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DEPARTMENT OF EDUCATIONAL TECHNOLOGY

FACTORS CAUSING ORDINARY LEVEL FEMALE STUDENTS TO DROP OUT OF SCHOOL AND THE EFFECTS THESE COULD HAVE IN ZAKA DISTRICT.

BY

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APPROVAL FORM

The undersigned certify that they have read and recommended to the Midlands State University for acceptation as a dissertation entitled: Factors causing ordinary level female students to drop out of school and the effects these could have in Zaka District.

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Submitted in partial fulfilment of the Bachelor of Education degree in Computer Science

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DECLARATION

I, Ruzvidzo Dudzai declares that this research report herein is my own work and has not been copied or lifted from any source without the acknowledgement of the source.

……………………..   ……./……../………

(Signed)   *(Date)*

DEDICATION

This research is dedicated to my husband Sinyoro C, my son Tadiwanashe, my daughter Ruvimbo and my sister Chiguba N.

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ACKNOWLEDGEMENTS

ABSTRACT

The purpose of this study is to find out the factors causing female students to drop out of school and the effects this could have in Zaka District. The researcher was motivated to carry out the study because uneducated women lead to underdevelopment of a country, poor healthy standards, as well as promoting antisocial behaviour. A sample of two schools, two school heads, eight teachers, ten students enrolled as well as five drop outs were used. The qualitative research design was used which enabled the researcher to get all the necessary information needed. Instruments used were document analysis and interview guide. Those instruments were used because they allow the researcher to get actual information required. Data were generated and presented in the form of themes and tables. Poverty, death and separation of parents are some of the major reasons why students drop out of school. Students should be involved in Guidance and counselling clubs and fund raising activities so that they are equipped with life survival skills. The Basic Education Assistance Module should increase the funds given to vulnerable students so that they get all the necessary resources for education to take place.

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CHAPTER ONE

THE RESEARCH PROBLEM

1.1 INTRODUCTION

This chapter focuses on factors causing ordinary level female students to drop out from school and the effects this could have in the Zaka District. The backgrounds of study, statement of the problem and research questions are outlined. The assumptions, delimitations and limitations of study as well as definition of key terms are explained.

1.2 BACKGROUND OF THE STUDY

Educating female students has a very strong positive impact on the development and health standards of a nation. Parents are the ones that are responsible for sending children to school ensuring they are provided with the basic needs. They are also responsible for providing their children with parental support, professional guidance as well as life survival skills. All these would not be effective or even possible with uneducated mothers. This was supported by Adely, (2012) when he echoes that educating women is educating the nation. However, despite all the important roles played by the educated mothers, female students continue to drop out of school at ordinary level.

From 1996 when the researcher was a student teacher at Rujeko Primary School, she observed that a lot of female students dropped out school. Even during 1998-2008 when the researcher was teaching at another school in Zaka, the researcher observed that female students continued to drop out. At the school where the researcher is stationed the female students continue to drop out at a higher rate compared to male students. The researcher has noted that fifty female

students enrolled for 'O' level dropped out from 2014 to 2016. This is evidenced by the table below:

Table 1: Ordinary level female student dropout rate for a school in Zaka District from 2014 to 2016

School	Year	O-Level Female Students Enrolled	Number of Dropouts	Percentage Dropout Rate
A	2014	100	9	9
	2015	120	20	17
	2016	150	21	14

The reasons for their dropping out were not known. It is against this background that the researcher has to find out the factors causing female students to drop out of school and the effects this could have in Zaka District.

1.3 STATEMENT OF THE PROBLEM

The table shows that the rate at which female students are dropping out at ordinary level in Zaka District was rising. The scenario has given a very bad impression in Zaka Schools. This has prompted the researcher to find the factors causing female students to drop out and the effects this could have in Zaka District.

1.4 PRIMARY RESEARCH QUESTION

What are the factors causing ordinary level female students to drop out of school and the effects this could have in Zaka District?

1.4.1 Sub Research Questions

1.4.1.1What are the socio-economic factors causing female students to drop out of school?

1.4.1.2 What are the other home factors causing ordinary female students to drop out of school?

1.4.1.3 What are the school factors causing female students to drop out of school?

1.4.1.4 What is the attitude of female students towards school?

1.4.1.5 What are the effects of female students drop out in Zaka District?

1.5 JUSTIFICATION OF THE STUDY

Educating a woman is educating a nation (Gold & Hobbs, 2013). Girl's education is a life line to development in the sense that once they are educated, females are able to educate their children. More so, educated women are able to provide a balanced diet to their families.

Educate women and their community would prosper, deny them education and the world would suffer (Corley, 2010). Educated women are able to influence their future (Warren, 2010). Once educated, females can plan their future as well as the future of their children. Furthermore, they can budget their finances and time so that it suits exactly what they want to achieve and when they want to achieve it.

Educated women are able to reduce poverty (Cook, 2016). Generating of more funds from the earned income is not an easy task but once females are educated they are able to generate more income from what they are getting thereby reducing poverty within their families and the communities at large. They can use their small income to engage in small business like selling sweets, pencils and vegetables in order to boost their income.

Educating the girl child is important because it reduces the risk of child mortality (Stromquiset, 2014). Females who are educated can read and understand what is expected during pregnancy and what should be done to the baby after birth. Uneducated mothers may not take their babies for baby clinics which would result in young children being prone to diseases and dying earlier because of lack of immunization. Educated mothers are able to do as is expected and they ensure that all their babies are immunized at the right age and time.

Decision making in families with educated mothers is done by both parties. Educated women are better respected by their husbands than uneducated wives (Dargie, 2015). In the same vein, Sayer (2011) asserts that education and not beauty is believed to help stabilize today's matrimonial systems. The husbands of uneducated wives spend a lot of time on extramarital affairs which would make them more prone to HIV and AIDS. Once they are educated, all the ways and methods to be used during safe sex are also imparted to the learners.

In addition, educated women are less likely to become victims of sexual abuse and domestic violence. Some women are sexually harassed because of the lack knowledge they have of the law, what the law says and when they should report cases and penalties associated with that. Attending to school enable them to know and exercise their rights (Gabriel, 2015).

Furthermore, educated mothers contribute to the prosperity of their community. Once someone is educated in your community, that person can enable other citizens with ideas. Educated women are empowered with knowledge so they don't rush into marriage (Gordon, 2011). Once a girl is educated, she would be equipped with survival skills and she would consider getting employed first before being married.

Finally, increased participation of female students in education would help them to use available family planning methods and hence this would limit the size of their families (Mizrachi, 2013). Parents are only able to provide the basic family needs if a family is of reasonable size. Most of uneducated mothers spend most of their time on child bearing. They are not even aware of the family planning methods they should use to have a reasonable number of children. When families are too big the chances of failing to educate all the children are very high, as a result children are not provided for with the basic education requirements they will drop out to school causing problems not only within the family but the nation at large.

1.6 ASSUMPTIONS

1.6.1 The problems affecting ordinary level female students in Zaka District are more or less the same as problems in other areas.

1.6.2 The factors that cause female students to drop out at ordinary level in Zaka District are more or less the same as in other Districts.

1.6.3 The learning environment of ordinary level female students in Zaka District is more or less the same as the learning environment in other districts.

1.6.4 The effects of dropouts in Zaka District are more or less the same as in other areas.

Hence the researcher has decided to focus on Zaka District in carrying out this research.

