



Strategies for Managing Truancy and Dropout Rates in Secondary Schools: A Study in Temeke Municipality, Tanzania

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ABSTRACT: Truancy and dropout rates pose significant challenges to secondary education globally, with severe implications for educational equity and outcomes. This study investigates the causes, impacts, and management strategies for truancy in secondary schools within Temeke Municipality, Dar es Salaam, Tanzania. Using a mixed-methods approach, data were collected from 336 respondents, including students, teachers, parents, school heads, and local government officials. Findings reveal socioeconomic hardships, poor school environments, and inadequate parental involvement as primary contributors to truancy. The study underscores effective strategies such as school attendance monitoring, positive discipline, and fostering collaboration between schools and communities. Recommendations include infrastructure improvement, capacity-building for teachers, and enhanced stakeholder engagement to address systemic issues and promote student retention.

KEY WORDS: Truancy, Dropout, Secondary Education, Tanzania, Parental Involvement, School Environment, Attendance Strategies

1. INTRODUCTION

Truancy and dropout rates are critical challenges confronting educational systems worldwide, particularly in secondary schools, where sustained attendance is essential for academic success and future socioeconomic mobility. In Tanzania, the urban district of Temeke Municipality is no exception, experiencing persistent truancy and dropout rates that undermine the national goal of providing quality education for all. These issues not only disrupt individual learning trajectories but also hinder broader societal development, as education is a cornerstone for human capital formation and economic progress (UNESCO, 2016). Addressing these challenges is vital for fostering equity and ensuring that no student is left behind, as emphasized in Tanzania's Education and Training Policy (URT, 2014).

Several factors contribute to truancy and dropout in Temeke Municipality, including socioeconomic hardships, poor school environments, and inadequate parental engagement. Poverty is a dominant factor, forcing many students to prioritize household responsibilities or income-generating activities over schooling (Senkoro, 2020). Additionally, substandard infrastructure—such as the absence of libraries, laboratories, and safe school environments—compounds the issue, discouraging attendance and promoting disengagement. Parental involvement is also limited, with many families unaware of their roles in supporting consistent school attendance (Mwangi & Ireri, 2017). These intertwined issues demand a multifaceted approach to effectively mitigate their impact.

While international research highlights interventions such as school-based mentorship programs, parental training workshops, and community engagement initiatives (Garcia, Moreno-Morilla, & Cavazos-Ruiz, 2022), their application in the Tanzanian context remains underexplored. Locally, existing efforts, including fee-free education policies, have had limited success in curbing absenteeism due to implementation gaps and systemic challenges (Shukia, 2020). Understanding the unique dynamics of truancy in Temeke Municipality is essential for developing targeted strategies that address both individual and structural factors influencing student attendance.

The primary objective of this study is to investigate the causes and management strategies of truancy and dropout rates in secondary schools within Temeke Municipality. Specifically, the research aims to (1) identify school-based practices that mitigate absenteeism, (2) assess the role of local government in supporting school retention efforts, (3) explore the contributions of parents to student attendance, and (4) propose evidence-based strategies to enhance student retention and engagement. These objectives provide a framework for actionable solutions to address the complex issue of truancy and dropout in urban Tanzania.

2. LITERATURE REVIEW

This section provides a theoretical foundation and empirical context for understanding truancy and dropout management in secondary schools. The theoretical framework situates the study within established educational and psychological theories, while the empirical review examines global and local evidence on the factors influencing truancy and effective management strategies.

Theoretical Framework

This study is grounded in Bronfenbrenner's Ecological Systems Theory and Maslow's Hierarchy of Needs, both of which offer nuanced insights into the factors influencing truancy and dropout.

Bronfenbrenner's Ecological Systems Theory (1979) emphasizes the interplay of multiple systems—microsystem, mesosystem, exosystem, and macrosystem—in shaping an individual's behavior and development. In the context of truancy, the microsystem encompasses immediate relationships such as family, peers, and teachers, which significantly influence a student's decision to attend school. For instance, unsupportive parents or negative peer influences can foster disengagement, while caring teachers and positive peer relationships can motivate attendance. The mesosystem highlights the interactions between these elements, such as school-family partnerships. Weak collaboration between schools and parents often exacerbates absenteeism (Mwangi & Ileri, 2017). The exosystem and macrosystem, which include broader societal factors like local government policies and cultural attitudes toward education, also play a critical role. For example, systemic poverty and cultural norms prioritizing work over education create barriers to sustained attendance in Tanzania (Senkoro, 2020).

