

**PARENTS ATTITUDE TOWARD GIRLS ACCESS TO
SECONDARY EDUCATION IN TANZANIA: A CASE OF
NGULU, MKOLYE AND KISANGA SECONDARY SCHOOLS
SIKONGE DISTRICT TABORA**

**PARENTS ATTITUDES TOWARD GIRLS ACCESS TO
SECONDARY EDUCATION IN TANZANIA: A CASE OF
NGULU, MKOLYE AND KISANGA SECONDARY SCHOOLS
SIKONGE DISTRICT TABORA**

**By
Macky Bahati Mwandunga**

**A Thesis Submitted to the School of Public Administration and Management in
Partial Fulfillment of the Requirements for the Award of Masters Degree of
Public Administration of Mzumbe University**

2016

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled *Parents Attitudes towards girl's access to secondary education in Tanzania: A case of Ngulu, Mkolye and Kisanga secondary schools Sikonge District Tabora* in fulfillment of the requirements for award of the degree of Master of Public administration from Mzumbe University.

Major Supervisor

Internal Examiner

External Examiner

Accepted for the Board of the School of Public Administration and Management

DEAN/CHAIRPERSON/SCHOOL BOARD

DECLARATION & COPYRIGHT

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

Signature _____

Date _____

©

This Dissertation is a copyright material protected under the Berne Convention, the Copyright Act 1999 and other international and national enactments, in that behalf, on intellectual property. It may not be reproduced by any means in full or in part, except for short extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgement, without the written permission of Mzumbe University, on behalf of the author.

ACKNOWLEDGEMENTS

I would like to express my sincere thankfulness to all those who provided me with possibility for successful completion of this research work. First, I am grateful to almighty God for enabling me to successfully accomplish my studies.

Second, thank goes to my major supervisor, Mr Venance Shillingi who took his time to assist me in verification, comments and suggestions which helped in producing this report.

Third, my sincere gratitude goes to my classmates in the class for their assistance in discussion especially in the data entry.

Finally, my sincere appreciation goes to all participants at Ngulu, Mkolye and Kisanga secondary schools in Sikonge District Tabora, who assisted me in giving out various data in which I used to accomplish this report.

DEDICATION

I dedicate this research work to my lovely Momy Benisia Luhuha for her love and care which enabled me to be where I am now. Also I would like to thank my lovely Husband Richard Msuya for his support during my research period.

LIST OF ABBREVIATIONS

AIDS	-	Acquired Immune Deficiency Syndrome
HIV	-	Human Immunodeficiency Virus
MGEF	-	Maasai Girls Education Fund
MU	-	Mzumbe University
SOPAM	-	School of Public Administration and Management
SPSS	-	Statistical Package for Social Science
UDHR	-	Universal Declaration of Human Rights
UNESCO	-	United Nation Education Scientific and Cultural Organisation
UPE	-	Universal Primary Education
UNICEF	-	United Nation Children Education Fund
UPPET	-	Universal Primary Education and Training
URT	-	United Republic of Tanzania
WB	-	World Bank

ABSTRACT

The study aimed at examining Parents Attitude Toward girls` access to secondary education in Tabora especially in Ngulu, Mkolye and Kisanga secondary schools in Sikonge District, Tabora region. Specifically, the study aimed at finding factors affecting parents` attitudes on girls` access to secondary education, assessing the effect of spatial distribution of schools on girls access to secondary education and checking the Attitude of Parents on how it affect girls in gaining secondary education in three selected secondary schools in Tabora. The case study research design was used in this research. In data collection interview method and questionnaire was supplied to respondents in order to get some information. Finally, the analysis was done based on objectives of the study. Descriptive statistics such as mean, mode, median and standard deviation were used to analyze respondent`s responses.

During the research, it was observed that Parent`s Attitudes on girls` access to secondary education have been affected by early marriage, pregnancies and cultural norms. Also, the religious dimensions were observed to be among the factors which affect girl`s access to education. Also parents have negative attitude towards girls` access to education. On the side of effect of spatial distribution of schools on girl`s access to education, data indicated that school distance to and from home affect children`s enrollment, presence, retention and their performance. Furthermore on the situation of effect of parents` attitude towards girls` access to education, data shows that boys are always favored than girls.

The study recommends that, the government should be responsible for developing programme which will facilitate to change parents` attitude on girls education especially in rural areas. Parents and the Government should fight against bad cultural norms and practices which hinder girl to have education. New secondary school should be made attractive and more accessible to low income parents. The teaching curriculum should also be widened to articulate skills oriented subjects in which later it will assist children to be productive in their societies as a result assist their parents. Schools should be distributed evenly to the whole areas so as to facilitate accessibility and availability to all girls in the country. The school environment should also be conducive for girls to be attracted especially on the provision of water. Government should establish a programme of building dormitories to all available schools especially for girls and all students who are far from school as this would make attraction.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION & COPYRIGHT	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
LIST OF ABBREVIATIONS	v
ABSTRACT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER ONE	1
INTRODUCTION AND PROBLEM SETTING	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	2
1.4 Objectives of the Study	3
1.4.1 Main Objectives	3
1.4.2 Specific objectives of the study.....	3
1.5 Research Questions	4
1.6 Significance of the Study	4
1.7 Scope /Limitation of the Study	4
1.8 Organisation of the Dissertation.....	5
CHAPTER TWO	6
LITERATURE REVIEW.....	6
2.1 Introduction	6
2.2 Definition of Key Terms	6
2.2.1The Concept of Attitude.....	6
2.2.2 Education.....	7
2. 3 Theoretical Literature review	7
2.3.1System theory.....	7

2.4 Importance of Education	8
2.5 The Need for Girls Education	10
2.6 Effects of parents' economic status on access to education.....	14
2.7 Effect of spatial distribution of schools on access to education.....	15
2.8 Effect of parent's attitude on access to education	17
2.9 Empirical Literature Review	19
2.9.1 Parental Reasons for not sending girls to school	20
2.9.1.1 Lack of fund	20
2.9.1.3 Absence of learning materials	21
2.9.1.4 Exclusion of Disabilities	22
2.9.1.5 'Wrong' gender perception	22
2.9.1.6 Countries conflicts	23
2.9.1.7 Hunger and poor nutrition.....	23
2.9.1.8 Huge expense of education	24
2.10 Conceptual Framework	24
2.10.1 Relationship between the Dependent and independent variables	25
CHAPTER THREE	27
RESEARCH METHODOLOGY	27
3.1 Introduction	27
3.2 Research Design.....	27
3.3 Area of the study	28
3.4 Target Population	28
3.5 Sample Size and Sampling Techniques	29
3.5.1 Sample Size.....	29
3.5.2 Sampling Procedures.....	29
3.6 Types and Sources of Data.....	30
3.6.1 Primary Data	30
3.6.2 Secondary Data	30
3.7 Methods of Data Collection	31
3.7.1 Interview in research	31
3.7.2 Questionnaire in research	31

3.7.3 Documentary Review	32
3.8 Validation and Reliability of Research Instruments	32
3.9 Measurement of Variables	33
3.9.1 Household work	33
3.9.2 Early marriages	33
3.9.3 Cultural norms.....	33
3.9.4 School pregnancies.....	34
3.9.5 Religious	34
3.10 Data Analysis techniques	34
CHAPTER FOUR.....	36
PRESENTATION OF FINDINGS	36
4.1 Introduction	36
4.2 Factors affecting parents’ attitudes on girls’ access to secondary education in Sikonge District.....	36
4.3. The effect of spatial distribution on girls’ access to secondary education.....	38
4.4 How parents’ attitude affects girls’ access to secondary education.	40
4.5 How parents’ attitudes affect girl’s access to secondary education.....	42
CHAPTER FIVE.....	49
DISCUSION OF THE FINDINGS	49
5.1 Introduction	49
5.2 This section presents discussion of the results following the research objectives	49
5.2.1 Factors affecting parent’s attitudes on girls’ access to secondary education....	49
5.2.2 Effect of spatial distribution on girl’s access to secondary education	50
5.2.3 How parents’ attitude affects girls’ access to secondary education.....	52
CHAPTER SIX	53
SUMMARY, CONCLUSION AND POLICY IMPLICATION	53
6.1 Introduction	53
6.2 Summary of Findings	53
6.2.1Factors affecting parent’s attitudes on girls’ access to secondary education.....	53

6.2.2Effect of spatial distribution on girl’s access to secondary education	53
6.2.3How parents’ attitude affects girls’ access to secondary education.....	54
6.3 Conclusions	54
6.4. Recommendations	55
6.4.1Recommendations for Administrative Action	55
6.4.2 Areas for further Research	56
REFERENCES	57
APPENDICES	59

LIST OF TABLES

Table 3.1 Units of inquiry	29
Table 4.1: Factors affecting parents' attitude on girl's access to secondary education	37
Table 4.2: Girl's access to secondary education	39
Table 4.3: Students' response on the attitude of parents.....	41
Table 4.4: Opportunity cost do parents consider for not educating girls	44
Table 4.5: Barriers for girls secondary education in Sikonge District.....	45
Table 4.6: Some cultural beliefs and practices found in Sikonge	46

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	25
---------------------------------------	----

CHAPTER ONE

INTRODUCTION AND PROBLEM SETTING

1.1 Introduction

This chapter contains the background of the study, the statement of the research problem, objectives of the study, and research questions. Others include the rationale of the study, the scope of the study and the organization of the dissertation.