1.7 DELIMITATIONS OF THE STUDY

The research study was conducted in Masvingo province in Zaka District in Mashingaidze cluster. Two schools in the cluster were sampled out. The researcher consulted form four students and class teachers, senior women and the school heads as well as female students who dropped out of school.

1.8 LIMITATIONS

Limitations of the study are those characteristics that influenced the interpretation of findings from the research study (Denzin& Lincoln, 2011). All studies have limitations. Acknowledgement of the limitations by the researcher before they are pointed by the supervisor is better because this would provide the researcher an opportunity to make suggestions for further research (Kuiper, 2009).

1.8.1Time

Since the researcher is a family woman with a lot of responsibilities and need to work on the teaching load, it was very difficult for her to carry out the tasks simultaneously. However, the researcher decided to work with only two out of six schools in the cluster.

1.8.2 Cost

Since schools are far away from each other, a lot of costs were incurred. As a result, the researcher decided to interview only members from the school and the community in which she is working. Typing costs is also another challenge the researcher faced. The researcher decided to type the project herself and +took it for editing by the typists. Communication costs with the supervisor were another challenge. The researcher decided to communicate with the tutor through chats and electronic mails instead of travelling to Gweru whenever the need arose.

1.8.3 Respondent based bias

The reliability and the validity of the study may be affected by the respondent based bias. Some respondents especially during interviews were not willing to disclose certain information. Some responses were group based instead of being individually based.

18.4 Network Challenge

Since the researcher is located in rural areas, some network challenges were encountered. The researcher had to move to areas where network coverage was strong and if she needed to goggle on something or to communicate with the tutor. She at times asked friends and colleagues in areas where network coverage was strong to search for information that she needed.

1.9 DEFINITION OF KEY TERMS

Key terms are significant or memorable words or terms that are continually used throughout the rest of the essay (Klages, 2012). Defining key terms enables the reader to understand and interpret the context in which they are used. Furthermore, it ensures that the reader and the researcher talks about one thing (Verderber, Verderber&Sellnow, 2009).

1.9.1 Drop outs

Drop outs refers to students who fail to proceed to reach form four that will create a bridge for them to take up courses for employment. It is a premature termination of an education cycle (Lamp, Markussen&Teese, 2010).

1.9.2 Dropout Rate

Dropout rate measures the proportion of students who drop out in a single year without completing high school (Winters & Herman, 2010). This is the number of drop outs as compared to the number of children enrolled officially in the education system.

1.9.3 School Climate

A school is a place where learning and teaching takes place and a school climate refers to the tone and the working atmosphere within a school. The desirable climate is a good working environment whereby the school head, working together with the teachers should create for effective teaching and learning to take place (Dewitt & Slade, 2014).

1.9.4 Wastage

It is a situation whereby money and resources invested by the government for a specific number of learners is not put to proper use in the education system. For instance, if school levy for one

hundred learners is paid and only ninety learners managed to proceed with their education, the amount paid for the students who dropped out is the wastage (Wolk, 2011).

1.9.5 Culture

Culture is the social behavior and norms found in human societies (Bhabha, 2012). These are customs or habits that characterize a particular society.

1.10 SUMMARY

The researcher was motivated to carry out the study by the high dropout rate of female students. There is need to find the factors causing this drop out and its effects. The research study was carried out in Zaka District. Time to carry out the study since the researcher is a full time teacher; costs to print and to move to consult the supervisor; poor network coverage and respondent bias are some of the limitations encountered. The next chapter will review related literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The factors causing female students drop out of school and the effects this could have has not only become a threat to female student's life only but to the nation as a whole. Teachers, parents, policy planners, learners as well as the community at large are also concerned. Many researchers and book authors have raised their arguments on the socio-economic factors, home factors, school factors, the female students' attitude, as well as the effects these could have in Zaka District.

2.1 THE SOCIO ECONOMIC FACTORS

Poverty is one of the major reasons why students drop out school as is indicated. Fraiser (2013) asserts that poor students were five times more likely to drop out of high school than high income students. Learners who come to school with empty stomachs are not able to participate and master taught concepts like those that are provided with enough food. Once their attention is divided because of hunger they won't participate fully as a result their academic performance would fall down. Learners tend to drop out at high rates if their academic performance is not pleasing. Most of the students who are from poor backgrounds are forced into child labour at early ages to fend for themselves and for other family members. Poverty is the key component towards child labor (Naidu &Chinyoka, 2014).

In addition, learners from poor socio economic status are not able to acquire all the resources necessary for learning to take place (Amarat& Valdez, 2017). Textbooks, stationary and uniforms are quite necessary for learners to feel part and parcel of the group. Those with textbooks can read whilst at home during their spare time to further understand concepts they did not master. Once these are not catered for, the learners' performance would decrease as a result they may see dropping out from school as the only solution.

Furthermore, the students whose fees are paid on time perform better than those whose fees are not paid on time since they sometimes miss lessons when they are sent back home. The students are always asked to go back home to collect school fees, missing quite a number of lessons and as a result they would perform poorly and this could lead to dropping out of school. Mobility, especially within the school year means that the students fail to experience the continuities in instruction, often missing key lessons upon which they are would be tested (Alan, Jennifer, George & Kathryn, 2013).

2.2 HOME FACTORS THAT CAUSE FEMALE STUDENTS TO DROP OUT OF SCHOOL.

Home related factors also lead to female students drop out. These refer to factors originating from the place where the student lives. They include death of parents, divorce or separation of parents, domestic quarrels, child neglect and unstable homes, parents' level of education as well as family composition (Chinyoka& Naidu, 2013).

Most of the students who are left by their parents because of death are most likely to drop out of school due to lack of financial support and parental guidance. The grandparents because of their ages cannot work for the orphans (Ambasa, 2009). These students are forced into cheap labor at very tender ages and as a result of not going to school they will also engage into sexual activities earlier than those who are still in school where proper guidance, counseling and life survival skills are imparted.

In addition, female students from poor families are most likely to drop out of school because poor families cannot provide all what is necessary for the students to go to school. Parents from poor backgrounds are always overstressed to provide the sufficient nurturing to their children as a result they drop out. Children view the lack of emotional support and guidance as more harmful even than inadequate food (Chinyoka, 2013).

Divorce and separation of parents is another factor that leads to female student drop out at lower levels (Williams, 2012). Once parents have separated, female students are likely to face a lot of challenges in their academic work. Jain (2008) asserts that high school female student dropout rate of divorced parents is two times higher than children from married parents. He went on to say that, children from divorced parents are more likely to end their education earlier handicapping not only their future earning ability but also career potential. If staying with step mothers, a lot of work is given to them such that they go to school tired maybe with nothing to eat. Not only that, the female students may be forced to drop out because the whole workload will be loaded on the girl child and as a result she would not be able to cope up with school work.

Domestic quarrels, also lead to female students drop out. Students whose parents are always quarreling do have challenges of dropping out of school. For someone to perform well he or she needs a stable mind. Domestic quarrels disturb students and someone whose mind is not stable is not able to concentrate well on her studies. She would always be behind her peers on academic performance and as a result drop out (Huss, 2008). Furthermore, unstable homes also lead to female students drop out. Students who have no stable homes do not have opportunities to do better in their studies.

The parent's attitude towards school is also of importance to note. Parents who encourage their children in school are likely to get positive results. Some parents have no time to assist their children on academic work as a result those learners would not be able to cope with others and as a result they drop out of school. O Neil (2012) asserts that parent's expectations encourage their children to pursue goals with hard work, enhanced self-efficacy and nurture good habits of studying.