Maslow's Hierarchy of Needs (1943) complements this framework by focusing on the individual's internal drivers. Maslow argues that unmet physiological and safety needs—such as hunger, lack of shelter, or exposure to violence—hinder students' ability to engage in learning. In Tanzania, students from impoverished households often miss school due to inadequate meals or unsafe environments during their commutes (Shukia, 2020). Beyond basic needs, psychological factors such as belongingness and esteem also influence attendance. Schools with inclusive environments and positive teacher-student interactions foster a sense of belonging, reducing truancy risks (James, Davies, & Woods, 2021).

These theories collectively underscore the multifaceted nature of truancy and dropout, highlighting the need for interventions that address both immediate and systemic factors. They align with this study's focus on examining the roles of schools, parents, and local governments in creating environments conducive to sustained attendance.

Empirical Evidence

Research globally underscores the complexity of truancy and dropout, which are influenced by socioeconomic, institutional, and personal factors. For instance, Lin, Chen, and Lai (2023) found that poverty is a dominant predictor of absenteeism in Taiwan, with economically disadvantaged students more likely to prioritize work or family responsibilities over education. Similarly, a study in Mexico by Garcia, Moreno-Morilla, and Cavazos-Ruiz (2022) revealed that improving school environments through mentorship programs and extracurricular activities reduced absenteeism by 30%. These findings emphasize the importance of creating supportive school climates and addressing economic barriers to education.

Parental involvement also emerges as a critical determinant of student attendance. A meta-analysis by Epstein (2020) across multiple countries found that students whose parents actively engaged in their education had 40% higher attendance rates than their peers. In Kenya, Mwangi and Ileri (2017) reported that community-led parenting workshops significantly improved parental involvement, which in turn reduced truancy. However, socioeconomic constraints often hinder such engagement, especially in low-income settings.

School-based interventions have shown varying levels of success. For example, a study in South Africa by Mayet, Mastenbroek, and Swartz (2022) demonstrated that introducing guidance and counseling programs increased attendance by 25%. In Tanzania, similar initiatives face challenges due to limited resources and trained personnel (Senkoro, 2020). This highlights the need for context-specific solutions that leverage local resources while addressing systemic gaps.

In Tanzania, the interplay of systemic and localized factors exacerbates truancy and dropout. Despite the government's fee-free education policy, hidden costs such as uniforms, transportation, and learning materials remain significant barriers for low-income families (Shukia, 2020). Additionally, the lack of adequate school facilities—such as libraries, laboratories, and sports fields—discourages attendance, particularly in urban areas like Temeke Municipality (URT, 2014).

Teacher-student relationships play a pivotal role in managing truancy. A study by Haruni and Mafwimbo (2020) found that supportive teachers who engage students both academically and personally reduce dropout rates. Conversely, negative experiences such as corporal punishment or teacher absenteeism contribute to disengagement. This underscores the importance of capacity-building initiatives to equip teachers with positive disciplinary techniques and mentorship skills.

Local governments also have a significant but underutilized role in truancy management. Research by Wunsch (2021) in West Africa highlighted that effective collaboration between local councils and schools can improve attendance by addressing structural issues such as infrastructure deficits and community awareness. In Tanzania, however, weak coordination and resource allocation at the ward level hinder these efforts, leaving schools to tackle truancy in isolation (Senkoro, 2020).

While many studies focus on individual or institutional factors, there is limited research on integrated approaches that involve multiple stakeholders. Recent evidence suggests that combining school-based interventions with parental training and local government support yields the most sustainable results (James et al., 2021). However, such approaches are rare in Tanzania, where systemic challenges like funding delays and policy fragmentation persist.

Moreover, the role of extracurricular activities in fostering engagement and retention remains underexplored. James et al. (2021) demonstrated that students participating in clubs and sports had a higher sense of belonging, which correlated with improved attendance. Similar programs in Tanzania could be scaled up with adequate investment and teacher support.

The theoretical and empirical insights presented highlight the multifactorial nature of truancy and dropout, necessitating comprehensive solutions. Bronfenbrenner's and Maslow's frameworks emphasize the interconnected systems influencing attendance, while global and local evidence underscores the effectiveness of tailored interventions. This study builds on these insights by exploring how school practices, parental involvement, and local government coordination can be optimized to address truancy in the Tanzanian context.

