This is a particularly pressing issue in the context of widening participation for under-represented student groups, increasing student diversity and educational quality assurance and accountability processes. Similarly, Brunsten et al. (2000) comment that at its core, the retentions of college students is a complex issue, representing interplay of personal, institutional, and societal factors, with likely associated detrimental costs and implications to all three audiences.

In order to reduce students' dropout in HLI, it should be closely aligned with the concepts of academic and social engagement. Thus, psychological and sociological issues should be interwoven so as to be clearly understood: the psychological issues is used to explain belonging at the individual level, while the sociological issues is used to explain how the potential mismatch between a student's background and that of the institution may result in students not feeling like they belong, and leaving early (Brunsten at al, 2000).

Vallerand, (1997) postulates that individual level of belonging recognizes student's subjective feelings of relatedness or connectedness to the institution. This involves feeling connected or feeling that one belongs to a social milieu. In the same way, Goodenow, (1993) clarifies that if students are included by university management in different matters which affect their life, they feel personally accepted, respected, and supported in the learning social environment. Baumeister and Leary(1995) suggest that belonging may be characterized by regular contact and the perception that interpersonal relationships have stability, affective concern, and

are ongoing. Thus, interpersonal relations are essential for satisfying the need to belong, hence students persist in studies.

Evidence demonstrates that students do not always recognize the value of engagement, or have the ability to engage. Thomas (2012) suggests that institutions should work with students to develop their capacity to engage effectively in their higher education experience. This includes developing students' knowledge and understanding about the benefits of engaging across the different institutional spheres, and expanding their skills to do so. This implies that students need to be educated about the value of widespread engagement in their HE experience, encouraged and facilitated to engage in appropriate opportunities, and given the necessary skills.

In other words, Krause (2011) extended the notion of engagement in the academic sphere by arguing that learning occurs in a range of settings, both within and beyond the formal curriculum. It involves developing connections within the university as well as building on prior learning, along with learning that takes place in the workplace and community settings.

Oftentimes, social engagement creates a sense of belonging and offers informal support through interaction with friends and peers. It takes place in the social sphere of the institution, including social spaces, clubs and societies, the students' union, in student accommodation and through shared living arrangements. Engagement in the professional service sphere includes participation in academic and professional development services. These services often contribute to developing students' capacities to engage and belong to HE and beyond (Krause, 2011).

This study sought to find out factors influencing students' dropout in higher learning institutions and their consequences. The facts collected from dropped out students, continuing students, heads of departments, academic staff and deputy deans of students exposed that drop out is a result of multiple causes. This could be seen from results obtained which indicated that social, economic, and incompetence of some students in academic matters were likely to cause students' drop out from studies. Furthermore, drop out was associated with the following factors; poor time management, immature in character, employment related factors, health related problems, language barrier, poor information about the course/program of study to students, and hostile state between some lecturers and some students.

4.3 Summary of the Study Findings

The study findings have revealed that students' dropout from studies is contributed much by social, economic, incompetence in academic matters and poor discipline among the students. Furthermore, drop out is associated with; poor time management, immature in character, employment related factors, health related problems, language barrier, poor information about the course and program of study to students, and hostile state between some lecturers and some students.

Far too often, the study revealed that drop out of students in universities has the significance effects on socio-economic development. On this view, consequences include; discouragement of parents to incur costs in education for their children; production of big number of unemployed or self-employed people, perpetuation of poverty in the concerned families due to loss of fund used to pay different costs before dropping out; and psychological turbulences.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter five presents the summary, conclusions and recommendations of the study. The current study aimed at finding out factors influencing students' dropout at the University of Dodoma. The chapter consists of four sections namely; first section which presents summary of the study. The second section presents a summary of the findings of the study, conclusion and recommendations for practice and for further research undertaking.

5.1 Summary of the Study

Factors behind students' dropout in higher learning institutions predominantly in the University of Dodoma are caused by various influences. Such influences are social, economic, incompetence in academic matters and poor discipline among the students. Furthermore, drop out is associated with the following factors; poor time management, immature in character, employment related factors, health related problems, language barrier, poor information about the course or program of study to students, and hostile state between some lecturers and some students. Such factors were mentioned by the former empirical studies that contributed in students' dropout in universities.