Distance from home to school is another factor that leads to female student drop out. Parents are afraid of the safety of their children when they are to travel long distances to school. In the same vein, Hannath (2014) asserts that the distance from home to school or college is another important deciding factor, since it can place the girl's safety at risk and cause her to drop out of education consequently contributing to high dropout rates. Juneja (2016) also observed that if school distance is considered too far from home young girls tend to drop out due to vulnerability to sexual harassment. As a result of that, schools should be located near the location of the users. The catchment area of a school should be reasonable for it to be conducive to female student learning. Close proximity to schools had a positive motivating impact on girl's education (Jiri, 2013). Still on the same point, late comers to school due to long distance also lead to drop out or truancy.

2.3 SCHOOL FACTORS THAT CAUSE FEMALE STUDENTS TO DROP OUT OF SCHOOL.

There are a lot of factors that lead to female students drop out. These include lack of facilities, teacher pupil ratio, labeling and stigmatization, teachers' attitude, corporal punishment as well as the behavior of peers.

The global education which aims at creating a global citizen has brought in many changes in the education system. New topics like child abuse, sex education and human rights were introduced. The introduction of those topics has led to many challenges in the education system with sex education having the greatest impact on education. Controlling of students is no longer an easy task on the part of the teachers. After being taught sex education learners have nothing else to do except for experimenting which will result in early pregnancy for female students and dropping out. The idea was supported by Madison (2016) when he echoed that we are teaching sex education and if you can show me where it has any positive effect; I would kiss your behind in Macy's window and give you a week to draw a crowd! He went on to say that the only thing it does is to stimulate children to get involved in sex ways before their time. The impact of sex education is to start female students a wrong road to life.

Teacher pupil ratio is another factor that leads to female student drop out. Too many learners against a single teacher would not enable the teacher to attend to individual challenges of learners as a result they do not cope up with others. In the same line of thought, Jain (2008) purports that teachers cannot provide individual attention to students and must rely on individual didactic methods to manage many children with varying readiness to learn. He went on to say that the result would be low quality education, high dropout rates particularly for girls.

In addition, an unfavorable school environment can also lead to female student dropout (Nanjunda, 2009). A school should be a place of interest for students if they are to pursue with

their studies. The school head as well as the staff members should ensure that enough facilities, quality and inclusive education are at the disposal of female students so that they remain in school. The school head and teachers need to create a favorable environment in order to make schools more children friendly (UNICEF, 2009). In support of the above argument, Pate & Gould (2012) asserts that an open and a good atmosphere increased the chances of students to learn and lower the student drops out.

Morna, Collen, Lowe, Dube and Sifiso, (2016) assert that lack of sanitation facilities and poor hygiene affect both boys and girls, sanitation in schools has a strong positive impact on girls. If girls drop out when they reach adolescence, it is often for no reason than the lack of toilet facilities (Sharma, 2012). A school should have feminine facilities for female students to feel they are part and parcel of the system. They should include bathing and changing facilities for girls during their menstruation periods. Some girls tend to absent them from school during their monthly periods (Scheffler, 2016). Absenteeism leads to underperformance in school work and as a result they drop out. The idea was also supported by the Child Friendly Manuals by UNICEF (2009) when it asserts that female students were often absent from class during menstruation period and frequent absence leads to poor academic achievement which also paves a way to drop out in general. The researcher seeks to find out factors that lead to female student drop out in Zaka District.

Still on the same point, lack of inclusive education is another factor that leads to student drop out. While the inclusion policy deals with providing quality education for all, this might mean integrating learners with disabilities into the main stream (Precey, 2013). The school should have all learning resources that cater for all types of learners. The visually impaired should be provided with their brails; those with hearing challenges should be given their audio aids just

to mention but a few. If people with special needs are not provided with their special requirements, they feel rejected by the school system and as a result they drop out of school. Inclusive education can be seen as a process of strengthening the capacity of an education system to reach to all learners (UNESCO, 2009).

It is important to note that the teachers have a negative attitude towards the female students. Some teachers favor boys than girls as a result girls are not motivated to learn. Sommer (2013) argues that several countries in Sub-Saharan Africa indicated that both female and male teachers believe that boys are academically better than girls. Tomlison (2011) also points out those teachers are not conscious in using their own language in the classrooms. Some of stereo types used by teachers in class also demoralize the education spirit of female students. They also viewed girls as less intelligent than boys and those girls are just there to marry early. Such statements are not conducive to learning. They will force the female students to drop out.

Poor grades always lead to female students' dropout. Danielle (2008) advocates that high school and college students often dropout because they struggle academically and they don't have the credits necessary to graduate. Poor results do not motivate learners but it de-motivates them. Learners will see it best to drop out if their results are not pleasing. The teachers should try by every way possible to motivate learners by letting them experience success. Success should not be measured by marks a person has but what the person achieves whether academic or co-curriculum activities (Ashok, 2010).

Some of the labels used by teachers lead to female student dropout. Some comments are painful and they lead to dropout. Teachers need to reinforce learners positively. They should always pass positive comments to motivate their learners so as to retain learners in school.

These comments have important long term effects on students learning and motivation (Snowman &Bichler, 2012).

In addition, the school is a second home to the learners. Learners should feel safe and secure when they are at school (Dianna, 2011). The teachers should ensure that no strangers should have access to the learners when they are at school and they must protect them from any other external forces for them to feel safe. Once they feel they are not protected learners tend to drop out of school. Furthermore, teachers tend to favor learners from well to do families (Greg & Richard, 2011). Learners from poor economic backgrounds are not given much attention. As a result of that learners feel neglected and they turn to drop out of school.

2.4 ATTITUDE OF FEMALE STUDENTS TOWARDS SCHOOL

Female students have a negative attitude towards school. They believe that even if they do not perform well in school, they would marry educated men with paying jobs so as to change their status. This is no longer the case; educated men are after educated women when it comes to marriage. They would need uneducated females only to abuse them.

Most female students have a misconception that if they get married their status would improve. As a result of that girls tend to marry earlier before completing their ordinary level. In support of the above argument UNICEF (2009) asserts that it has been a long held misconception that married women are healthier and enjoy high levels of contentment than single people. This is not always the case; some situations are improved but others are deteriorated. Once that occurs they would not be in a position to go back because of limited resources to get a maid who would take care of the baby.

In addition, early pregnancy would also emanate from that misconception. Most students who are pregnant or married feel shy to go back to school and join their colleagues. If they get married with their low academic achievement, the marriages don't last because educated men are also after educated women. Higher education is constantly associated with a higher likelihood of marriage whereas less education is associated with high likelihood of divorce (Augustine, 2010).

Furthermore, during their menstrual periods, some students do not like to go to school because the school lacks facilities like bathrooms for students to bath and change if they feel like doing so. If the school facilities do not accommodate them on the issue, they absent themselves from school at that period and by so doing academic performance is affected. Poor academic performance paves a way for dropout in general (Minor, 2010).

The important point to note is the distance from home to institution. If the institution is far away from home, female students tend to drop out. The parents do not like their children especially girls to walk long distances to school for security reasons. They fear that their children will be sexually harassed. The idea was supported by (Buder, 2010).