3. METHODOLOGY

This study utilized a mixed-methods research design to explore strategies for managing truancy and dropout rates in Temeke Municipality, Dar es Salaam. Combining quantitative and qualitative approaches enabled a comprehensive understanding of the phenomenon. Data were collected from a purposive sample of 336 participants, including students, teachers, school heads, parents, and local government officials, ensuring diverse perspectives were represented.

Questionnaires were distributed to students, teachers, and school heads to gather quantitative data on attendance patterns and management practices. Semi-structured interviews with parents and local officials provided qualitative insights into the causes of truancy and the effectiveness of interventions. Documentary reviews of attendance records and policy documents supplemented primary data and offered contextual background.

Quantitative data were analyzed using descriptive statistics in SPSS, while qualitative data were examined thematically, identifying key patterns related to socioeconomic factors, parental involvement, and school practices. Ethical clearance was obtained, and all participants gave informed consent, ensuring confidentiality and voluntary participation.

4. FINDINGS AND DISCUSSIONS

4.1 School-Based Practices for Managing Truancy

The findings indicate that schools in Temeke Municipality utilize several practices to address truancy, though the effectiveness of these measures is constrained by systemic and resource-related challenges. Attendance monitoring systems emerged as the most common intervention, with 68% of teachers and school heads reporting that daily roll calls and attendance tracking enabled them to identify at-risk students early. While such systems were effective in facilitating timely interventions, such as counseling and parental engagement, their success was hampered by the high student-to-teacher ratio, which averaged 60:1. Teachers noted that these large class sizes limited their ability to provide individualized support to at-risk students, leading to inconsistent outcomes.

Extracurricular activities were another strategy employed by schools to foster a sense of belonging and reduce absenteeism. Activities such as sports, drama, and debate clubs were highlighted by 54% of respondents as effective tools for improving attendance. Students who participated in these activities reported feeling more motivated to attend school, as they provided an outlet for self-expression and a sense of community. However, the availability of such programs was uneven, with resource-constrained schools unable to offer consistent extracurricular opportunities. Similarly, mentorship programs, where teachers provided guidance and support to struggling students, were implemented in 42% of schools. These initiatives strengthened teacher-student relationships and improved attendance rates, though their reach was limited due to the lack of formal training for teachers and insufficient funding.

Disciplinary practices varied widely across schools. While some schools adopted positive disciplinary measures such as behavior contracts and counseling, 38% of students reported experiencing corporal punishment. These punitive measures were identified as a significant deterrent to attendance, with many students expressing fear and resentment toward the school environment. Additionally, infrastructure deficiencies were a major barrier, with 71% of schools lacking essential facilities such as libraries, laboratories, and recreational spaces. Students indicated that such inadequacies made the school environment uninviting, contributing to disengagement and absenteeism.

These findings align with Bronfenbrenner's Ecological Systems Theory, which highlights the critical role of the microsystem in shaping student behavior. Schools that foster positive interactions and supportive environments can mitigate the negative influences of external systems, such as family or community challenges. By addressing students' need for belonging and esteem, as outlined in Maslow's theory, interventions such as extracurricular activities and mentorship programs can reduce absenteeism and promote engagement. However, the persistence of corporal punishment and infrastructure gaps undermines these efforts, reflecting systemic barriers that prevent schools from fully addressing truancy. Globally, studies such as Garcia et al. (2022) have

demonstrated the efficacy of extracurricular and mentorship programs in reducing absenteeism by 30%, suggesting that scaling up such initiatives in Temeke Municipality could yield significant improvements.

4.2 Role of Local Government in Supporting Schools

Local governments play a critical role in addressing truancy, but their contributions in Temeke Municipality were found to be inconsistent and limited by systemic challenges. Infrastructure development was one of the primary areas of government intervention, with local authorities responsible for constructing classrooms and providing desks and learning materials. However, 63% of school heads reported frequent delays in receiving funds, which disrupted infrastructure projects and left many schools with overcrowded and poorly maintained facilities. For instance, several schools reported classrooms with over 70 students, making it difficult to implement effective teaching and attendance-tracking practices.