It is from that empirical and scientific studies that a researcher thought to find out if there is realities that such factors contribute to students' dropout at the university studies. In order to fulfill this, three objectives were set; first to find out the factors influencing students' dropout at the University of Dodoma, secondly examining the

consequences of students' dropout at the University of Dodoma, and the third objective was to explore suggestions of stakeholders on reducing dropout rate of students at the University of Dodoma.

The literature regarding students' dropout in higher learning institutions were reviewed to give an awareness and generate more in depth knowledge on the factors influencing students' dropout in universities particularly in the University of Dodoma. Knowledge gap was established to assisting the current study. The conceptual framework developed aimed at depicting variables such as academic factors, social factors, economic factors, and environmental factors if were associated with intervening variables like family background, personal characteristics and age were bonded to outcome variables that were if students opted staying or dropping from the university.

As indicated in table 2.4, the study was built around Vincent Tinto's Social Anthropological Theory (1993) and Victor Vroom's Expectancy Theory of Motivation (1964). The theories were connected and suggested that students' dropout are results of interrelated factors such as student's abilities and university environments. Also, expectations of the students in relation to what they study and the outcome in the future. That is to say, the interactions of such factors result to students' dropout or engaging in the university studies.

Moreover, the study was mainly qualitative and supported with an element of the quantitative approach. The sample of the study included 75 university students, 6 heads of departments, 6 students who dropped out from studies, 2 academic staff and 2 deputy deans of students. Two types of sampling were used during the study. Random and purposive samplings were employed in selecting both university students and university staff.

Interviews, Likert scale questionnaires and documentary reviews were the instrument employed during the study. Interviews were conducted to heads of departments, academic staffs and deputy deans of students. A pilot study was conducted to safeguard validity. Finally, both qualitative and quantitative data were analyzed. Quantitative data were analyzed using descriptive statistics particularly using central tendencies to obtain percentages and frequency tables. Correlation analysis was conducted. Admissions and dropout statistics were used as a criteria to determine the relationship. Qualitative data were conducted through thematic analysis that was coding and categorization of emerging themes from the data.

5.2 Summary of the Study Findings

The summary of the research findings are done in line with the research objectives presented in chapter one which include; first to find out the factors influencing students' drop out in the University of Dodoma, secondly examining the consequences of students' drop out in the University of Dodoma and thirdly exploring stakeholders' suggestions on reducing drop out tendencies in the University of Dodoma.

Firstly, it was reported that students' dropout at the university of Dodoma was a result of combination of a myriad of factors. Responses from university students, heads of departments, and academic staff and deputy deans of students asserted that social, economic, incompetence in academic, poor discipline among the students were the root cause of drop out. Furthermore, it was reported that drop out is associated with; poor time management, immature in character, employment related factors, health related problems, language barrier, poor information about the course or program of study to students, and hostile state between some lecturers and some students.

Secondly, during the interview session with heads of departments, academic staff, deputy deans of students and students who dropped out from studies it was described that students' drop out has devastating effects in socio-economic issues. Among other things such devastating effects are; discouragement of parents to incur costs to educate their children, production of big number of unemployed or self-employed people, perpetuation of poverty in the concerned families due to loss of fund used to pay different costs before dropping out, and psychological turbulences.

In regard to the third research objective it is recommended that, students should be oriented about the programs they are going to pursue. The university management should strengthen guidance and counseling units and should be directly involved in selecting students who are capable to join with higher education instead of relying on TCU. It was also noted that, the Quality Assurance directorate should do strict follow up of what is delivered by the academic staff to students.

5.3 Conclusions

Basing on the findings, the objectives and questions of the study, general conclusion can be made. First, students' drop out from studies is a result of a combination of multiple factors. Such factors were as follows; financial constraints, academic incompetence of some students, poor discipline among the students, employment related factors, unfriendly learning environment, language barrier, immature in character of some students and neglecting problems of students by the university administration.

Second, students' drops out from studies cause both social and economic consequences on students themselves and the community at large. Such

consequences are: firstly, students who drop out from studies suffer psychological problems, miss employment opportunities, and loss of resources. Secondly, the society from evils such as banditry, vagabond, prostitution and dropouts are likely to separate from their families. Thirdly, the university in which students drop out faces the following disadvantages: loss of income, vision and mission is not fulfilled, budget re-allocation and new university entrants may not apply to join with the university where drop out persist in high rate.