2.5 EFFECTS OF FEMALE STUDENTS' DROPOUT

The dropout problem has not only become a threat to the child's life but to the nation as a whole. Levesque (2010) purports that dropout rate has a negative impact on the schools, communities and the country at large. High dropout rate poses a threat to the development of the country in the sense that they cannot do anything to develop the country. An uneducated populace is a hindrance to development. Parents who are not educated have a tendency of not sending their children to school, they do not see the value of education and as a result there is

an increase in illiteracy rate. High increase in illiteracy rate leads to under development of a country. This is because people would not be in a position to think outside the box on issues to do with the development of the nation.

Unemployment problems also are a direct result of the prevalence of dropping out of school (Osulah, 2012). These female students who drop out would add to the unemployment statistics because they cannot be absorbed into any form of employment due their poor or low level of education. Once a person is not formally employed, one is prone to different types of abuse such as sexual abuse, offering cheap labor in search for some money to purchase the basic necessities.

Anti-social behavior is another cancer that manifests itself in the female student dropouts (National Research Council & Institute of Medicine, 2009). Chief among them is prostitution and drug abuse. Such acts will leave them more susceptible to be sexual abused by either male peers or adult males. The end result will be an increase in HIV/AIDS prevalence rate and early pregnancies. In the same vein, Fisher (2012) asserts that dropout rate sets a bad example to the young in the community as they engage in beer drinking, prostitution, drug abuse and theft. When such a scenario comes to the fore, it puts the government in a rather difficult situation in its fiscal ability to take care of these young mothers and their off springs.

According to a report by the Sard (2008) customary marriage is potentially polygamous and permits some negative effects of discriminating against women. They also expose the child to HIV pandemic. In the developing world, school drop outs easily become victims of HIV/AIDS pandemic because they are easily exploited in their search for the basic needs for survival (The World Bank, 2009).

School's dropout is wastage on the part of the government. The government would have invested a lot of resources financially and in terms of infrastructure towards the education of the girl child, only for the intended beneficiaries to drop out of the school at an early stage. In line with this argument, Francis (2016) asserts that the money wasted and lost through someone who does not complete an education cycle cannot be recovered and means a loss of resources by the government. This assertion is also supported by Chanakira (2009) who says that, it is imperative that the government eliminates all forms of resource wastage, financial, material and human if it is to avoid wastage in education.

Furthermore, female student dropout also leads to high rate of divorce cases. Uneducated women are not given value by their husbands and society at large. Austine (2010) also asserts that educated mothers tend to have stable relationships compared to uneducated mothers. Their husbands do not respect them and they spend most of their time on extra marital affairs which will make them more prone to HIV/AIDS. On the same line of thought Wolf (2015) has this to say, education not beauty, is believed to help stabilizing today's matrimonial systems. For the purpose of this study the researcher seeks to find out whether this also applies to students under Mashingaidze cluster.

2.6 SUMMARY

From the literature reviewed from different authorities, poverty is the major socio economic factor that causes female students to drop out (Chinyoka& Naidu, 2013; Donald,

Reibel&Miccozi, 2010 &Fraiser, 2013). Jain (2008) asserts that death, divorce or separation of parents is home factors that lead to dropouts. In line to that, Nanjunda (2009), UNICEF (2009) and Pate & Gould (2012) also point out that an unfavourable environment is the major school factor that leads to drop out of female students. Finally, UNICEF (2009) purports that female students have a negative attitude towards school. The effects do not impact on the drop out's life only but to the nation at large (Corley, 2010). The next chapter will outline the research design used, data generation procedure and explain how and why the data generation instruments were used.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter comprises of the research design, population and sample, sampling procedure, data generation procedure, data analysis as well as ethical considerations. Research instruments used are discussed and justified.

3.2. RESEARCH DESIGN.

According to Anderson (2011), research design is a plan or structure for an investigation, it is a set of plans and procedures that reduce error and simultaneously help the researcher obtain empirical evidence about isolated variables of interest. In the same vein, Tichapondwa (2013) argues that it is the constructed plans and strategies that are developed to seek and discover answers to research questions. A research design is a blue print for conducting the study in order to maximize control over factors that could interfere with the validity of the research design (Burns, 2009). For the purpose of this research study, the qualitative approach was employed where data were in numerical and explanatory form.

Qualitative research design is concerned with developing explanations of social phenomena. It enables us to understand the social world in which we live in and why things are the way they are. It also relates to the social aspect of the world and seeks to answer questions about why people behave the way they do, how opinions and attitudes are formed, how people are affected by events that go on around them and how and why cultures and practices are developed the way they are (Mason, 2010**).**

3.3. POPULATION AND SAMPLE.

Leedy (2010) defines population as a group of individuals that have one or more characteristics in common that are of concern to the researcher. Cohen and Manion (2011) define population as a group of interest to which the researcher would like to generalize the results of the study. This implies that, population is a collection of individuals who possess similar traits that can be used in a study for different purposes. For the purpose of this study, the population was made up of all form four female students, their class teachers as well as the heads of the selected two schools. The sample was made up of two males and two female form four teachers, five female students who dropped out as well as ten female students within the school system from each of the two selected schools in the cluster as well as the senior women.

3.4 SAMPLING PROCEDURE

Sampling is a process whereby a smaller number of participants are selected to represent the whole pool. It is a process used in statistical analysis in which a predetermined number of observations are taken from large population (Cohen &Manion, 2009). They are so many sampling techniques but for the purpose of this study, the researcher used purposive sampling also known as judgmental sampling. This enabled the researcher to generate the actual information needed for the research study. Purposive sampling is within the complete control of the investigator and as such the researcher considers cases that would help in the success of the research (Das, 2008). It was easy on the part of the researcher because she got first-hand information from the participants.

Purposive sampling relies on the judgment of the researcher when it comes to selecting the data or people to be studied (Williamson &Johanson, 2017). In addition, purposive sampling gives

room to the researcher to make generalizations from the sample being studied (Rubbin&Babbie, 2009).

3.5 RESEARCH INSTRUMENTS.

These are the instruments used for generating data. Validity and reliability of any research project depends on the suitability of the research instruments used. A research instrument is a device or tool that can be used to get information from the research subject in order to address the research problem (Yin, 2013). They are various ways of generating data but for the sake of this research study, the researcher used interview guide and document analysis guide.

3.5.1. DOCUMENT ANALYSIS GUIDE

Registers and individual progress records of two schools in Mashingaidze Cluster in Zaka District were analyzed in an effort to find out the factors that cause ordinary female students to dropout and the effects this could have in the district.Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Registers clearly state reasons why students drop out. The individual records enabled the researcher to find out the factors that cause female students to drop out of school.

More so, this instrument was used was to find, information which would be difficult to get in any other way (Clintorn, 2013). For example, if someone is HIV positive, most people do not feel comfortable to disclose such information. Through documents, access to such information can be made possible.

From class registers and individual records, a large sample of information was generated while the researcher did not travel long distances. The number of dropouts and reasons for dropping out were clearly stated in the documents. The educational level of parents, family composition, academic performance, and distance from home to school were easily found through the use of these documents. The method of generating information from documents was better than from individuals who may not have enough or accurate information. Documents are of good quality and some may be detailed (Myer, 2008).

Furthermore, document analysis was not noticeable in nature. This instrument saves time and costs because information used is already recorded and events have already taken place. That was the major reason why the researcher has opted to use the document analysis.However, the major drawback of this method is that, it requires a lot of skills and techniques (Robson, 2011). If the records are not documented properly and clearly, it may take a lot of time to understand them and they would require some individuals to clarify them. Still on the drawbacks, attitudes, views and feelings cannot be seen by merely observing a document (Sullivan, 2009). To give more weight to the research study, the researcher did not use this method on its own. She used this method in combination with the interview guide.