Community sensitization campaigns were another area of government intervention. These campaigns aimed to raise awareness among parents and communities about the importance of education and the detrimental effects of absenteeism. While effective in increasing enrollment rates in targeted areas, these campaigns were conducted sporadically and lacked follow-up mechanisms to sustain their impact. Ward-level education officers acknowledged that limited budgets and personnel constrained their ability to conduct regular outreach activities.

Policy enforcement was another area of concern. While local governments are tasked with implementing truancy policies, such as holding parents accountable for their children's attendance, 71% of respondents noted weak enforcement. Schools reported limited interaction with ward education officers, who rarely visited to monitor attendance or provide support. This lack of coordination and accountability weakened the effectiveness of policy interventions.

These findings underscore the indirect influence of the exosystem in Bronfenbrenner's framework, where local governments shape the school environment through policies and resource allocation. Delayed funding and weak coordination undermine the exosystem's role in supporting schools, leaving them to address truancy with insufficient resources. Wunsch (2021) observed similar challenges in decentralized systems across Sub-Saharan Africa, where weak governance structures hindered the implementation of education policies. From Maslow's perspective, inadequate local government support compromises students' physiological and safety needs, such as secure and well-equipped learning spaces. Addressing these gaps requires improved accountability, timely funding, and enhanced collaboration between schools and local governments.

4.3 Contributions of Parents to Truancy Management

Parental involvement was found to be a critical factor in managing truancy, though engagement levels varied widely. Parents who actively monitored their children's attendance and academic progress played a significant role in reducing absenteeism. Schools that held regular parent-teacher meetings and conducted home visits for at-risk students reported better attendance rates. For example, one school implemented monthly parent-teacher meetings and observed a 20% reduction in truancy within one academic year. However, only 47% of parents reported regular engagement, citing financial and time constraints as major barriers to participation.

A significant gap in parental awareness was also evident, with 36% of parents believing that education was solely the responsibility of teachers. Socioeconomic challenges further limited parental involvement, particularly in low-income households, where parents struggled to afford transportation to school meetings or basic educational materials. Education officials noted that parental engagement was often strongest in middle-income families, where parents had the resources and time to support their children's education.

These findings highlight the importance of the microsystem in Bronfenbrenner's framework, where parental involvement directly influences students' educational outcomes. Active parental engagement strengthens the mesosystem by fostering collaboration between families and schools, creating a supportive environment for students. However, the findings reveal significant gaps in parental capacity, consistent with Mwangi and Ileri's (2017) observations in Kenya, where similar barriers hindered parental participation. Addressing these gaps requires targeted interventions to educate parents on their roles and provide socioeconomic support. Maslow's theory further reinforces the need to address these constraints, as they directly impact students' ability to meet their basic and psychological needs. Structured parental training programs, such as those studied by Epstein (2020), have proven effective in increasing attendance and reducing absenteeism, offering a model for potential adoption in Temeke.

4.4 Strategies for Enhancing Student Retention

The study identified several strategies to improve student retention, emphasizing a coordinated, multi-stakeholder approach involving schools, parents, and local governments. These strategies aim to address both systemic barriers and individual challenges that contribute to truancy and dropout rates in secondary schools in Temeke Municipality.

Infrastructure Development emerged as the most frequently mentioned priority. Respondents emphasized the need for well-equipped libraries, laboratories, and recreational facilities to create a conducive learning environment. Of the school heads surveyed, 74% indicated that inadequate infrastructure was a significant factor contributing to truancy, as students were less motivated to attend schools with poor facilities. Students echoed these sentiments, noting that the absence of basic amenities like

clean toilets and secure classrooms negatively affected their willingness to attend school regularly. Improving infrastructure addresses students' physiological needs, as emphasized by Maslow, by ensuring that their learning environments are physically comfortable and safe.

Teacher Capacity Building was another key recommendation. Teachers noted that their ability to manage at-risk students was often constrained by a lack of training in areas such as mentorship, positive discipline, and inclusive teaching methods. Only 28% of teachers reported having received training on strategies for managing truancy and dropout. Participants highlighted the importance of professional development programs to equip teachers with the skills needed to provide individualized support to struggling students. This finding aligns with Garcia et al. (2022), who demonstrated that schools with trained teachers implementing mentorship programs reported a 35% reduction in absenteeism. Effective teacher training also strengthens the microsystem, as skilled educators are better positioned to create supportive and engaging classroom environments.