Third, University students need to be oriented on the programs and courses they are going to study and what is expected after studying such programs. Students should be encouraged to have self-esteem and value themselves, universities should strengthen guidance and counseling units, students with good academic performance should be recruited to join with higher education in which the concerned university should be directly involved, and quality assurance unit should do strict follow up to academic staff to check if what is delivered to students is relevant.

5.4 Implications of the Findings of the Study

Traditionally, particularly in developing countries it was viewed that higher education is a privilege to some individuals in the society. The presence of few universities in Tanzania up to 1995 provides a good example. Those who had acquired higher education were expected to hold high rank in private and public sectors.

Due to the population growth, higher skills required in labor market and global movements of the people higher education has become of paramount importance to the majority of Tanzanians and the globe at large. Expansion of higher education has

become a priority of many developing countries including Tanzania in order to go together with the rapid changing world. Likewise, need for entrepreneurial skills, international competition, sustainability of higher education by resource allocation, social democracy and good governance are the concerns of higher education policy.

This study aimed to find out the factors influencing students' dropout in higher learning institutions with its consequences. The study has revealed that though the policy has stipulated well what should be done but in practice there are some impediments which should be rectified in order to improve higher education provision. Thus, the policy should be changed to ensure that all students pursuing higher education are granted loans in order to get many citizens as possible who can be self-employed or employed by the government and private sectors as the higher education policy states. In other words, all programs of study offered by the universities should be given equal weight by the government.

It is worth noting that, expansion of higher education should be based on the criteria which are acceptable worldwide. In this study, it has been revealed that dropout, among other things is associated with recruiting students who are not competent to pursue higher education. Also, the stakeholders have criticized the government for abandoning the universities' authorities of recruiting students to join in the relevant universities and rendering such authorities to TCU. Stakeholders suggest that in order to educate students in higher learning institutions policy should be changed so as universities to be directly involved in selection of students to join in the concerned universities.

Also, the policy for higher education should be changed in order to inform students of higher secondary schools to be well informed about the course they expect to

pursue in higher education so as to reduce dropouts. In the findings, it was described that some students in the first year opt to study the courses and programs which they are not well informed. After discovering that they did a wrong choice some of them decide to drop out from studies while those who remain suffer from psychological turbulences.

5.4.1 Recommendations

Several recommendations with regard to the current study are provided in order to rectify the situation so as the HLIs can improve the quality of services to the stakeholders.

5.4.2 Recommendations for Practice

The following should be taken into considerations by the university administration:

1. Learning environment should be improved for both students and lecturers by ensuring that every student has online access to examination regulations and university prospectus in the relevant year of study by. This is due to the fact that hard copies are insufficient in number and pass unnoticed by the majority students.
2. It is recommended that the time for learning English course for foreign students, particularly from Mozambique should be lengthened. This would enable those students to acquire necessary English language skills before they commence the undergraduate studies in order to be acquainted of the medium of instructions used at the University level in Tanzania.
3. Of paramount importance foreign students should have their own unit in order to handle their matters. Likewise, the university should have regular contact with relevant embassies from which students are hailing in order

to address their problems. Evidence shows that students from Mozambique stay in the university having no or little money for meals, stationery and other expenses.

4. Guidance and counseling unit should be strengthened, and there should be a recruitment and employment of professional counselors to deal with students when they are in difficult moments. Thus, some students has revealed that when they receive money from loan board they become unsettled and misuse them lavishly. These students need guidance and counseling on financial matters.
5. The academic staffs who did not undergo teaching profession should attend such training in order to have requisite knowledge and skills on teaching profession. Also, workshops which are conducted in the university premises should have enough time instead of three days or one week and attendance should be compulsory not optional.
6. Lecture rooms and theatres are innovated all the time particularly speakers in order to improve hearing during the teaching and learning processes.

5.4.3 Recommendations for Policy Makers

The following recommendations should be taken into considerations by the government policy makers.

1. The government should introduce the policy in which students aspiring to join with the higher education are well informed in the courses or programs they expect to study. It is in this respect that from the beginning of their studies students knows what will result after completion of their studies.