3.5.2 INTERVIEW GUIDE

The researcher used the interview guide to generate data from four teachers, five female student dropouts, five female students within the school system as well as the school head or the senior lady teacher. Bush and Burns (2009) define an interview guide as a set of probing questions posed one on one to a subject so as to gain an idea of what the subject thinks about something

and why he or she behaves in a certain way. In other words, an interview can be defined as a planned conversation employed usually between two parties, that is, the interviewer and the interviewee, during which questions are asked and answered orally. Pignataro (2017) asserts that an interview is a conversation with a purpose of generating information.

Interview was one of the commonest and most powerful ways a researcher can use to understand behavior (Daniel, 2015). This method still remains a popular data generation method. The structured interview provides easy administration of the exercise and easy analysis of results. For the purpose of this research study, the semi-structured interview was used. If the interviewee did not get or understand what is needed the researcher could repeat or further explain.

Face to face interviews provided accurate information as to sex and age. There was easy correction of speech; any misunderstanding and mistake were rectified easily in an interview (Rashid &Bappi, 2013). Interviews usually achieve a high response rate. In the same vein, Best and Khan (2006) assert that, an interview provides extensive opportunities for personalization and asking permits a good return of responses. Anderson (2009) also asserted that personal interaction also enables the interviewer to probe into a response that was not clearly stated or even probe for more information or details or given responses.

Furthermore, body language enabled the interviewer to see the level of discomfort, for instance if you are investigating why the student is always absent and late for school, the interviewer can easily tell through facial expression that something amiss is going on. This was supported

by Anderson (2009) who purports that, interviews penetrate deeply enough to provide a true picture of opinions and feelings.

The interviewer informed the interviewee well in advance so that the research generated data that is valid and reliable. According to Cohen and Manion, (2011) appointments ensure that there is no embarrassment on the part of the interviewer and the interviewee. For the purpose of this study, the researcher notified the head well in advance informing him as to when the interview was to be carried out so that the interviewee prepares for it.

Interviews alone are not a sufficient form of data generation instrument to study life (Walford, 2009). On their own interviews cannot produce information that is valid. Since it is a face to face conversation participants did not want to release correct and accurate information, and to do away with the challenge, the method was used with document analysis.

3.5. DATA GENERATION PROCEDURES

Firstly, an introductory letter from Midlands State University Faculty of Education Chairperson was collected. The researcher used the letter to seek for permission from the Ministry of Primary and Secondary Education Zaka District Offices. This was where the researcher was given contact details of the school heads she dealt with. To save time and costs, the appointments were made through the phone. When the researcher was at the school, introductions were done and members concerned were interviewed. A free and conducive

atmosphere was created for interview results to be valid and reliable. After the interviews, the researcher also generated information about the female student drop out from their registers. The responses from all stakeholders were confidentially kept and this information was not disclosed to anybody. In other words, data generated and the names of the respondents were kept confidentially.

3.6. DATA PRESENTATION

Data were generated in an unorganized or haphazard manner. Unorganized data was very difficult to analyze and interpret. Organization of data enabled the researcher to present facts in a simplified form making data easy and simple to understand. The data type and target population determined the techniques employed.

For the purpose of this study, frequency tables as well as descriptions were used. A frequency of a particular data value was the number of times data value occurs. It was useful in the sense that the researcher was able to see what occurs most in a set of data. Pie charts are used to display categorical data. It is a circle which is divided into segments and each segment represent a particular category. The area of each segment is proportional to the number of cases in that category. Organization of data enables one to make sense of the data, make dedications and draw conclusions.

Hence, the data generated from the two schools in Mashingaidze Cluster through the use of document analysis schedule and interview guide was presented in the form of frequency tables,

graphs and pie charts as well as text descriptions. Findings on item by item were recorded and analysis on all items on the interviews and document analysis has been done.

3.7. DATA ANALYSIS

Analysis is a treatment performed on the data that enables one to interpret results (Riegelman, 2012). In the same vein, Olawson (2010) also asserted that data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense, recap and evaluate data. For the purpose of this study, a thematic approach was used. Thematic approach is one of the most common forms of analysis in qualitative design which emphasize, pin pointing, examining and recording patterns or themes within data (Butkatko& Daehler, 2012). Qualitative design according to Lewis (2014) is a form of inquiry that analyzed information conveyed through language and behavior in natural settings.

The major reason of the approach was that, it was not a linear process of simply moving from one phase to the next but it minimally organized data and described it in more detail. The data analysis should be performed through six phases (Braun & Clarke, 2006). The first phase being the familiarization of data. This involves a thorough study of the data generated making notes and highlighting the important points. The notes would assist the researcher on the interpretation of data during analysis. The second phase was the generating of codes which identify and provide a label for a feature of the data that is potentially relevant to the research questions. Thirdly was the searching of themes, at this phase analysis begins to take shape. It involved reviewing coded data to identify areas of similarity and overlap between codes. In addition, exploring of relationships between codes is done and how many themes would work. The fourth phase is reviewing potential themes. On the fifth phase is where defining and

naming of themes is done. At this phase stating clearly what is unique about the theme is all what is expected. Finally, is the sixth phase which is concerned with the final report (Tawa, 2011). This method provided core skills that would be useful in carrying out many other forms of qualitative analysis.

3.8. DATA MANAGEMENT PLAN

This is a formal document that outlines how data is to be handled both during research and after the project is completed. The data generated was stored in files and no other people had access to those files. The data was kept confidentially so the people under study would not feel inferior if they know that their personal information is being exposed to other people. The information or data generated was not kept on only one storage device but in many storage devices in case one fails or is lost. For the purpose of this study, handwritten files and electronic files on a computer were used for the storage of data.

3.9. ETHICAL CONSIDERATIONS

Ethics is an important matter for educational researchers who have human being, often children as their subject of study. These have to do with respect for human beings. Pera and Van Tander in Chiromo, (2009) pointed out that ethics are the standard behavior expected of a group as described in the group's code of professional conduct. Some of the major ethical consideration

includes deception, informed consent, voluntary participation, do no harm, confidentially and anonymity.

3.9.1 Deception

Deception is the act of misleading or wrongly informing someone about the true nature of a situation. The researcher revealed all the information pertaining to the study so that the participants will release the information, knowing the purposes of giving out that information (Mitnik& Simon, 2011).

3.9.2 Informed consent

Informed consent implies that all persons participating in the project should be informed of what is taking place in the project. The purpose and the use of the project should be made clear to all the participants. For the purpose of the study, the researcher explained the reasons of carrying out the study and how the generated information would be used and who is going to benefit from the project (Corrigan, 2009). Participants voluntarily participated. They had the right to withdraw their services anytime they felt like doing so even if the project is not over. To do away with this, the researcher motivated the participants so that they continued to participate throughout the project (Babbie, 2009).

3.9.3 Protection from harm

Furthermore, the research should do no harm to the participants. The harm could either be physical or psychological. This could be pain, stress or invasion of privacy. For instance, if you are carrying out a research on the effects of HIV/AIDS on education, that topic if not handled with utmost care, that can cause psychological harm to participants. The researcher should

carry out the study in such a way that no pain, stress or invasion to privacy is inflicted on all participants (Willis, 2012).