Parental Engagement Programs were recommended as a means of addressing gaps in family-school collaboration. Structured workshops to educate parents about their roles in supporting attendance were identified as essential. Schools that had implemented parental training programs reported increased parental involvement and reduced absenteeism. For instance, one school introduced a monthly workshop focusing on parental strategies for monitoring homework and attendance, resulting in a 20% improvement in overall attendance rates within a year. These programs also address Maslow's psychological needs, as parents are better equipped to foster a sense of belonging and support at home, creating a stronger mesosystem, as per Bronfenbrenner's theory.

Enhanced Policy Enforcement at the local government level was also highlighted as critical. Delayed funding and weak accountability mechanisms were cited as major barriers to implementing effective truancy management strategies. Strengthening the enforcement of policies that hold parents accountable for absenteeism and ensuring the timely disbursement of funds for school projects were among the key suggestions. Schools reported that when local government authorities actively engaged with them, outcomes improved, particularly in terms of resource allocation and community sensitization campaigns. These findings align with Wunsch's (2021) observation that effective policy enforcement and resource allocation by local governments significantly improve attendance in Sub-Saharan Africa.

Community Partnerships were identified as a sustainable approach to supplementing resources and enhancing student retention. Collaborations with non-governmental organizations (NGOs), local businesses, and community groups provided schools with additional resources and support for extracurricular programs. For instance, one school partnered with a local NGO to establish a mentorship program for female students, which reduced absenteeism by 25%. Such partnerships extend Bronfenbrenner's exosystem, where external organizations contribute to creating a supportive educational environment.

These strategies collectively address the interconnected factors contributing to truancy and dropout, spanning the individual, family, school, and community levels. Improving infrastructure and teacher capacity directly enhances the microsystem, while parental engagement strengthens the mesosystem, and policy enforcement and community partnerships bolster the exosystem. From Maslow's perspective, addressing physiological needs (e.g., infrastructure) and psychological needs (e.g., belonging and esteem) creates the conditions necessary for students to thrive academically. The integration of these strategies aligns with global evidence by James et al. (2021), who demonstrated that multi-stakeholder approaches combining school, family, and community interventions significantly improve attendance and retention.

5. THEORETICAL AND EMPIRICAL IMPLICATIONS OF THE STUDY'S FINDINGS

The findings of this study reaffirm and extend the theoretical underpinnings of Bronfenbrenner's Ecological Systems Theory and Maslow's Hierarchy of Needs, providing insights into their application in addressing truancy and dropout rates in secondary schools.

Bronfenbrenner's Ecological Systems Theory emphasizes the interaction between various systems—microsystem, mesosystem, and exosystem—in shaping human behavior. The study's findings underscore the critical role of the microsystem, particularly the school environment, in influencing student attendance. Positive practices within schools, such as mentorship programs and extracurricular activities, foster supportive relationships that mitigate the impact of negative external factors. These findings reinforce Bronfenbrenner's assertion that strengthening the microsystem can create protective buffers against challenges in other systems, such as socioeconomic constraints within the family.

The study also highlights gaps in the exosystem, particularly in the coordination and resource allocation roles of local governments. Inconsistent funding and weak policy enforcement undermine the ability of schools to address truancy effectively. This finding aligns with broader critiques of decentralized education systems in low-resource settings, as observed by Wunsch (2021). By illustrating how systemic barriers in the exosystem ripple through to the microsystem, the study contributes to a more comprehensive understanding of how inter-system dynamics affect educational outcomes.

Maslow's Hierarchy of Needs provides a complementary lens for interpreting the findings. The study demonstrates that unmet physiological needs—such as inadequate infrastructure—and psychological needs, including a lack of belonging and self-esteem, are critical drivers of truancy. Practices that address these needs, such as improving school facilities and fostering inclusive

environments, were associated with better attendance rates. However, the persistence of punitive disciplinary measures and resource shortages highlights the systemic barriers to fulfilling these needs. The findings expand Maslow's theory by emphasizing the importance of aligning interventions with students' holistic needs, particularly in resource-constrained settings like Temeke Municipality.

Empirically, the study adds to the growing body of literature on truancy and dropout management in Sub-Saharan Africa. It highlights the effectiveness of targeted interventions, such as attendance monitoring, extracurricular engagement, and mentorship programs, in reducing absenteeism. These findings align with global evidence from Garcia et al. (2022), who demonstrated that schools with well-implemented mentorship and extracurricular activities reported significant improvements in student retention.