1.2 Background to the Study

Throughout the world, people look up to education as a conduit to achieve sustainable change and development. Education contributes to the development of analytical mind and reasoning power in the individual which helps him or her to build up a sense of confidence, self-esteem and self-respect. Anderson (1992) states that “any child who has not attained education is useless within the society” Scholars verified that a society that does not deal with girl’s education will be disabled in terms of the economic product and social welfare of its people”.

Nowadays it has been known that educating a girl means developing the whole family (Rugh, 2000). Education for girls helped them to participate in development of the community and the whole family since education for women facilitates them to have personal rights especially in political and economic decision-making both in the community and in the family they leave in (UNESCO, 2000). In modern days educating girls increases national indicators for development in least developed countries like lowered infant rate for the baby born and maternal mortality, increasing life expectancy of citizens which is expected to be longer, lower fertility rates and better health for babies. Others indicators which are maintained are nutrition, literacy rate of a particular country (Rugh, 2000). United Nation once said the girls who have been received education made a direct facilitation of nation’s economic productivity as they are more likely to get employment so early and, earn higher wages (UNESCO, 2000). UNICEF (2005), made a report and revealed it in Turkey. Its contents indicated the following; Women who have been educated have

better opportunities and have greater knowledge of their rights; Again women who have been educated have a greater say in family and community affairs and more likely to involve with confidence in decision making process. Women who have been educated have very low number of children who are healthier and manageable. Always mortality rates drop with higher levels of female education. Furthermore women who received education have very great knowledge of HIV/AIDS. In addition more girls who are educated have healthier pregnancies which resulted to lower maternal mortality rates.

Female education has significant implications for maternal and child welfare development. Educating girls contributes to lower maternal and infant mortality and reduced fertility rates (Bruce 1997, cited in A National Vision for Girls' Education and a Framework for Action: Charting the Way Forward, 2001). Studies have shown that one year of a mother's education could contribute to a decrease of 9 percent in under-five mortality (Anamuah-Mensah, 2000). There is a positive relationship between female education and improvement of household incomes and nourishment (Caldwell, 1979 cited in Anamuah-Mensah, 2000). Education is seen as one single important contributor to national economic growth, self sufficiency and cultural reawakening of a people (World Bank, 1999, Abosi and Brookman-Amisshah, 1992).

1.3 Statement of the Problem

Education is the social institutional which create a lot of benefits within the societies. Education is the key to life, Education is the only thing that a child can inherit and make their life better than any incentive. Education provides Knowledge and skills which can not be stolen by any individual. People who have been educated have a great possibility of being employed and eventually contributing to the social productivity (Tanman, 2008; Toktas and Cindoglu, 2006). Children who have missed school education and basic technical school have been deprived in one of their basic Human Right (UNESCO, 2003). Women education is furthermore important than any kind of education since a lot of countries economy rose abruptly by the female workers, thence lead to reduction of poverty, domestic violence and discrimination as

they would know their rights and obligation which later help them to remove all type of commercial exploitation for children (Ka-Der, 2003). Education will still remain to be a light which direct a child where to go and what to do. It is therefore regarded as a fundamental human right. All individuals including girls in particular are supposed to be given education without discrimination. A special attention is given to girls as they are the one who have social exclusion within the World. Presence of poverty, presence of hardship within a family or within a nation has no excuse on denying the Right of education for all women. Women are the one working in the most productive sector like Agriculture in Africa; therefore to be given education is better than spending money to inappropriate programs (UNESCO, 2000).

In spite of all the benefits of educating the girls, girls 'education is not given the required importance because of traditional beliefs and attitudes towards girls education. In Tanzania girls` access to secondary education (compared to boys) has been a problem. This research therefore set out to investigate the parents` attitude toward girls access to secondary education using Ngulu, Mkolye and Kisanga secondary schools in Sikonge District Tabora as a case study.

The failure of parents not to educate girls it has raised a questions whether the parents are willing to educate girls; whether they are aware on it or education has been provided concerning importance of educating girl's and whether there is any clear interpretation on what the government insist

1.4 Objectives of the Study

1.4.1 Main Objectives

The purpose of this study was to examine parents` attitude toward girls` access to secondary education in Tabora especially in Ngulu, Mkolye and Kisanga secondary schools at Sikonge District Tabora.

1.4.2 Specific objectives of the study

- i. To find out factors affecting parents' attitudes on girls` access to secondary education.

- ii. To assess the effect of spatial distribution of schools on girls' access to secondary education.
- iii. To find out how parents' attitude affect girls' access to secondary education.

1.5 Research Questions

- i. What are factors affecting parents' attitudes on girls' access to secondary education?
- ii. What are the effects of spatial distribution of schools on girls' access to secondary education?
- iii. What are the parents' attitudes which affect girls' access to secondary education?

1.6 Significance of the Study

This study analysed parents' attitude toward girls' access to secondary education in Tabora especially in Sikonge. The findings identified valuable insights to policy makers and education managers to view a solution to the problem of girls' access to secondary school. Also scholars use the findings of the study to enrich their research on any other study related to access to education. On top of that the main rationale of this work is now a part of the fulfilment and requirement of my study as a Masters student at Mzumbe University (MU).

1.7 Scope /Limitation of the Study

This study was conducted in Tabora Sikonge District. The main focus was to examine parents' attitude toward girls' access to secondary education in Tabora especially in Ngulu, Mkolye and Kisanga secondary schools in Sikonge District Tabora. The study covered effects of parents' economic status on girls' access to secondary schools; ability to pay school fees, opportunity cost to education. The effects of spatial distribution of schools on girls' access to secondary school; location of schools, home to home distance and time spent on the way. The study has been

carried out in three selected secondary schools which are Ngulu secondary school, Mkolye secondary school and Kisanga secondary school at Sikonge District Tabora.

1.8 Organisation of the Dissertation

The study is divided into six chapters. Chapter one has sections such as the introduction, background to the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, and organization of the dissertation. Chapter two comprises of the introduction, theoretical review with definitions of the key words, guiding theory of the study, previous studies on the access of girls on secondary schools, existing gap from previous studies and conceptual framework of the study.

Chapter three outlines research design, study area in which the study was conducted and study population, sampling (sampling procedures, sample size and instrument), the method of data collection and lastly data analysis. Chapter four include presentation of findings and Chapter Five covered presentation and discussion of findings, while Chapter six presented a summary, conclusion, policy implication or recommendation, limitation of the study and area for further researches.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents and reviews literatures which underlying this study. The empirical literature review which reviewed the previous study relating to implementation of strategic plan in association with parents attitudes on girls with various factors which demoralized their attitude. Also the chapter has conceptual framework with specified variables of this study.

2.2 Definition of Key Terms

2.2.1 The Concept of Attitude

An attitude is "a relatively continuation of respect of organization beliefs, feelings, and behavioural tendencies on socially significant objects, groups, events or symbols in which a society is having" (Hogg & Vaughan 2005, p. 150). Attitude is the feeling of a person which influences the human behaviour of such particular person.

A lot of thinkers have provided a definition of the term attitudes. According to Schneider (1988), 'attitudes are evaluative reactions to individuals, objects, and events'. This includes a personal belief and positive and negative feelings about the attitude object (179). Schneider furthermore added that attitude can guide individual experiences and decide the effects of experience on his or her behaviors.