3.9.4 Confidentiality

Confidentiality is another major ethical consideration. Information generated should not be open to unauthorized users, those intended to use the information should have access to it. For the purpose of this, the researcher ensured that the information generated was only viewed by the owner of the information and user and nobody else (Willis, 2012).

3.9.5 Anonymity

Finally, anonymity was another area that needs to be considered. This ensured that the researcher should not disclose any names, addresses and emails pertaining to participants. For the purpose of this study, the researcher would give letters of the alphabet to school names and numeric numbers to project participants.

3.10. SUMMARY.

The research used the qualitative research design which enabled the researcher to understand the world in which she lives. Purposive sampling was used because it allows the researcher to select participants who can supply relevant information. Ten students, five dropouts, eight teachers as well as two heads of schools were the participants. Interview guide which allows the researcher to probe was one of the data generation instruments used. Document analysis guide was also used which enabled the researcher to generate data which is not interfered with. Some of the ethical considerations that were upheld include deception, informed consent, confidentiality and anonymity. The next chapter will present, analyze and discuss the generated data.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The data generated through the interviews and document analysis is going to be presented and analyzed in this chapter. The sub research questions would determine the major areas to be focused on. Table 4.1 is showing biographic data of participants.

4.2 BIOGRAPHIC DATA

Table 4.1 Biographic data of participants

Category	Dropouts	'O' level Female Students	Teachers	School Heads
Sex	5 females	10 females	4 males 4 females	2males
Age	21years –2 22years—3	17years-1 18years-8 19years-1	29years -1male 33years-1male & 4 females 40years -2males	40years 48 years
Qualification			Diploma in Education-5 Bachelor of Education (English)-1 Bachelor of Education (Geography)-2	Masters Degree in Shona-1 Bachelor of Education (Geography)-1
Experience			14years- 6 9years-2	25years 31years

As shown by Table 4.1 there was gender imbalance on the school heads and the students. The gender of the teachers was balanced. Both teachers and heads of schools are quite mature and experienced. The teachers are in a position to guide young students and the heads of schools are mature enough to supervise the teachers.

4.3 SOCIO-ECONOMIC FACTORS THAT CAUSE FEMALE STUDENTS TO DROP OUT.

All the ten students (100%) when interviewed indicated that poverty that led to shortage of school requirements was the major factor causing female students to drop out. All the eight teachers and both heads of schools (100%) supported what students said as indicated below.

One student interviewed indicated that:

When you are from a poor family, most of the basic requirements are inadequate.

When the teachers were also interviewed, one of the teachers said:

Parents from poor socio-economic status cannot pay fees for their children. The children are always turned back home to collect fees missing quite a number of lessons; this automatically affect the child's performance which would lead them to drop out.

All the eight teachers (100%) added that students drop out due to early marriages and unwanted pregnancy. The teachers went on to say that this occurs because the students lack parental guidance since their parents leave them alone in search for work to earn a living. All the ten students (100%) and both school heads (100%) supported what the teachers have said.

One of the teachers said;

Due to economic challenges the country is experiencing, most parents leave children alone going outside the country in search for greener pastures as a result the girl child will engage in premarital sex due to lack of parental care, support and guidance. This will result in early and unwanted pregnancies leading to school dropouts.

One of the school heads said:

Some parents or guardians are equally illiterate to advice the students about education.

All the ten students (100%) indicated that most of the female students drop out of school because a lot of household tasks are shouldered on them that they won't have time to concentrate on their studies. All the eight teachers (100%) and both school heads (100%) supported the point echoed by the students.

One female student said;

Female students from poor families are always overloaded with household work and because of that they come to school exhausted that their attention will be divided and their guardians are equally illiterate to advice them about education.

All the five female dropouts (100%) interviewed outlined that, although the government was providing them with school fees, they did not have enough requirements expected at school so they had to work to earn money in order to get all the basic requirements for them to blend well in the school environment.

When document analysis was carried out, the researcher observed that the students from poor families were always absent from school. This was evidenced by the fact that no record of marks was in the individual progress record book. Their academic performance was not consistence because they missed quite a number of lessons. Most of the drop outs were from poor socio economic families.

The data presented is supported by Naidu & Chinyoka (2014) who propounded that most students who are from poor backgrounds are forced into child labor at early ages to fend for themselves and other family members.

4.4 HOME FACTORS THAT LEAD TO FEMALE STUDENT DROP OUT.

All the ten learners (100%) indicated that female students who drop out are under the care of relatives with their biological parents deceased or separate and the negative attitude of parents towards school are the major factors that lead to female student dropout. The points were supported by all teachers (100%) and both school heads (100%).

One female student said;

Staying with step mothers presents a lot of challenges on school work. They overload you with household tasks that you go to school tired and would not be able to concentrate. No time for home works is given.

Another student when interviewed indicated that:

Parents prefer paying fees for all boy children in the family before they pay for girls arguing that girls will soon marry before they enjoy the fruits of paying fees.

From the document analysis, two out of five dropouts (40%) were staying with step mothers and three out of five dropouts (60%) were orphans staying with relatives. When interviewed, they were of the idea that the guardians they stay with overload them with work, they do not give them time to do school work, and they do not provide them with the basic requirements to learn.

One dropout who was staying with a step mother said;

I was staying with my step mother. My father is a truck driver. When he was away on foreign trips, my step mother sends me into the street to sell grass brooms. I will be ordered to bring home at least five dollars and if that did not happen, I will be in trouble. So I decided to leave home and school to work so that I earn a living.

One teacher when interviewed said:

More than 80% of female students who drop out of school are orphans who lack parental care, support and guidance.

A male teacher from another school echoed that:

Six female students drop out in 2017 because of early pregnancy and four of them were orphans and two had their parents working in South Africa.

Another teacher also pointed out that:

The attitude of parents towards school also plays an important role in the education system. Some parents do not encourage and support their children on education issues.

One school head said:

Most of the students who drop-out are under the care of relatives, with their biological parents either deceased or separate. When financial constraints hit the families, the guardians end-up prioritizing their own children and withdraw school funding from their foster children.

When the registers and the individual progress records were observed and analyzed, the researcher found out that of the ten students who dropped out in 2017, six of them (60%) were orphans staying with relatives. The dropout rate for female students who are orphans and staying with step mothers was quite high. Jain (2008) also asserted that high school dropout rate of students from divorced parents is two times higher than students from married couples.

4.6 SCHOOL FACTORS THAT CAUSE FEMALE STUDENTS TO DROP OUT OF SCHOOL.

All the ten students (100%) who were interviewed pointed out that the school should create a conducive learning environment if it is to retain female students in class. All teachers (100%) as well as both school heads (100%) supported what the students said.

 One school head said:

A conducive teaching and learning environment is one in which teachers and pupils develop harmonious relationships with each other.

 All the ten students (100%) also indicated that during menstruation periods, female students have nowhere to bath or change their pads so they prefer to stay at home which will affect their academic performance. All the female teachers (100%) interviewed also supported the idea portrayed by the female students.

 Another lady teacher also pointed out that;

Lack of proper sanitation facilities lead to female student's dropout. During their menstruation periods they absent themselves from school because they do not have bathing rooms for them to bath and change their sanitary pads.

All the ten students (100%) also indicated that teachers have a negative attitude towards the female students. Another school head was of the view that a poor relationship between teachers, students and among peers was a major factor leading to female student dropout.

