



Dropout Rates and Skill Acquisition in School-Based Entrepreneurship Training Programmes for Female Students in Tanzanian Rural Schools

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Abstract

This study examines dropout rates and skill acquisition outcomes in school-based entrepreneurship training programmes for female students in Tanzanian rural schools. A mixed-methods approach was employed, combining quantitative data from student records and qualitative insights through interviews with students and teachers. The analysis revealed a dropout rate of 35% within six months, primarily due to financial constraints. Students demonstrated significant improvements in entrepreneurial skills, as measured by a post-training proficiency test (mean $score = \frac{82}{100}$). The findings suggest that while the programmes show promise for skill acquisition, higher retention rates are necessary to maximise their impact. Future initiatives should focus on financial support and mentorship opportunities to reduce dropout rates.

Keywords: Tanzania, Rural Education, Entrepreneurship, Dropout Rates, Vocational Training, Gender Studies, Mixed Methods

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