Besides that, Baron and Byrne also gave a similar definition of attitude in which they said, 'Attitudes is the general evaluations of individual (including oneself), objects, or issues'. Attitude is lasting because it persists across time. A momentary feeling does not count as an attitude.' (1987). According to him attitudes are lasting since it remains across time. This is similar to a statement made by Vaughan & Hogg (1995), 'Attitudes are relatively permanent- persist across times and situations. A momentary

feeling in one place is not an attitude.’ Therefore, if you encountered a brief feeling about something, it does not count as an attitude.

Moreover, Vaughan & Hogg (1995) defined attitude as, ‘A relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols or A general feeling or evaluation (positive/ negative) about some person, object or issue.’ From the above definition we could see that, attitudes are only relevant to socially significant objects. An attitude therefore happened in continuation manner. If an individual encountered a brief feeling about something, it does not count as an attitude rather it is a start of feeling which later lead to the attitude.

2.2.2 Education

Simply is the field of study that deals mainly with methods of teaching and learning in schools. It is the process of transmitting knowledge from one individual to another.z

2. 3 Theoretical Literature review

This study was based on systems theory of organizations advanced by Miler and Rice in 1967 (Armstrong, 2006).

2.3.1 System theory

A *system* can be defined as an interrelated set of elements functioning as an operating unit (Senge, 2006).

Systems theory works on the inside and outside of the organization, as a way of understanding and anticipating the consequences of any decision (Ahrweiler, 2011).

Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Norlin, 2009).

All schools are open systems. According to open-systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them (Scott, 2008). An open system consists of five

basic elements (Scott, 2008): inputs, a transformation process, outputs, feedback, and the environment.

Inputs, government put some policies and resources so as to ensure the attitude of parents towards girl's access to secondary school is positive.

Transformation Process, the school administrator's job involves combining and coordinating these various policies and resources to attain the parental attitude of educating girls.

Outputs, outputs are the attainment of parent's positive attitude towards girls' access to secondary school. The output may be shown by the number of girl students who are graduating in secondary schools.

Feedback, feedback is crucial to the success of girls' access to secondary school. Negative feedback, for example, can be used to correct deficiencies in the transformation process or the inputs or both, which in turn will have an effect on the future outputs.

Environment includes the social, political, and economic forces that impinge on the girls access to secondary school. The social, political, and economic contexts are marked by pressures at the local and state levels thus to ensure girls are attending to secondary school.

2.4 Importance of Education

Education have been described worldwide to be the long term liberator as it forecast the achievement of personal goals and vision which is likely to be achieved (Subrahmanian, 2007). It is education which drives political, social and economic life of a country (Mendy, 2008). It is only an instrument which buuild unity by removing social unjust which are within a communities (Ombonga, 2008). In the modern societies with the introduction of science and technology with the innovation of day to day software education became very important to the World. All societies are described to be in one village because of education. Individual can make transaction, can communicate, can make business on line and buy anything from one country to another using information technology thus education remains to be crucial to people's transaction.

Achievements of any country depend on provision of better education to its citizens. People's skills and knowledge obtained from education are then used to develop the state. It is therefore important to note that education is an engine of economic development of a country. A country which invested with higher education with technical and technological one will expect good results in every field of development (KSGM, 2008a). Özkalp (1993) defines education as the process in which people learn his value and norms surrounding his society which he will move them to another generation with an advanced manner. Due to this perspective, an individual society is supposed to have education so that its value and norms will be shifted to future generation with more advanced knowledge. Any social development and cohesion of unity require education. Furthermore education facilitate adaptation of various innovation of machines available in one society to the other (Dilli, 2006).

United Nation showed that among the fundamental human rights in the world in which an individual must acquire, education is in the fore front. There are a lot of institutions which are used to transfer knowledge but the best one is the school. School is the place where education is provided with better system. Children utilize vital principals of life which help them to utilize their social life. Students learn their social life, other individual's cultures and eventually transform knowledge in the modern world (Yalın et al, 2005). If children will be denied thair education it will mean one of the basic human right have been violated in state. The absence of education created hindrance of improvement of child talents and interests (UNESCO, 2003). Parents should therefore encourage children to achieve their opportunities and expectation by making sure that they enroll all of them regardless of gander (sex), color and nationality. Fuke (2007) argues that it is education which open opportunities for children which later create a foundation for future advancement. Child who receives education always makes a different in social life as they have opportunity of shaping the world. People can further use their talents in build a nation thence raises the country economy after receiving satisfactory and required employment. Education had greater opportunities for people communication within the globe. Later these people will exchange views in business forum as a result lead

to the growth of global business. Using education people will then use imagination so as to solve difficult problems they are getting. Shortly it is education which facilitated people to view the world as one village as it lead into realization of their objectives (Dilli, 2006).

2.5 The Need for Girls Education

Once you educate a woman, you educate a national. This is a commonly used slogan in Africa which insisted for girls' education. The word family is also used on preference of national. This means that the value of educating a girl for her family's health, economic status, and access to education is given special attention (Rihani, 2006). The action of returning girls to schools has been observed in various activities. Studies shows that girls who have not been received education are faced by a lot of problems. Among them are presences poverty, various illnesses, and malnutrition (Scully, 2006). Educating women would, increase women's labor force participation rates and more income, thence led to the contribution of the household finance (Roudi-Fahimi and Moghadam, 2003; World Bank, 2009a). If the society has very few women who have been educated the contribution in the income of such society is very low. In order to rise income of these communities the education given to women must be encouraged as these will result in social and economic benefit of the society (Tembon and Fort, 2008).

In additional to that, educating a woman facilitates reduction of dependence and poverty for the women. Developing countries may improve better in terms of their economy only by supporting education for girls as these count greater number of labor force in the whole continent of Africa (Wagner, 2008). Results of a 100-countries study done by the World Bank indicated that the annual per capita income growth is increased by 0.3 percent on average when the enrollment of girls 'secondary education is increased by 1 percentage point (Dollar and Gatti 1999). Apart from economic returns, educating women has also great impact on the society and their family. Studies show that there are continuous relationship between literacy, power and empowerment (Aikman and Unterhalter, 2007). Due to education

women have political, economical and democratic power, and by now they are able to avoid violence (Subrahmanian, 2007).

Secondary school education is very crucial to be given the girls as this creates a greater sense of responsibilities and later making a woman to depend on herself instead of waiting for her father or husband in the future (Murphy and Carr, 2007).

Fahimi and Moghadam (2003) said that all women who have been educated are very active in knowing their individual rights and have impressive political power. The same views provided by Rihami (2006), when describing benefits of girls' secondary education, as he said educated women are the one who have better civic education and always participate in political matters. Furthermore he said, women who have been educated are having critical thinking, make arguments' and judgment of various issues which later led to the enjoyment of economic, social, cultural and political rights the same as their men counterpart (KSGM, 2008).

Apart from being an agent of women's empowerment, female education led to further advancement of future generation since women are the one who always insisting on sending children to school in most of the African family. Dilli (2006) said that a woman who have been educated have the ability of determine the level of education of her child. When a woman has education, she would be very much courageous to her girls to have education since she understand the merits and demerits of not having education for forgotten group in a society (Roudi-Fahimi and Moghadam, 2003).

In many countries, every additional year of formal education completed by a girl a result shows that women remained in a particular school for that additional year is reduced (World Bank, 2009a). Reduction of women's fertility rates have been described as among the importance of educating women. Murphy and Carr (2007) assert that risk during birth for women especially for adolescent girls which are early and unwanted fertility are decreasing tremendously when women had education. The results of the econometric studies within individual countries indicated that one extra year of female schooling made an avoidance of fertility by approximately 5 to 10

percent (summers, 1994). Fuke (2007) noted that the number of live births, lower infant and maternal mortality rates and increased likelihood of a mother's health care for her children are health outcomes associated with girls' education. Women who have been educated have fewer children, since they exhibit family and health education. Also they have the ability to plan the years and time when to have a child (Sabrahamian, 2007; WB, 2009a).