2. The government should ensure that programs of study in the higher education are given equal weights in the sense that loans are given to all students who qualify for higher education regardless of the programs of study. This is due to the fact that higher education is the preparation for life and not for being employed by the government.
3. The government should have open and well stipulated policy to the government employees to be well informed about the stages to be followed in order to be admitted in higher education instead of hearing as rumors from the district education offices. This will enable those employees seeking for higher education to adhere to the policy and eventually complete their studies after being admitted.

5.4.4 Recommendations for Further Studies

The following are the recommendations for further research:

1. Since the current study was done using a cross-section survey design, a similar study should be conducted using longitudinal survey design if changes overtime become distinctive in order to find out the in-depth of the problem.
2. A similar study should be replicated to a larger sample in the same university or different public university to elaborate on the results since as this study was confined only to two colleges of the University of Dodoma.
3. A study on variation of learning styles between pre and higher learning institutions should be conducted to investigate the existence of transition effects to students at HLI.

4. This study was confined to the public university. It is recommended that other studies could be conducted in private universities as the variation of population might result into various findings on the students' learning at HLI.

REFERENCES

- Alexander, S. (2002), *Do not pass go. Online Learning*, 6(3), 14–16. Allyn and Bacon.
- Bailey, K., (1994), *Methods of Social Research*, (4thEdn), New York: The Free Press.
- Bailey, T. & Cloete, N. & Pillay, P. (2011) *Universities and Economic Development in Africa. A case of Ghana and Tanzania Universities*, Copenhagen. Sage Publication
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003), Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles? *Psychological Science in the Public Interest*, 4(1): 1–44.
- Baumeister, R.F. & Leary, M.R. (1995), *The need to belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation. Psychological Bulletin*. 9 (17): 497–529.
- Bean, J. (1990), *Using Retention Management Enrollment*. San Francisco: Jossey Bass.
- Bennett, R. (2003), Determinants of Undergraduate Student Drop Out Rates in a University Business Studies Department. *Journal of Further and Higher Education*, 27(2):123-141.
- Best, J.W. & Khan, V. J. (2006), *Research in Education (10th edn)*. Boston, Allyn and Bacon.
- Brunsdon, V., Davies, M., Shelvin, M. & Bracken, M. (2000), Why Do Higher Education Students Drop Out? A test of Tinto's Model. *Journal of Further and Higher Education*, 24, (3): 301-310.
- Bryman, Alan (2006), *Triangulation in Social Research*, Department of Social Sciences, Loughborough University.
- Bunoti, Sarah (2010), *The Quality of Higher Education in Developing Countries Needs Professional Support*, Kampala, Kyambogo University.
- Carson, D., Gillmore, A., Perry, C., & Gonhaug, K. (2001), *Qualitative Marketing Research*, London, SAGE Publications Ltd.

- Christenson, S. L. & Thurlow, M. L. (2004), School Dropouts: Prevention, Consideration, Interventions, and Challenges. *Current Directions in Psychological Science*, 13 (1): 36 – 39.
- Cresswell, J. (2009), *Research Designs: Qualitative, Quantitative and Mixed Methods Approaches* (3rd Edn) London, SAGE Publications Ltd.
- Cresswell, J. W., & Plano Clark, V. L. (2011), *Designing and Conducting Mixed Method Research* (2nd Edn). Thousand Oaks, CA: Sage.
- Crosling, G.M., Heagney, M., & Thomas, L., (2009), Improving Student Retention in Higher Education: *Improving Teaching and Learning*, 51 (2): 14 – 21.
- Crozier, G., Reay, D., Clayton, J., Colliander, L. & Grinstead, J. (2008), Different Strokes for Different Folks: Diverse Students in Diverse Institutions - Experiences of Higher Education. *Research Papers in Education*, 12 (23): 167–177.
- Department for Business Innovation and Skills (2014), Learning from Future track: *Dropout from Higher Education*, 21(4):34- 41.
- Devellis, R.F. (1991), Scale Development: Theory and Applications. *Applied Social Research Methods Series*, 26 (9): 27 -35.
- European Commission (2013), *Dropout and Completion in Higher Education in Europe*, NESET.
- Flinders University. (2007), ‘*Ethical Guidelines for Social and Behavioral Research: Information for Researchers/Supervisors*’, Adelaide, Social and Behavioral Research Ethics Committee, Flinders University.
- Fraenkel, J. R. & Wallen, N. E. (2003), *How to Design and Evaluate Research in Education* (5th Edn.), New York: McGraw Hill Companies.
- Frerichs, R. R. (2008), *Rapid Surveys*, London, Prentice Hall.
- Giron, L. & Gonzalez, D. (2005), *Factors Determining Students’ Dropout in Tertiary Institutions*. New York, McGraw Hill.
- Given, L. M. (2008), *Qualitative Research Methods*. Encyclopedia of Educational Psychology. Thousand Oaks, CA: Sage.