Two of the students echoed:

Teachers have a negative attitude towards the girl child. The treatment given to boys is different from the treatment given to girls.

One of the students commented;

The high number of learners against teachers. Male teachers pay more attention to male students and this will affect the girl child.

All the ten students (100%) interviewed provided that distance walked from home to school and back is a school factor contributing to ordinary level female students dropping out of school. All the eight teachers (100%) also added that sometimes discrimination of pupils due to health or economic status affected other pupils' motivation to keep on attending school and thus choose to drop out. Both school heads (100%) agreed with what the students and teachers have said. One out of two school heads (50%) pointed out the issue of the introduction of certain topics like the children and human rights make it very difficult for teachers as well as school heads to control the students.

Another school head (50%) also echoed that:

There is now too much freedom on the part of the students.

Furthermore, all the ten female students (100%) provided that poor teaching methods combined with unclear future employment prospects were some factors causing ordinary level female students to drop out of school. All the five female dropouts (100%) agreed with what the female students said and also pointed out that the school curriculum did not meet their needs and interests.

One student said;

Most of the matter they teach us will never apply in our lives…they ignore the fact that -people have different abilities and talents and thus must be taught differently.

All the female students, teachers as well as both heads (100%), noted that an unfavorable environment, poor sanitation facilities as well as the distance from home to school as the major causes of female students drop out. In support of the above arguments, Pate and Gould (2012) asserts that an open and a good atmosphere increase the chances of students to learn and lower the student dropout rate. Child Friendly Manuals by UNICEF (2009) also advocates that female students were often absent from class during menstruation period and frequent absence leads to poor academic achievement which also paves a way to drop out in general. Hannath (2014) and Juneja (2016) also said that distance from home to school can place the female student at risk and cause her to drop out of education.

4.6 THE ATTITUDES OF FEMALE STUDENTS TOWARDS SCHOOL

All the eight teachers (100%) interviewed pointed out that most of female students have a negative attitude towards school work. They waste much of their time on make-up and chatting with their boyfriends during learning time. They don't commit themselves to school work. These teachers also added that female students have a misconception that they would get married and improve their status even if they do not proceed with education. That misconception would lead to early unwanted pregnancy. Both the school heads (100%) also supported the ideas because they found most girls falling in love with married man.

One of the teachers interviewed said;

When they are in form one and two they are interested in school work but when they are in form three and four they will be paying more attention to their developments, how they look and other matters other than school work

Another teacher said;

Most of the students may miss lessons, do not work on tasks assigned to them by their teachers and they do not even hand in their books for marking.

One of the school heads said;

Their performance decreases honestly when they reach adolescence so they need counseling and guidance for them to cope up well with their studies.

From the documents, it was observed that girls absent themselves from school for a greater number of days. In addition, female students' performance decreases as they grow older. Only a few female students' performance would improve as they approach their ordinary level.

Female students have negative attitudes towards school. UNICEF, (2009) argues that it is false to assume that getting into marriage will always lead to prosperity. Augustine, (2010) adds that higher education is constantly associated with a higher likelihood of marriage whereas less education is associated with high likelihood of divorce. Levesque (2010) also purports that if beliefs enslaving the girl child are not challenged, the rate of female student's dropout is likely to increase adversely, affecting nation building and progress.

4.7 THE EFFECTS OF FEMALE STUDENT DROP OUT.

All the students (100%) when interviewed indicated that dropping out of school would result in lack of employment opportunities and anti social behavior. This was also supported by all teachers (100%) and both school heads (100%)**.**

One student commented;

Lack of employment opportunities result in dropping out of school.

One teacher said;

Anti social behavior which includes beer drinking, smoking and pre-marital sex are some of the factors that results from dropping out from school.

All the eight teachers (100%) when interviewed noted that dropping out from school results in high risks of HIV/AIDS and poor health standards in general. Both school heads (100%) and all the students (100%) agreed with the teachers.

One of the students said;

Female student who drop out school early are at the high risk of contracting HIV/AIDS.

All the eight teachers (100%) noted that high drop out of students lead to underdevelopment of the country. Both heads (100%) when interviewed, agreed with the sentiments echoed by their teachers. They went on to say that high dropout affects enrolment and results in wastage on the part of the government for example if precipitate grant for 200 students out of the 200 drop out the amount for the 10 students is considered as wastage and teachers are more likely to be overstaffed when learners continue to drop out.

All the ten students (100%) and all five the dropouts (100%) when interviewed said that poverty, early and unwanted pregnancy was a result of dropping out of school. No one who drops out of school would get formal employment and if you are not employed life would be difficult for you.

Documents revealed that low academic performance was as a result of absenteeism. Poor academic performance paves a way to school dropout.

From the presented data, most female students who drop out of school engaged in premarital sex activities which resulted in high early and unwanted pregnancies; this also led to the high risk of HIV/AIDS. This was supported by Fisher (2012) when he echoed that dropout rate set a bad example to the young in the community as they engage in beer drinking, prostitution, drug abuse and theft. In addition, the government resources are also wasted. Francis (2016)

also has this to say, money wasted and lost through someone who does not complete an education cycle cannot be recovered and means a loss of resources by the government.

4.8 SUMMARY

The data presented revealed that poverty, death or separation of parents, unfavorable learning conditions, poor sanitation facilities, lack of parental care, proper counseling and guidance are the major causes of female student drop out. The distance of school from home and the negative attitude of both parents and students towards education also influence female students to drop out. The effects revealed being lack of employment opportunities, underdevelopment of a country, antisocial behavior as well as poor health standards. The following chapter five will consider the summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter sums up the findings on factors causing ordinary level female students to drop out of school and the effects this could have in Zaka District. Presented herein is the summary of study, conclusions followed by the recommendations which can be employed by the Ministry of education, Provincial and District School Inspectors, school heads, teachers, parents as well

as students themselves to improve the dropout rate of ordinary level female students. Also included are the effects of female students' dropout.

5.2 SUMMARY

The researcher was motivated to carry out the study on factors causing 'O' Level female students to drop out of school and the effects this could have in Zaka District. The continuous increase of ordinary level female student's dropout rate has led the researcher to carry out the research study. Educating female students has a very strong positive impact on the development, health standards of a nation, employment opportunities as well as creating a socially and morally upright individual. The major limitations were time and cost. Since the researcher is a full time teacher and housewife she had no enough time to work thoroughly on the project. Cost was also a challenge in the sense that the research had to pay for typing, printing and communication with the supervisor. She also had to travel to discuss with the supervisors on areas that needed clarification.

Literature was reviewed using research questions as themes. The research questions of the study discussed were the socio economic status, home factors, and school factors as well as to evaluate the attitude of female students towards education. Poverty was the main reason behind students dropping out of school at ordinary level (Fraiser, 2013; Amarat & Valdez, 2017; Donald et al, 2010; Chinyoka & Naidu, 2013). Home factors such as unpredictable home environment, death of parents, divorce or separation of parents, domestic quarrels by parents as well as child neglect and unstable homes also contributed to the problem of female students dropping out school (O Neil, 2012; Chinyoka, 2013; Jain, 2008; Huss, 2008; Ambasa, 2009).In addition, school factors contributing to students dropping out of school include, lack of facilities, high teacher pupil ratio, labelling and stigmatization and the negative attitude of both

teachers and learners towards school (Madison, 2016; Snowman & Bichler, 2012; Pate & Gould, 2012). The dropout problem has not only become a threat to the child's life but to the nation as a whole (Levesque, 2010; Osulah, 2012; Fisher, 2012; Sard, 2008).