On the other side, Women who have been educated are having good information of health, family protection programme and they are using such health information to transmit knowledge to their fellows in more convenient way than those who have not been educated. Low family facilitates access of income to women thence better life (The Population Council, 2010). Secondary schools girls have good results of maternal health and mortality, plus child mortality and survival by delaying the marital and first pregnancy age when they become really women ready for marriage and deliverance (Subramanian, 2007). As education become more enlarged to women the openness, transparency, better earning, accountability to the family earnings become shared to the couples. Parents decide together on the number of children to possess. Parents make decision on the type and kind of schools to choose (Herz and Sperling, 2004, p.4). Women who have higher earnings are the result of education they received from their early times. This created positive impact of children nutrition within the family as every thing goes with negotiation between couples (Roudi-Fahimi and Moghadam, 2003). Therefore, the children of educated women have higher survival rates, better nourished and healthier as their mother possess some formal education which are more conscious on child immunization, nourishment and hygiene (WB, 2009a). Likewise, education reduces maternal mortality as educated women are more likely to have better knowledge about health care practices and they tend to have fewer and better-spaced pregnancies and seek pre-and post-natal care (WB, 2009a). Thus, an additional year of schooling for 1,000 women is estimated to prevent two maternal deaths (summers, 1994).

Access to secondary education in the World has been talked by many feminists as the women are the class of people who are segregated in the society. UNICEF, 2015

provides report and explained that despite of many efforts to raise girls in school, they continue to suffer severe disadvantage and exclusion in education systems throughout their lives. It has been shown that 31 million girls of primary school age and 32 million girls of lower secondary school age were out of school in 2013. This shows how girls are segregated in the World. In Tanzania a number of primary schools' leavers especially girls has been segregated more than any of the East African Countries. This is associated by a number of bottlenecks which hinder the access of education. These hindrances are the same as those provided by the United Nation under UNICEF in 2015 report which is concerned the access of girls in gaining secondary education. They include absence of school fees; strong cultural norms favoring boys' education when a family has limited resources; inadequate sanitation facilities in schools such as lack of private and separate latrines; and negative classroom environments, where girls may face violence, exploitation or corporal punishment.

Additionally, early marriage, inadequate water for hygienic as girls require more water as compared to boys. Lack of sufficient numbers of female teachers and absence of dormitories for female (as they are always affected by adults on the way to school) has been sited to be among the bottleneck.

The major aim of this research was to examine parents' attitude toward girls' access to secondary education in Tabora particularly in three secondary schools. Sikonge district is among the district which has lower number of female in secondary schools in Tanzania. The study gives different suggestion to be taken so as to eradicate or minimizing the behaviors of letting girls at home performing duties instead of going to school. Some suggestive solution include Parents support to their children's to have access in secondary education, reduce the distance of secondary schools, discouraging early marriage, early pregnancy and cultural beliefs. Also government has been advised to redesign the curriculum to meet the current community demands like entrepreneurship skills. All these created good attitude for parents which encourage sending their girls to school.

2.6 Effects of parents' economic status on access to education

Ministry of Education and Sports (2002), World Bank (2002) and Balfour (1995) noted that there is low enrolment rate to secondary education in Tanzania in almost all ward schools. There are also inequities in the education which always exist between poor and rich families. Macro Economic Policy (1999) report, indicated 6% and 24% enrolment rates for the core poor and non poor respectively.

A study by Common Wealth (2007) in Bangladesh, Benin, Burkina Faso, Cote d'Ivoire, India, Mali, Morocco, Niger and Senegal, observed that children from poorest families do not enroll in school. UNESCO (2009) observed that in Mali girls from the family which are richest are four times more likely than the poorest girls to attend primary school while in Senegal the rich urban children are twice more likely to be in school than the rural poor. Education cost constitutes the biggest barrier to access schooling particularly to the poor. Balfour (1995) analysis based on primary National Enrolment Ratio before and after introduction of UPE in Uganda concluded that the cost of education was the main barrier to primary school access. In Ethiopia and Tanzania it has been discovered that abolition of school fees made an increased enrolment (UNESCO, 2009).

Namirembe (2006) noted that introduction of universal post primary education and training (UPPET) in Uganda aimed at increasing access to post primary education. Both direct and indirect education costs tend to affect more children from poor than those from rich families. A study by Common Wealth (2007) in Uganda concurred with Forojalla (1993) that charging of school fees constitutes a strong disincentive to schooling because parents fail to pay fees. However even where education is free, out of pocket and other private costs imposes substantial financial burden; for example, under UPPET and UPE parents are supposed to provide for accommodation, lunch, uniform and stationery (Namirembe, 2006). These costs present an obstacle to universal access to education especially for the poor. Graham (1993) observed that in Costa Rica, despite of free secondary education, some children cannot enroll because of costs on out of pocket and other school requirements.

Schooling also imposes indirect financial burden through alternatives forgone for instance children's labor contributes significantly to household incomes. Graham (1993) study in Mexico concluded that children contribute 38% of the income in single parents' households and 40% in female extended households. It therefore follows that the economic efficiency of households in peasant societies increases with greater total work input from children. Akangbou (1987) noted that in Botswana, although the rural rich are those with large cattle holding; children are not sent to school because greater wealth creates a greater demand for children labour. UNESCO (2009) contends that child labour is a barrier to school attendance even where education is free. Akangbou (1987) remarked that areas with alternatives to education have low levels of education attainment unlike where it is believed that education has no substitute.

2.7 Effect of spatial distribution of schools on access to education

Distribution of the network of schools has an effect on the participation rate in school education (Owolabi, 2006). Geographical location of secondary schools in Uganda has not taken into account inequalities among regions, different social groups and geographical areas (Ministry of Education and Sports, 1989). Ministry of Education and Sports (1999) noted unbalanced distribution of schools across the country with Northern, Eastern, Mid-Eastern and extreme south-western regions of Uganda having lowest coverage yet availability of educational places is the key to increased access. UNESCO (2006) noted that regional imbalances in secondary schools' location in Somalia sidelined enrolment to secondary schools in Puntland and Central / Southern as compared to Somali land region due to lack of education places and majority of primary leavers hardly proceed to secondary education. Citing 2006 report by Somali Joint needs assessment on social services and protection of vulnerable cluster-education and training sub-sector, in Shabelle region, found in Central / Southern Somalia only 370 students in 2006 enrolled in secondary schools because there was lack of educational places. Uganda is also a victim of unbalanced education provision, to address the problem, Namirembe (2006) remarked that the government is supposed to construct secondary schools in each sub-county where there is none or

where the need is great. However, setting up schools has not been followed by systematic planning based on the need and economic viability in the areas.

Owolabi (2006) suggests that planning of schools' locations need to be done with clear knowledge about the residential patterns of school clients. Unfortunately, population densities influences schools' location and as such urban and peri urban areas get a high school concentration than rural areas (Ministry of Education and Sports, 2004). UNDP and UNICEF (2002) observed that disparities in attendance between urban and rural children are significant in Uganda; there are either too many schools in close proximity or too few in areas of real demand for secondary education. Alam, in *Makerere Journal of Higher Education* (2004) observed that proprietors of education institutions site their institutions in areas where there would be appreciable patronage.

This breeds to the concentration of schools in urban areas and sparse location in rural areas. World Bank (2002) observed that 70% of rural private secondary schools in Uganda have enrolment of less than 250 and the corresponding figure for urban and peri-urban is 53% and 44% respectively. Suitable location of schools enables children to travel to and from school with ease hence increasing opportunities for schooling. Therefore, schools should be located with full knowledge of residential patterns for school clients. Owolabi (2006) and Forojalla (1993) suggested that schools should be located in a walkable distance of every potential school client. Basing on convenience and minimization of costs, they suggested five kilometers as walkable distance for secondary school children. Although, in Uganda, the Ministry of Education Policy on the location of secondary schools recommends the same (Ministry of Education and Sports, 2004) what is on the ground is far from reality, there a wide imbalances in the location of secondary schools (Ministry of Education and Sports 2007). To address this problem, the World Bank (2002) suggested creation of seed school where there are no or few secondary schools. Little research has been done on this problem in respect to access to education. The effect of spatial distribution of schools on access to education will be dealt with in the study.

2.8 Effect of parent's attitude on access to education

An attitude as defined by Micheal (2006) is a settled mode of thinking. Attitudes are evaluative as described by Makin et al (1996) cited by Micheal (2006), any attitude contains an assessment of whether the object to which it refers is liked or disliked (Micheal, 2006).