- Golafshan, N. (2003), Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8 (4):597-607.
- Goodenow, C. (1993a), Strengthening the Links Between Educational Psychology and the Study of Social Contexts. *Educational Psychologist*, 27 (2): 177–196.
- Goodenow, C. (1993b), The Psychological Sense of School Membership Among Adolescents: Scale Development and Educational Correlates. *Psychology in the Schools*, 30 (1): 70–90.
- Gregory, R.J. (1992), *Psychological Testing: History, Principles and Applications*. Boston, McGraw Hill.
- HakiElimu (2014), Are we Effectively Investing in Education? Monitoring Education Sectors' Financing Trend, *A 2014/2015 Post Budget Analysis* 5 (1), 3-17.
- Harvey, L., Drew, S & Smith, M. (2006), *The First-Year Experience: A Review of Literature for the Higher Education Academy*. York: The Higher Education Academy.
- Haycock, K., & Huang, S. (2001), Are Today's High School Graduates? *Thinking K-16*, 5(1): 3-17.
- Higher Education Funding Council for England (2011), *Dropout Rates at English Universities*. London.
- Hiltz, S. R. (1997), Impacts of College-Level Courses via Asynchronous Learning Networks: Some Preliminary Results. *Journal of Asynchronous Learning Networks*, 1(2): 1-19.
- Holm-Hansen, Cheryl. (2008), *Analyzing and Organizing Your Data, Wilder Research*. Minnesota Office of Justice Programs.
- Ignoles, A. (2009), *The Social Economic Gap in University Dropout*; Institute of Education, University of London.
- Kasozi, A.B.K. (2006), *The State of Higher Education 2005: Executive summary*. NCHE.
- Kaufman, P., Alt, M. N., & Chapman, C. (2004), *Dropout Rates in the United States: 2001 (NCES 2005046)*. U.S. Department of Education. National Center

for Education Statistics. Washington, DC: U. S. Government Printing Office.

- Khan, S.M. (2004), *Educational Research*. New Delhi. Ashish Publishing House.
- Kollen, M. J., & Brennan, R. L. (1987), Linear Equating Models for the Common-Item NonEquivalent-Populations Design. *Applied Psychological Measurement*, 11 (8): 263–277.
- Kombo, D. K. & Tromp, D. L. A. (2006), *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa.
- Kothari, C. R. (2004), *Research Methodology: Methods and Techniques* (2ndEdn). New Delhi, New International Publishers.
- Krause, K.L.D. (2011), *Transforming the Learning Experience to Engage Students*. In Thomas, L. and Tight, M. (eds.) *Institutional Transformation to Engage a Diverse Student Body*. Bingley: Emerald: 199–212.
- Krippendorff, K. (2003), *Data Analysis in Qualitative Research* (3rdEdn). London, SAGE Publication
- Krishnaswami, O.R (2002), *Methodology of Research in Social Sciences: An Introduction to Its Methodology*. Thousand Oaks, CA: Sage Publication.
- Krueger, R.A. (2002), *Designing and Conducting Focus Group Interviews*, University of Minnesota.
- Latif, A., Choudhary, I. & Hammayun, A.A. (2015), Economic Effects of Student Dropouts: A Comparative Study, Comsats Institute of Information Technology, Vehari, Pakistan.
- Lawrence G., & Laura P. (2005), *Borrowers Who Drop Out A Neglected Aspect of the College Student Loan Trend*. The National Center for Public Policy and Higher Education.
- Lynham, S. A., & Guba, E. G. (2011), *Paradigmatic Controversies, Contradictions, and Revisited*. The SAGE handbook of qualitative research (4thEdn) Thousand Oaks, CA: Sage Publications.
- Mason, E.J & Bramble, W.J (1997), *Research in Education and Behavioral Sciences: Concepts and Methods*. New York: McGraw-Hills.