The study also identifies critical gaps in parental involvement and local government support. These findings underscore the importance of addressing systemic barriers to parental engagement, such as socioeconomic constraints and limited awareness of roles. The emphasis on strengthening local government accountability echoes findings by Wunsch (2021), who highlighted similar challenges in decentralized education systems.

The study provides actionable insights for educators, policymakers, and stakeholders, emphasizing the need for integrated, multi-stakeholder approaches to manage truancy and dropout effectively. By bridging theoretical frameworks and empirical evidence, it offers a robust foundation for designing context-specific interventions that address the unique challenges of urban Tanzania.

6. CONCLUSION AND RECOMMENDATIONS

This study underscores the multifaceted nature of truancy and dropout in secondary schools, emphasizing that these issues are deeply rooted in a complex interplay of individual, school, family, and systemic factors. Schools in Temeke Municipality have implemented various strategies to address truancy, including attendance monitoring, mentorship programs, and extracurricular activities. These interventions demonstrate the potential to reduce absenteeism by fostering positive relationships, creating engaging learning environments, and providing individualized support to at-risk students. However, the effectiveness of these efforts is often undermined by systemic challenges such as insufficient infrastructure, large class sizes, and resource limitations. Additionally, the persistence of punitive disciplinary practices, such as corporal punishment, alienates students and counteracts efforts to create inclusive and supportive school environments.

Parental involvement emerged as a critical factor in managing truancy, with active engagement in students' academic progress and attendance correlating with better outcomes. However, many parents in Temeke face significant socioeconomic barriers that limit their ability to participate effectively. The lack of awareness among parents about their roles further exacerbates absenteeism, underscoring the need for targeted interventions to educate and support families. Local governments also play a pivotal role, but their contributions are constrained by funding delays, weak policy enforcement, and insufficient collaboration with schools. These systemic gaps highlight the need for coordinated efforts across stakeholders to address the structural and contextual challenges that drive truancy and dropout.

Drawing on Bronfenbrenner's Ecological Systems Theory and Maslow's Hierarchy of Needs, the findings emphasize the importance of addressing both systemic and individual factors to create supportive educational environments. Enhancing the microsystem through well-trained teachers, engaging extracurricular activities, and improved infrastructure can foster a sense of belonging and motivation among students. Strengthening the mesosystem by improving collaboration between schools and families ensures that students receive consistent support both at home and in school. Addressing exosystemic challenges, such as local government inefficiencies and resource constraints, is critical for creating sustainable change. Interventions must also fulfill Maslow's physiological and psychological needs by ensuring that schools are safe, well-equipped, and inclusive.

To tackle these challenges comprehensively, the study recommends a multi-pronged approach. Infrastructure development should be prioritized to address critical gaps in libraries, laboratories, and recreational facilities, creating learning environments that are physically comfortable and conducive to engagement. Teachers must be equipped with the skills and resources needed to implement evidence-based strategies for managing at-risk students. This includes professional development programs focused on mentorship, positive disciplinary practices, and inclusive pedagogy. Strengthening parental engagement is equally essential, requiring structured workshops to educate parents about their roles in supporting their children's education. Financial aid mechanisms, such as transportation subsidies or provision of learning materials, should be introduced to alleviate the socioeconomic barriers that prevent parents from participating effectively.

Local governments must take an active role in addressing truancy by ensuring the timely and adequate disbursement of funds to schools and enforcing policies that hold parents accountable for their children's attendance. Improved coordination between schools and ward-level education officers is essential for creating a unified approach to addressing absenteeism. Community partnerships should also be leveraged to supplement resources and provide additional support for extracurricular programs and mentorship initiatives. Non-governmental organizations, local businesses, and community leaders can play a crucial role in bridging resource gaps and promoting the value of education within the community.

Finally, a clear monitoring and evaluation systems must be established to track the effectiveness of truancy management strategies. These systems should focus on key metrics, such as attendance rates and program outcomes, providing actionable insights for continuous improvement. By integrating these recommendations into existing frameworks, stakeholders can create an inclusive and supportive educational environment that reduces truancy and dropout rates, ensuring that all students in Temeke Municipality have the opportunity to succeed academically. This coordinated and evidence-based approach provides a roadmap for addressing the structural and systemic challenges that underpin absenteeism, contributing to the broader goal of equitable and quality education for all.

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