Historically, in Tanzania males enjoyed a greater access to resources including education. Ministry of Education and Sports (1999) found out gender prejudice among factors affecting access to education noting female gross enrolment ratio of 9% against male gross enrolment ratio of 15% for the period 1990-1996. Studies by Graham (1993), Bategeka et al (2004), UNESCO (2006), World Bank (1996) and Ministry of Education and Sports (1999) give findings that parent's accord higher priority to boys' education than for girls. For example, MOES (2008) gave gender disparity in Universal Secondary schools with 43.2% female and 56% male, only 15.5% girls and 27.9% boys. Cultural norms, household work, early marriages and disappointments by school pregnancies were sighted to be contributing towards negative attitude for girls' education (Balfour 1995, Graham, 1995; World Bank, 1996). Sekamwa (2001) observed a historical alienation of parents' preference for boys than for girl's education and noted that it is driven by the expected education returns from boys than girls' education. He observed that boys had wide openings after leaving school than girls whose courses were teaching and nursing. Consistent with Sekamwa (2001), Zsuzsa (1981) observed that in developing countries, sexual inequality is powerful in education and greater in employment, and that women are still bounded by the agricultural sector. As Akangbou (1987) urged, parents will invest in education where they expect high returns. However, the opportunity cost for education contributes to the sexual disparities. UNESCO (2002) noted that in some countries of Southern Africa, girls are more favoured than boys for education because boys are needed to mind about livestock and observed that sexual disparities to education is more found in countries with low overall value access to education.

Although schools are not supposed to discriminate any child on the basis of religion, parents sometimes feel their children should attend schools of their religious

denominations. Fafumwa (1974) reports that secular education was slowed down in northern Nigeria and among the Muslims in the southern parts because it was Christian oriented. In support, Adesina (1977) urged that Moslem parents feared their children to be converted to Christianity. Such attitude hinders enrolment of children more especially those from disadvantaged religion in school establishments. Sekamwa (2001) noted that, during the missionary period in Uganda, Catholics and Protestants attended schools in large numbers than Moslems because they had many schools.

Relevance of curriculum as perceived by parents is a key factor affecting girls 'access to schooling. Tanzania's education system has been accused of failing to meet both local and regional economies' demands. There is a mismatch between education outputs and the needs for both national and regional economies (Balfour and Williamson, 1995, Ministry of education and sports, 1998). Nyerere (1967) commented that education expenditure is justifiable if its results have proportionate relevance to the society. Owolabi (1986) observed that curriculum reforms in almost all African countries have done very little to make popular education respond adequately to the training which the inhabitant of those countries require for rapid economic development. Makerere University Institute of Social Research (2003) found out lack of parental value towards education is among the factors contributing to non enrolment to primary schools in Uganda. In Karamoja, non-enrolment is attributed mainly to curriculums failure to address pastoralists' life requirements (Ministry of Education and Sports, 1999). Forojalla (1993) argued that in order to attract both parents and children the curriculum need to address local concerns.

For instance, parents do not see any need for sending their children to school because it divorces them from ideal community life. Zsuzsa (1981) noted that irrelevant curriculum breeds urban migrants who will be unemployed. To address the problem, Owolabi (1989) urged that the content and method of education has to be adjusted to respond to community needs. It is upon this that Akinseinde, in *Makerere Journal of Higher Education* (2004) proposed curriculum review to update it to meet the dynamic community needs. Parents weigh the returns to education against the price of education and other alternatives. Consequently, their decision for their children's schooling is influenced. Akangbou (1987) observed that in Nigeria parents have

always demanded for more education for their children because it is a profitable investment since it increases chances for their children to earn a higher life time income. Balfour (1995) had similar findings in Uganda where parents' expectations for employment in Government service encouraged them to enroll their children for education. UNESCO (2002) noted that in some countries of Southern Africa, the need for boys to mind about livestock has negatively affected boys enrolment compared to girls. While many studies have dealt with parents' attitudes towards education in respect to gender and curriculum and their effect on access to education has been pointed out, no study has so far been conducted specifically on Mityana District.

2.9 Empirical Literature Review

According to Pinar Mercan (2010), report on perception of parents regarding girls' education in Sivas parents stated that they believed the importance and necessity of girls' education and they would support the girls' schooling as long as they had financial resources. Five of the parents who lived in villages expressed that in order to send their daughters to the high school they needed financial support from the government for the accommodation and transportation fees. Moreover, two parents reported that they spare money for boys' education if they cannot finance all their children's education. They said even if they wanted their daughters to attain education they felt obliged to choose between their children and they thought it was more important for boys to have a job in the future.

According to the findings by Rojalin Samal (2012), it was found that no significant difference exists between tribal and non tribal parent's attitude towards children's schooling and education, the difference was remarkable in their planning with regard to providing higher education for their children. Compared to the tribal people (40%), the non-tribal parents (90%) were more optimistic in providing their children the scope for higher studies. They were of the opinion that higher studies would enable their children to have better income and that schooling is not sufficient.

Several studies noted that the domestic responsibilities of girls inhibit girls' education. Especially older girls in the families are disadvantaged as they have the

responsibility of taking care of younger siblings and helping with the household chores. Besides their school work girls have to accomplish several gender roles such as cooking, fetching water, working for family income and others (Hyde, 1993). Dreze and Kingdon (1999) assert that there is a negative impact on girls' education in families with members who are dependent on others for care and rearing such as elders and young children. In a parallel way, Lewis and Lockheed (2006) noted the presence and number of young siblings as a barrier for girls' education because of increased amount of excessive household labor assigned to girl children in the household. Case studies revealed that domestic responsibilities accounted for girls' absence from school and their low performance in the school assignments. Moreover, teenage girls abandon school in order to help their mothers with the domestic chores (Bendera 1999; Bellew and King, 1993; Rose and Tembon, 1999; Wynd, 1999 cited in Lincove, 2005).

2.9.1 Parental Reasons for not sending girls to school

In general scholars described various reasons of parents' failure to send their girls to school. Among them include the following.

2.9.1.1 Lack of fund

World Wide the research on access of girls' education has been described by a lot of scholars and various reasons brought by these scholars are the one which hinder Parents to have good morale on sending their children to Secondary Schools. The first and the foremost being described as the hindrance is the Lack of fund. Scholars said Money can not finish everything, but it remains to be key foundation for a successful education system. Global Partnership for Education has been working with a lot of countries in the World including Tanzania to help in increasing countries domestic financing for education as the other studies verified that global donor support for education were decreasing day after day especially from the year 2009 to 2012. Global Partnership is continuing mobilizing developed countries Money

2.9.1.2 Absence of teachers

The second one is the absence of trained teachers and absence of teachers in some secondary schools. In Tanzania particularly in Tabora Region it is possible to see a school is having only four to five teachers in a whole secondary school. More worse is that some Schools are having qualified teachers of the same subjects as a result English teacher may teach Geography or Civics subjects, and these are using form four knowledge with prepared notes of their form four level. A global donor supporter for education insisted to the leaders in developing countries to increase the budget in education aiming to close the global education funding gap decreases very tremendously. Money are required to train more teachers within teaching training colleges and bringing bonus to the early employed teachers who are sent to the remoteness areas. Tabora, Lindi, Mtwara and Rukwa in Tanzania are sighted as one of the remoteness regions in which teachers allocated are only reporting and departed within a month (Kuleana, 2014).

2.9.1.3 Absence of learning materials

Absence of learning materials has been sighted as among the hindering factors which discourage parents not to send their children to schools especially Girls. In Tabora Most of the books are outdated, worn-out and shared by many students in class. Other books especially science books like those of the Physics, Biology, Chemistry and Agriculture are not available at all in most of the schools. Head Masters and Head Ministress put a condition in school joining instruction which require all new enrolled form one to come with three books of a selected subject. And this is not compulsory rather it is obligatory. It reached a time where all other core materials to help students learn their lessons were supposed to be bought by parents themselves. Even off class equipment for cleanest activities like pangas, shokas, brooms, Jembes were supposed to be bought by parents. Materials which are always used by teachers to help prepare their lessons notes are also in short of supply. Some Headmasters claimed that they sometime sell equipment's like Jembe and Pangas so that they can get money for buying Books for writing lesson notes (Haki elimu, 2012).