The qualitative research design was used and it enabled the researcher to understand the world in which we live in and why things are the way they are. Data were generated from twenty-five participants. The participants were purposively selected and they included five dropouts, ten students, eight teachers and two heads of schools. Interview guide and document analysis were the data generation instruments. Interview guide allowed the research to probe further and seek clarification on issues raise, whereas document analysis enables the researcher to have actual information recorded over a period of time.

5.3 CONCLUSIONS

The major factors and effects are listed below:

5.3.1 Poverty and shortage of school resources are the major socio economic factors that lead to female student dropout

5.3.2 Death and separation of parents are also prominent issues on the home factors. Orphans lack parental care, guidance, and support and as a result they dropout before completing their education cycle. Early and unwanted pregnancy result from lack of parental guidance and support as well as poverty

5.3.3 Poor sanitation facilities at the school lead to female student dropout.

5.3.4 The negative attitude of female students towards school also lead to female student drop out. They pay more attention to their beauty rather than school work.

5.3.5 The level of unemployment increases, underdevelopment of the country, antisocial behaviour and poor health standards are the effects of drop out.

5.5 RECOMMENDATIONS

In light of the conclusions above, the following recommendations were made;

5.5.1 Basic Education Assistance Module should cater for all students from poor families.

5.5.2 Schools should involve female students in fund raising activities.

5.5.3 School heads as well as teachers should act as local parentis in guiding and counselling the students.

5.5.4 School heads and teachers should work hand in glove so as to provide proper sanitation facilities.

5.5.5 Female teachers should act as role models so that students would emulate them.

5.5.6 The Ministry of education should have more career day workshops in accessible places for all the students to benefit.

5.5.7 The researcher also recommends the research study to be carried out at district level.

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APPENDIX A

LETTER FROM THE CO LLEGE

MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

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

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES

03 January 2018

TO WHOM IT MAY CONCERN

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

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

Your co-operation and assistance is greatly appreciated.

Thank you

....

Dr. C. Manyumwa
(Chairperson – Educational Foundations Management and Curriculum Studies)

APPENDIX B

LETTER FROM THE MINISTRY

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

ZIMBABWE

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

08 January 2018

Ruzvidzo Dudzai
9583 Cary Street
Rhodhene
Masvingo

Re: **PERMISSION TO CARRY OUT RESEARCH IN MASVINGO PROVINCE:
ZAKA DISTRICT: MUTIMWI AND CHINYARADZA SECONDARY SCHOOLS**

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

"THE FACTORS CAUSING ORDINARY FEMALE STUDENTS TO DROP OUT OF SCHOOL AND THE EFFECTS THIS COULD HAVE IN ZAKA DISTRICT."

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

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education by 31 December 2018

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

MIN. OF PRY. & SEC. EDUCATION
POLICY PLANNING RESEARCH
AND DEVELOPMENT
0 8 JAN 2018
P.O. BOX CY 121, CAUSEWAY
ZIMBABWE

APPENDIX C

INTERVIEW GUIDE FOR SCHOOL HEADS

INTERVIEW GUIDE FOR SCHOOL HEADS

My name is Ruzvidzo Dudzai and I am studying towards a Bachelor of Education Degree with Midlands State University. As part of my studies, I am required to carry out a research project. The title of the research is, **Factors causing ordinary level female students to drop out of school and the effects this could have in Zaka District**. May you answer questions in this interview guide? Your participation in this study is greatly appreciated. All the information that you provide is strictly confidential and shall be used for this research purposes only.

1. What are socio –economic factors that cause female students to drop out of school?

2 .Which home factors are causing female students to drop out of school?

3. What are the school factors causing Female students to drop out of school?

4. What is the attitude of female students towards school?

5. What are the effects of female students drop out in Zaka District?

INTERVIEW GUIDE FOR TEACHERS

My name is Ruzvidzo Dudzai and I am studying towards a Bachelor of Education Degree with Midlands State University. As part of my studies, 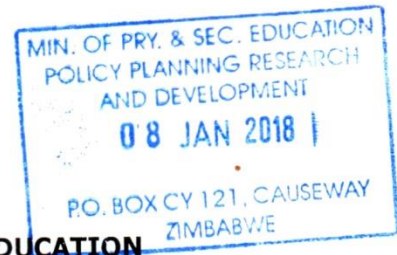I am required to carry out a research project. The title of the research is, **Factors causing ordinary level female students to drop out of school and the effects this could have in Zaka District**. May you answer questions in this interview guide? Your participation in this study is greatly appreciated. All the information that you provide is strictly confidential and shall be used for this research purposes only.

1. What are socio –economic factors that cause female students to drop out of school?

2 .Which home factors are causing female students to drop out of school?

3. What are the school factors causing Female students to drop out of school?

4. What is the attitude of female students towards school?

5. What are the effects of female students drop out in Zaka District?

APPENDIX E

INTERVIEW GUIDE FOR STUDENTS

INTERVIEW GUIDE FOR FEMALE STUDENTS

My name is Ruzvidzo Dudzai and I am studying towards a Bachelor of Education Degree with Midlands State University. As part of my studies, I am required to carry out a research project. The title of the research is, **Factors causing ordinary level female students to drop out of school and the effects this could have in Zaka District.** May you answer questions in this interview guide? Your participation in this study is greatly appreciated. All the information that you provide is strictly confidential and shall be used for this   research purposes only.

1. What are socio –economic factors that cause female students to drop out of school?

2. Which home factors are causing female students to drop out of school?

3. What are the school factors causing Female students to drop out of school?

4. What is the attitude of female students towards school?

5. What are the effects of female students drop out in Zaka district?

APPENDIX F

INTERVIEW GUIDE FOR DROPOUTS

INTERVIEW GUIDE FOR FEMALE STUDENT DROPOUTS.

My name is Ruzvidzo Dudzai and I am studying towards a Bachelor of Education Degree with Midlands State University. As part of my studies, I am required to carry out a research project. The title of the research is, **Factors causing ordinary level female students to drop out of school and the effects this could have in Zaka District.** May you answer questions in this interview guide? Your participation in this study is greatly appreciated. All the information that you provide is strictly confidential and shall be used for this research purposes only.

1. Was the reason for leaving school home based or school based?

2. What was the reason at school or home that caused you to leave school?

3. What is your attitude towards school?

4. How is your life proceeding now that you are out of school?

5 .Given the opportunity, do you still like to go back to school?

APPENDIX G

DOCUMENT ANALYSIS GUIDE

DOCUMENT ANALYSIS SCHEDULE

My name is Ruzvidzo Dudzai and I am studying towards a Bachelor of Education Degree with Midlands State University. As part of my studies, I am required to carry out a research project.

The title of the research is, **Factors causing ordinary level female students to drop out of school and the effects this could have in Zaka District.** May you answer questions in this interview guide? Your participation in this study is greatly appreciated. All the information that you provide is strictly confidential and shall be used for this research purposes only.

Date;---

TIME;---

Teachers' files, individual progress record books and attendance registers are going to be used

1.Qualifications and experience of teachers

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....
....

2.Number of drop outs and their ages.

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....
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3.Family income and guardianship

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4.Health status of students.

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5.Academic performance of students

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....
....

6.Frequency of absenteeism reasons for dropping out

....
....
....

APPENDIX   H

TURNITIN REPORT

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

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