- Meister, J. (2002), *Pillars of e-learning success*. New York, NY: Corporate University Xchange.
- Mertler, C.A. & Charles, C. M. (2008), *Introduction to Educational Research in Education* (6th Edn.). Boston: Allyn and Bacon.
- Mollet, J.A. (2011) *Ethical Issues in Social Science Research in Developing Countries*. *Useful Symbolic* 11(1):23 - 29.
- Moore, B. (2014) *In – Depth Interviewing*, London, Prentice Hall.
- Mtahabwa, L. (2007) *Practices in Pre-Primary Education Policy and Tanzania. Observations from Urban and Rural Pre Primary Schools*. Doctoral Thesis. University of Hong Kong.
- Muzenda, A. (2014), *Journal of Education and Practice: Students Perceptions on Determinants of Students Dropouts from Colleges* 5(1):561 -566.
- Ntambala, W.S. (2011), *The Role of Information and Communication Technology (ICT) On Teacher Education: Perception and Practices*. Masters Dissertation, The University of Dodoma
- OECD (2009), *How Many Students Drop out of Tertiary Education?* In Highlights from Education at a Glance 2008, OECD Publishing.
- OECD (2012), *Education at a Glance: Highlights*, OECD Publishing.
- Olsen, C. & George, D. N. (2004), *Cross-Sectional Study Design and Data Analysis*. College Examination Entrance Board.
- Onwuegbuzie, A.J. & Leech, N.L. (2006), *Linking Research Questions to Mixed Methods Data Analysis Procedures*. *The Qualitative Report*, 11(3): 474 – 498.
- Ozga, J., & Sukhnandan, L. (1998), Undergraduate Non-Completion: *Developing an Explanatory Model*. *Higher Education Quarterly* 52 (3): 316-333.
- Panneerselvam, R. (2007), *Research Methodology*, New Delhi, Prentice – Hall of India
- Phipps, R., & Merisotis, J. (1999), *What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education*. Institute for Higher Educational Policy. Washington DC: Policy Research Center.

- Potter, J. (2003), Studying the Standardized Survey as Interaction: *Qualitative Research*, 3 (6): 269–278.
- Powdthavee, N. (2000), *The Social Economic Gap in University Dropout*. London, University of York.
- Ramsden, P. (2003), *Learning to Teach in Higher Education* (2ndEdn). London, RoutledgeFalmer.
- Rose, S & Aburto, M. (2011), *Informed Consent in Human Subjects Research*; Office for the Protection of Research Subjects, University of Southern California
- Rose-Adams J. (2013) Lifelong Leaving University Early. *Widening Participation and Learning*, 15 (4): 96–112.
- Rwejuna, Z. R. (2008), *Factors Causing Students' Dropout from Education Programs at the Open University of Tanzania*. A case of Tanga Region Center.
- Saunders, M., Lewis, P., & Thornhill, A. (2009), *Research Methods for Business Students* (5thEdn.) London, Prentice Hall.
- Singell, L. (2004), Come and Stay a While: Does Financial Aid Effect Retention of Higher Education Students? *Journal of Education and Research*, 36 (2): 67-73.
- Tarimo, I.A (2010), *Factors Affecting Students Enrolment and Dropout at the Open University of Tanzania in Lindi Region*. Journal of the Open University of Tanzania, 14 (6) 35 - 39.
- Thomas, L. & Quinn, J. (2006), *First Generation Entry into the Higher Education: An International Study*, Buckingham. Open University Press.
- Thomas, L. (2012), *Building Student Engagement and Belonging in Higher Education at a time of Change: Final Report from the What Works? Student Retention & Success Program in England*, Paul Hamlyn Foundation.
- Tinto, V. (1993), *Leaving College: Rethinking the causes and cures of student attrition* (2ndEdn.). Chicago: University of Chicago.