2.9.1.4 Exclusion of Disabilities

The hindrance of exclusion of children with disabilities especially the children with albinos has also been mentioned to be the factor not influencing parents to send girls in school. A lot of children with disability has been segregated, humiliated in schools. Communities saw educating people with blindness, deaf, disabled in arm, leg or any other part of the body is a sin. The disabled who affected most are the one with Albinism. Girls with albinism are faced with combination of discrimination though the universal human right declared right to education to all human being. Disabled are always forgotten in school structures. Building environments like toilets, classroom, and mace and even in play grounds have not been designed for the people with disability. Almost all the Secondary school in the three mentioned place where research was done has no good structure for disabled women. Parents themselves are very disappointed and always claimed that the Government is forgetting them then they opt not to send their girls to school (Under the same Sun Report, 2011 & Glober Partenership Education, 2008,).

2.9.1.5 'Wrong' gender perception

Wrong' gender perception is the one of important hindrance which scholars described as '*greater bottleneck to girls access to secondary education in Africa*'. It is possible in Tanzania and the whole of Africa and the World to verify that 'gender is one of the biggest reasons why children are denied an education Particularly girls' education'. Women are the one who are always segregated and left back. Studies showed that 'More than 100 million young girls living in developing countries who are entitled to be in schools are unable to read a single sentence' (Glober Partenership Education, 2008). The reasons behind facing these Girls are poverty within their family in which a lot of parents choose to send men than women as describe that sending girls is an option of loosing money. Being known as less value in the society, being notified as an instrument of men refreshment, family conflicts and discrimination are all associated with wrong gander perception. Parents are the one who build societies, and the same society is the one that develop a culture of

neglecting women since they regard women as the human who are born to work for household and raising the children only.

2.9.1.6 Countries conflicts

Another hindrance explained by the scholars were the situation of Living in a country of non ending conflicts. If a country remains in wars most of the time, education become worse and has total destruction. Within the areas of conflict the people who are affected most are the mothers and children. Within these children girls are the one affected mostly as they are always victim of wars itself and rape. Transfer of knowledge in the area of conflicts is not available at all.

The hindrance of Distance from home to school has also been described by scholars. It has been estimated that a walk to school from home is up to three hours in each direction (Glober Education Foundation, 2008). The girls particularly those disabled are the one who are facing this calamity. In Tanzania for instance girls are having multiple hindrance as there is hunger which is common to all children and the women are faced with men who are always hunting them for sexual behavior. Lack of dormitories further discourages parents to send girls affraiding of being caught by men on the way to school. Available private houses near schools designed for dormitories has no special Matron who is knowledgeable for treating and controlling girls on sexual behavior (Kuleana, 2008).

2.9.1.7 Hunger and poor nutrition

Again there are issues of hunger and poor nutrition within the secondary schools. Parents always refused to send girls in schools because of hunger. Some schools are not reporting exactly the food provided with the money value used to buy those food thus a child's cognitive abilities, focus and concentration remained stunted. Girls are always claimed to have poor nutrition in most of secondary schools. Some schools provided little food and students are scrambling for such little 'bread' provided. Women being weak are the one who decided not to scramble for food. As a result they explained to their parents who then become aggressive and refused to donate fun, the action which automatically leads to removal their girls in schools. In

Tanzania secondary schools Government is the solely main supplier of food in schools. The supervision of distribution of food within these schools is very poor and girls affected at the maximum (GPE, 2008).

2.9.1.8 Huge expense of education

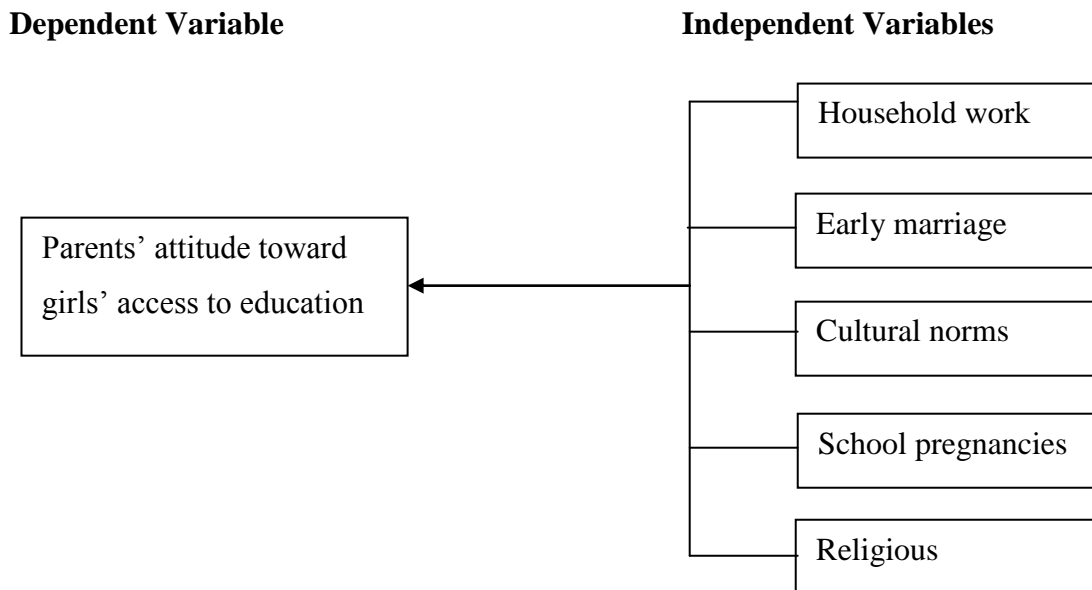
Availability of unusual expense of education (including fees) faced Parents to choose boys to gain education than girls. This also has been cited as a hindrance factor. Many of the family in Africa are poor in such way, that they can afford paying school fees. The universal Human Declaration stated that every children is entitled to have education; The Tanzania Constitution also indicated that children are required to have education as it is their Right (UDHR 1948, URT 1977)

Education advocated by Politicians in Africa particularly in Tanzania remains free theoretically as families are locked in a great circle of poverty. In Tabora the fees provided in the joining instruction and others contributions for school development like money for building classes, desks, dormitories, pens, books, exercises books and uniforms further discouraged parents since they are poor (Repoa, 2013). The number of girls remained at home increases day after day due to povety

2.10 Conceptual Framework

Figure 2.1 shows Conceptual Framework of the study. The underlying assumption in this study is that parent's attitude is influenced by household work, early marriages, cultural norms, school pregnancies and religious. These factors affect negatively girls' access to secondary education in Sikonge District Tabora.

Figure 2.1: Conceptual Framework



Source: Researcher's construct 2016

2.10.1 Relationship between the Dependent and independent variables

The independent variables are early marriage, household work, the religion and cultural norms and school pregnancies while the dependent variable Parents' attitude toward girls' access to education.

The attitude of girls towards ability to continue with school is always affected by the decision of parents on how they value the success of their girls who are in schools. Tanzania parents especially in rural areas are very poor in most of the family house hold. It reached a time they view girls as a source of money by forcing her into marriage though they know that their child is schooling. Again in African traditional women are the one who are very much associated with the household working like cooking, collecting fire wood, washing clothes, making clearness and fetching water. These duties affect girls when they are at school. Boys are always left alone at home without any work. Girls get early pregnancies' due to poverty since their requirement during puberty stage increases abruptly. They are supposed to be clean during a certain days of a month; they need to appear smart in nature. Absence of money attracted them to be trapped to elders who eventually gave them pregnancy. It is at

this time where girls who are not having knowledge of family planning have a possibility of losing school. At the same time religion and culture surrounding girls affects daily girl's education. Some parents refer to send their daughters in the school resembling their denomination.

Synthesis

The main purpose of conducting this study is to examine Parents Altitude Towards Girls Access to Secondary Education in Sikonge District. Literature review of the study depict that Parents Altitudes Towards Girls access to Secondary Education have the direct impact on girls access to Education especially for the parents who are illiterate are the ones who have the negative altitudes which affect Girls not to access Education,

Therefore the study employed essentials of data collection methods so as to obtain varied data concerning the study, also concentration paid on the key area of the study in order to solve the problem of parents' attitude towards girls access to secondary Education Awareness will be encouraged so as to implement the attitude in Sikonge. Moreover the study will motivate other researcher and policy makers to write on issue of Parents Attitude Towards Girls Access to Secondary Education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides detailed information on methodological approach to this study. The chapter outlines with research design, study area in which the study was conducted and the reason for its selection, study population, sampling (sampling procedures, sample size and instrument), the method of data collection and lastly data analysis.