- United Republic of Tanzania (1999), *Ministry of Science, Technology and Higher Education*. National Higher Education, Dar es Salaam.
- University of Dodoma (2014), *Directorate of Graduate Prospectus*, The office of the Deputy Vice Chancellor (Academic, Research and Consultancy).
- University of Dodoma (2015), *UDOM 8 Years: Reflections and Projections*, Office of Deputy Vice Chancellor – Academic Research and Consultancy, UDOM.
- Vallerand, R.J. (1997), *Towards a Hierarchical Model of Intrinsic and Extrinsic Motivation*. In: Zanna, M.P.(4thEdn.) *Advances in Experimental Social Psychology*. New York: Academic Press.
- Vroom, V. H. (1964), *Work and Motivation*, New York, Wiley.
- Watts, A.(2001), *Education and the Common Good*. Frankfort, Kentucky: Long-Term.
- Wenzel, T. J (2000), Undergraduate Research as a Capstone Learning Experiences, *Analytical Chemistry* 12(72): 547 – 549.
- Wilcoxon, L. (2010), Factors Affecting Intention to Leave in the First, Second and Third Year of University Studies: A Semester – by-Semester Investigation. *Higher Education Research & Development*, 29(6): 623-639.
- World Health Organization (2004), *Global Status Report on Alcohol*. Department of Mental Health and Substance Abuse. Geneva shelter: United Nations Publication.
- Zandarivan, A.&Darypoor, E. (2013), Journal of Educational and Management Studies. Mixed Methods in Research: *A new Paradigm in Educational Research* 18(6):34 - 41

APPENDICES

Appendix 1: Questionnaires for Continuing Students

Dear respondent,

You are kindly requested to fill in this questionnaire and contribute information that will help understanding on issues which are related to **Undergraduate Students' Dropout in higher Learning Institutions in Tanzania: Factors and consequences: A Case of the University of Dodoma**. The information that will be gathered from you will only be used for the purpose of understanding factors contributing to students' behavior of dropping from studies and measures to be taken in order to reduce such behaviors.

Your participation is voluntary, and your opinion will not be released to anyone but will only be used for the research purpose only.

A. GENERAL INFORMATION.

Please fill in your personal profile. Do not indicate your name

- 1) Date.....
- 2) Age.....
- 3) Gender.....
- 4) College.....
- 5) Year of study.....

A. Please rate by circling which you think is the most appropriate answer.

S/n	Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	High rate of supplementary results to university students' dropout	5	4	3	2	1
2	Poor social interaction results to university students' dropout	5	4	3	2	1
3	Absence of guidance and counseling services on course selection may result students' dropout from studies	5	4	3	2	1

S/n	Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
4	Poor financial support results to university students' dropout	5	4	3	2	1
5	Poor learning environment results to university students' dropout from studies	5	4	3	2	1
6	Difficult course content results to students' dropout from studies	5	4	3	2	1
7	Low expectation of the course of study with labour market results to students' dropout from studies	5	4	3	2	1
8	Changes of learning styles from advanced level to university level results to university students' dropout	5	4	3	2	1
9	Immature in character of some students can lead to dropout from university studies	5	4	3	2	1
10	Bureaucratic tendencies of attending university students' problem can result to dropout from studies	5	4	3	2	1
11	Poor record keeping of university students' test records results to dropout from studies	5	4	3	2	1

S/n	Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
12	Overcrowded and bureaucratic medical services results to students' dropout from the university studies	5	4	3	2	1
13	Drunkard/high alcohol consumption for university students results to dropout from studies	5	4	3	2	1
14	Lack of language of instruction results to university students to dropout from studies	5	4	3	2	1
15	Sexual relationship among university students results to dropout from studies	5	4	3	2	1

Thank you for your participation in this session

Appendix 2: Interview Guide for Heads of Departments, Academic Staffs and Deputy Deans of Students

You are warmly invited to participate in the interview session about **Undergraduate Students’ Dropout in higher Learning Institutions in Tanzania: Factors and consequences: A Case of the University of Dodoma**. The information given will be treated as strictly confidential and your identity kept anonymous.

A: Background Information

1. Name (optional)
2. Gender (male or female)
3. Age.....
4. Education level
5. Professional qualifications

B: Questions:

1. For how many years have you been working in the University of Dodoma?
2. Are there any tendencies of students dropping out from studies?
3. In your opinion what do you think are the factors influencing students’ dropout from Higher Learning Institutions?
4. In your point of view what are the social consequences of students’ dropout from studies?
5. In your point of view what are the economic consequences of students’ dropout to:
 - (a) An individual student
 - (b) University level
6. Are there guidance and counseling services on course selection to fresh university entrants/students?
7. In your opinion what should be done in order to reduce students’ dropout in the University of Dodoma?

Thank you for your participation in this interview session

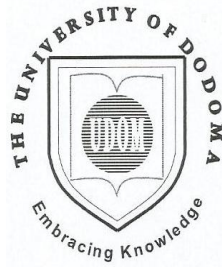
Appendix 3: Guiding Questions for Focus Group Discussions

You are warmly invited to participate in the interview session about **Undergraduate Students' Dropout in higher Learning Institutions in Tanzania: Factors and consequences: A Case of the University of Dodoma**. The information given will be treated as strictly confidential and your identity kept anonymous.

1. Why did you decide to dropout from studies?
2. In your point of view what challenges are you facing after dropping out from studies?
3. Was there any guidance and counselling on course selection before starting the program of study?
4. In your opinion what should be done in order to reduce students' dropout in the University of Dodoma?

Thank you for your participation in this interview session

Appendix 4: Research Permit Letter from University of Dodoma



THE UNIVERSITY OF DODOMA

DEPUTY VICE CHANCELLOR ACADEMIC, RESEARCH & CONSULTANCY
OFFICE OF GRADUATE STUDIES

P.O. BOX 263
DODOMA, TANZANIA
TEL: +255 23 23002 FAX: +255 23 23000 EMAIL: ahmed_ame@yahoo.com

REF/UDOM/GS-ADMS/2016/142

Monday, 02 May 2016

To Whom It May Concern:

RE: INTRODUCING MR. KILONGAMAKA, ALOYCE

The above named student is enrolled at the University of Dodoma for the degree of Master of Arts in Education with registration number HD/UDOM/242/T.2014.

An essential requirement of the study programme is that each candidate is required to submit a dissertation report on a project undertaken within industry and supervised by a member of the University's academic staff. Where possible this project should relate to a practical situation in an organisation or firm selected by the candidate. Students are expected to use their own initiative to identify a possible project and negotiate access with a local firm or organization. The title of the study is **"UNDERGRADUATE STUDENTS' DROPOUT IN HIGHER LEARNING INSTITUTIONS IN TANZANIA: FACTORS AND CONSEQUENCES. A CASE OF THE UNIVERSITY OF DODOMA."**

The work may take the form of a survey, ethnography, case studies, etc. Where the report may contain confidential information and its publication could be harmful to the organization, confidentiality is assured by the University. Such reports will be seen only by the Supervisor and Examiner for examination purposes.

I would be grateful if you would provide the student with this opportunity to further his Studies while at the same time gaining some useful input for your own organization through the results of the project report.

Sincerely,



/Prof. Ahmed M. Ame
Director of Graduate Studies



Appendix 5: Researcher's request letter for data collection from the University of Dodoma Authority.

The University of Dodoma,^(T)
College of Education,
P.O. Box 523,
Dodoma.
5.05.2016.

Ref/Udom/GS-Adms/2016/142.
Deputy Vice Chancellor-ARC,
P.O. Box 263,
Dodoma.

c.c
Director of Graduate Studies,
P.O. Box 263,
Dodoma.

RE: REQUEST OF STUDENTS' PROGRESS IN ACADEMIC
FROM THE ACADEMIC YEAR 2010/2011-2012/2013
2012/2013-2014/2015 IN THE COLLEGE OF
EDUCATION AND THE COLLEGE OF SOCIAL
SCIENCES IN DIFFERENT BACHELOR DEGREE
PROGRAMS.

Refer to the heading above

I would like to request for students' progress in
their academic pursuit from the academic years nam
above in the relevant colleges in order to get the
references to support the study I'm conducting
about students' dropout in higher learning institutions

I have attached my permit letter which
allows me to conduct the study.

Sincerely Yours.
Kilongamaka, A.