3.2 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari: 2004). Adam & Kamuzora (2008) on the other hand define a research design as the detailed blue print used to guide a research study towards its objectives. The study therefore was based with case study design. The case study design is a detailed, intensive knowledge about a single case or small number of related cases as the study depends or focuses on a single organization. A case study design seeks to describe a unit in detail, in context and holistically (Tromp, 2006). That's why this study employed case study research design. Furthermore this type of research design was selected because; it helps to secure a wealth of information about the unit of study which may provide clues and ideas for further research (Krishnaswami: 2003). This design also selected because it employed a variety of techniques in data collection, such as historical method, descriptive method, interviewing and questionnaires.`

3.3 Area of the study

The study aimed at examining parents' attitude toward girls' access to secondary education in Tabora especially in Sikonge. Tabora region has an area of 76,151 sq.km representing 9% of the land area of Mainland Tanzania.

A total of 34,698 square kilometres are Forest Reserves and 17,122 square kilometres

are Game Reserves. Tabora Region is located in Mid-Western part of Tanzania on the central plateau between latitude 4 10-70 South and longitude 31-340 East. The region shares a border with Shinyanga region in the North, Singida region in the East, Mbeya and Rukwa regions in the South while the Western border is shared with Tabora region. Sikonge District is among of the six districts of the Tabora Region found in Tanzania. The town of Sikonge is the administrative seat of the district. The district has an area of 27,873 square kilometres (10,762 sq mi), but 26,834 square kilometres (10,361 sq mi) of it is in forest and game reserves. The district is bordered to the northwest by Urambo District, to the north by Uyui District, to the east by Manyoni District of Singida Region, to the south by Chunya District of Mbeya Region, and to the southwest by Mpanda District of Rukwa Region. The choice of Tabora Sikonge District was based on the fact that there are so many girls who are not attending secondary education and this is due to parents' attitude not to treat equally girls and boys in getting access to education¹

3.4 Target Population

Individuals of more or less common characteristics that are of interest to a researcher are known as Population (Creswell, 2003).

The target populations of this study are teachers and students from selected secondary education in Sikonge District Tabora. Also, for the purpose of collecting more reliable information, the following key influential people like ward, district

¹ See ([www. Tanzania Census Report 2014](http://www.tanzania.gov.tz/census-report-2014)).

education officer, parents and headmaster/mistress from selected secondary education in Sikonge District Tabora were considered for interview.

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

Kothari, (2004) defines sample as a small group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion. The sample size of this study was 64 respondents out of total population in Sikonge District. The sample size will incorporate (24) students who were selected from Secondary schools in Sikonge District, further the study will include (20) parents (3) head masters, (15) teachers, (1) education officer and lastly (1) district education officer.

Table 3.1 Units of inquiry

S/no	Cluster	Number of Respondents
1	<u>District Educational Officer</u>	1
2	<u>Education officer</u>	1
3	<u>Head master</u>	3
4	<u>Teacher</u>	15
5	<u>Parents</u>	20
6	<u>Students</u>	24
Total		64

Source:Data Field data 2016

3.5.2 Sampling Procedures

A list sampling units is notified as sampling frame (Kothari, 2004). A random sampling technique was used to select teachers who were included in the sample and students from selected secondary schools in Sikonge District in Tabora, also structured questionnaires were used to obtain information from them. The study mainly used random sampling method to obtain the information required from selected teachers and students in secondary schools. The method was preferred

because it avoids bias and gives each of the units in the population the probability of being selected.

Purposive procedure is a method whereby sample elements judged to be typical representative are chosen from the population (Kothari, 2004). The chance that a particular case will be selected for the sample depends on the subjective judgment of the researcher. Purposive samplings used to select people like parents, district education officer, and headmaster/mistress from selected secondary schools in Sikonge District in Tabora. These were selected purposively because they were considered to possess vital information useful for the study by virtue of their positions. Interview techniques were used to obtain information from them.

3.6 Types and Sources of Data

The study used two sources of data, i.e. primary and secondary data. Primary data means data directly collected from the area of study while secondary data means data from secondary sources like books, journals, reports and speeches. Mertens (1998) asserts that with regards to the nature of the study topic, types of data are usually distinguished between primary and secondary type of information.

3.6.1 Primary Data

Primary data are described as those items that are original to the problem under study (Cohen et al. 2000). This undertaking access and generate primary data were from Tabora in Sikonge District through interviews (face-to-face interviews). Primary data was necessary in order to get relevant, original and reliable first hand information about the problem under study.

3.6.2 Secondary Data

These are accounts offered by the second part, those who did not actually see the object or event but obtained information and provided descriptions of what they learned (Mason & Bramble, 1997). They are usually seen as text that is produced

much later than the events being studied, offering an interpretation and conversion of the primary data into an account that may be consulted by others (Mertens, 1998).

The present study collected and generated the secondary data through documentary search like office records, circulars, administrative files, reports and minutes of meetings related to the research problem. The secondary data were used in the absence of, or to supplement primary data.

3.7 Methods of Data Collection

To some extent, the kind of instrument used in data collection depends upon how the data will be collected (Mason & Bramble, 1997). The study will employ a variety of methods to facilitate the cross-checking of the accuracy of information which will be collected from the field. The use of more than one method was aimed at obtaining adequate, original and relevant data about the study from a variety of respondents. The methods included were the following:

3.7.1 Interview in research

Interview was used (24) respondents to key informants such as district education officer, head master/head mistress and parents. Through in-depth interviews, the researcher will be able to ask questions related to effects of parents' economic status on girls' access to secondary school.

The selection of an interview method has the following advantages:

- i. It can be used in-depth investigation from a small number of respondents.
- ii. Researcher was able to capture both verbal and non-verbal responses including the emotional expressions which have been given by the respondents.

3.7.2 Questionnaire in research

The questionnaire was divided into four parts. Part I comprise of questions focusing on personal particulars of the respondents including age, sex, marital status, education level, and working experience. Part II questions ask information on effect

of demographic factor of schools on girls` access to secondary school. Part III contains questions on parents` attitude affect girls` access to secondary school, where students and teachers were involved.

Kothari (2004) Showed some advantages of the questionnaire which are,

1. It has low cost
2. Has no bias.
3. Respondents have a lot of time for answering.
4. Researcher can reach respondent very easily.
5. Researcher can use larger sample in his or research.

The disadvantages are:

1. Respondents sometimes will not return the questionnaires.
2. It requires mostly the people with a little education. Layman cannot fill the questionnaire's.
3. Questionnaire some time are lost.
4. Once questionnaire has been dispatched it is difficult to amend them
5. It is very slow method.

3.7.3 Documentary Review

Documentary data obtained from office records and documentation including minutes of the meetings, letters, reports and the administrative files and other related records. Other data were obtained from government records and documents such as circulars, directives, policies, Acts, and reports. Data from documentary search complements the data and information was generated through interviews. Books and journals will be used to shape the direction of the research.

3.8 Validation and Reliability of Research Instruments

Pilot testing of the reliability and validity of data gathering instruments was conducted within Tabora especially Sikonge District. The responses were derived from the pilot study enabled the researcher to redesign some of the research

questions for ambiguity clarification and making necessary adjustments. For validity purposes, the researcher used triangulation of the data. In the field, the researcher increased reliability of data by revealing the study purpose to the respondents. Confidentiality of respondents' information was highly regarded and ensured for them to freely express their views and uncover relevant information they were aware of. The enquiry was largely carried in Kiswahili language as the study was mainly carried out in a Kiswahili speaking culture and environment.

The language, apart from being a national language, is widely used as the medium of instruction in Tanzania Public Service environment. The use of Kiswahili was very important as it is widely spoken and well understood by almost all the respondents.

3.9 Measurement of Variables

3.9.1 Household work

This construct will be measured by asking the respondents whether domestic responsibilities of girls affect parents' attitude toward girls' education. The respondents will be required to respond "yes" "no" and "sometimes" and percentage will be calculated.

3.9.2 Early marriages

Early marriages were measured by asking the respondents whether it affect parents' attitude toward girls' education. The respondents responded by describing how early marriages influence girls' education and percentage of "yes" "no" or "sometimes" was calculated.

3.9.3 Cultural norms

Cultural norms were measured by checking whether tribal parents and non tribal parents affect parents' attitude toward girls' access to education. The respondents were required to answer "yes" "no" or "sometimes" and percentage was calculated.

3.9.4 School pregnancies

A school pregnancy was measured by asking respondents whether it affect parents` attitude toward girls` access to education. Respondents were asked to respond “yes” “no” or “sometimes” and percentage was calculated.

3.9.5 Religious

Religious was measured by asking the respondents whether it influence parents` attitude toward girls` access to education, since parents want to send their children in a certain religious dimension school. The respondents were required to answer “yes” “no” or “sometimes” and percentage was calculated.

3.10 Data Analysis techniques

According to singh(2006) data analysis is all about the process of evaluating collected data in research using analytical and logical reasoning to examine each component of the data provided

Secondary data analysis techniques

Data collected from Documentary review analyzed by formulating themes emerging from transcripts of documentary data in relation to research questions of this study

The study used both qualitative and quantitative data. Qualitative data collected through the interviews. This was done by coding the obtained data and categorizing them into themes for the purpose of creating meaningful units of analysis that appeared in terms of words, phrases and sentences. Quantitative data was derived from documents and questionnaires which were first summarized in tabular form showing frequencies, sums, percentages and rank orders. Some of the quantitative data was used to construct grouped bar charts. In the second stage the summarized data from tables and bar graphs was then analyzed and interpreted.

Ethical consideration

The study considered ethical principles of conducting a social science research. This was done to preserve the rights of respondents for them to feel comfortable and give correct information for the integrity of the study. Some of ethical issues considered in this study was obtaining respondent consent, voluntary participation, guarantee for confidentiality and (Creswell 2009:89). Researcher introduced herself with the letter that she got from the school of public Administration and management of Mzumbe University, this helped her to get access to information and responds needed for the study. Also research sorted consent from the respondents needed for the study. Also researcher sorted consent from the respondents and respondents obtained letter from Human Resource at Sikonge District that granted permission to interview, distributing questionnaires, observation and access to the documents related to the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents data analysis and interpretation of the findings on parents' attitude toward girls' access to secondary education in Sikonge District. Analysis and interpretation based on three research objectives.

4.2 Factors affecting parents' attitudes on girls' access to secondary education in Sikonge District.

Objective number one was to find out factors affecting parents' attitude on girl's access to secondary education in Sikonge District. The method employed to collect data was through questionnaires. To achieve the objective twenty four respondents were asked to respond to the following statements: Household works inhibit girls' access to education; Tribal parents have negative attitude toward girls' access to education; Early marriage makes girls not to have access to education; School pregnancies inhibit girls' access to education; Religious dimensions make girls not to go to school; Cultural norms inhibit girls' access to education. The descriptions of the results are presented in table 4.1.

Table 4.1: Factors affecting parents' attitude on girl's access to secondary education

Statements	Scale	Percentage	
Household work inhibit girls' accesses to education	Yes	17	70.8
	No	07	29.2
	Total	24	100
Tribal parents have negative attitude toward girls' accesses to education	Yes	18	75
	No	06	25
	Total	24	100
Early marriages makes girls not to have access to education	Yes	20	83.3
	No	04	16.7
	Total	24	100
School pregnancies inhibit girls access to education	Yes	20	83.3
	No	04	16.7
	Total	24	100
Religious dimensions make girls not to have education	Yes	02	8.3
	No	22	91.7
	Total	24	100
Cultural norms inhibit girls access to education	Yes	19	79.2
	No	05	20.8
	Total	24	100

Source: Field Data, 2016

From table 4.1 majority of the students indicated school pregnancies and early marriage to be the most factors inhibit girls' access to education (83.3%). Parents' negative attitude toward girl's access to education (75%), Cultural norms inhibit girls' access to education (79.2%), House hold work inhibit girls' access to education (70.8%) minority indicated religious dimensions as the factor make girls not to have education. Tribal parents have negative attitude toward girls' access to education (75%). Majority viewed religious dimensions as the one which make girls to have education (91.7%).

Moreover, the findings are related to Kuleana (1999) who observed that despite the benefits of educating girls' parents attitudes towards girls' education are affected by cultural practices and belief which inhibit girls' access to education. From the data majority agreed early marriage and school pregnancies as the factors inhibit girl's access to secondary education.

Some cultural image on girls and the idea of ideal woman have pervasive effect on education development of girls' student particularly in secondary schools. Some cultural norms believe that education is likely to increase superiority complex to

educated girls that African men could not tolerate. As a result many parents do not allow girls to continue with higher schooling for fear that they could not easily get men to marry them. Illiterate families regard secondary education as the interference for marriage and delaying child bearing this is mostly found rural areas. Such belief affects parents attitude towards secondary education.

Further, the cultural norm which regard a girl as the temporal members of the family affect parents` attitude toward girls` access to education. There is belief that the family does not benefit from educating a daughter as the girl becomes a member of her husband family when she get married while the boys will become family heir and heads of the family (Show, 2009).

They also believe that pregnancies prior to marriage lower the bride price. Thus, they deny sending girls to secondary schools fearing that they will become too old and pregnant before marriage. The situation perpetuates the practice of early marriage and it is reported to be among of the reason inhibit girls access to secondary education in Sikonge District.

Furthermore, the data revealed that girls are regarded as sources of reliable labor for their mothers who are responsible for family welfare (Ordora, 1993). This is also supported by studies made by TGNP (1993) which reported that girls mostly engage in domestic duties soon after classes while boys allowed to concern on their studies. Poor divisions of labor at the house hold level affect girls` access to secondary education. Girls are expected to care of the sibilings, nursing the sick and other domestic chores such as washing utensils and cooking. Generally, such cultural norms affect parent attitude towards girl`s secondary education.

4.3. The effect of spatial distribution on girls` access to secondary education

The secondary objective of this study was to assess the effect of spatial distribution of schools on girls` access to secondary education in Sikonge District. To achieve this objective, responses were sought on the following statements: Distance to the nearest secondary school from my home; Distance from home to my school; Type of

secondary school nearest to my home; Type of school I go to; Mode of transport I use from home to school. Students' responses to the items are summarized in table 4.2.

Table 4.2: Girl's access to secondary education

Statement	Scale	Frequency	Percentage
Distance to the nearest secondary school from my home	Less than 1 km	0	0%
	1- 3km	01	4.2%
	3 - 5 km	06	25%4.2%
	4 More than 5km	17	70.8%
Total		24	100%
Distance from home to my school	Less than 1 km	0%	0%
	1-3 km	01	4.1 %
	3-5 km	06	25%
	More than 5 km	17	70.8%
Total	Total	24	100%
Type of secondary school nearest to my home	Boarding	0%	0%
	Day and boarding	0%	0%
	Day	24	100%
Total		24	100%
Types of school I go to	Boarding	0%	0%
	Day and boarding	0%	0%
	Day	24	100%
Total		24	100%
Mode of transport used if travel from home to school what	Foot	20	83.3
	Bicycle	4	16.7
	Motor transport	0%	0%
	Other	0%	0%
Total		24	100%

Source: Field Data, 2016

From table 4.2 majorities of the students (70.8%) have secondary schools in a distance exceeding 5 kilometers. Only (25%) have secondary schools in a distance between three to five kilometers and only (4.2%) have secondary schools in a distance between one to three kilometers. However, the findings revealed majority (70.8%) who attend schools in a distance more than five kilometers and only (6.6%) attend schools below five kilometers. Moreover the result show that the area surveyed was dominated by day schools (100%) in which most cases those schools

do not have accessibility to girl education, boarding schools and day and boarding schools have an easy access to girl education.

Respondents were further asked to state the mode of transport they used to go to school. The results indicated that majority (98.3%) use foot while very few (16.7%) students use bicycle to go to school. It was revealed that the area needs means of transport such as bicycle and motor transport to make easy schooling. Means of transport help to minimize girls` harassments encountered to and from school as well as improving accessibility of secondary education. Generally, nearness to a school provides a widen opportunity for girls` schooling since distances far away from schools are always not favored by parents. Footing for many girls is a barrier for secondary education in some cases it leads to poor enrollment, retention, poor academic performance and sometimes drops from school. Generally schooling becomes impossible.

4.4 How parents' attitude affects girls' access to secondary education.

The third objective was to find out how parents' attitude affect girls' access to secondary education in Sikonge District. To achieve this objective, the respondents were asked to respond to the following statements: My parents do not discriminate between boys and girls for secondary education; My parents say that what is taught in secondary schools is relevant to community needs; My parents see high opportunities for further education after secondary level; My parents do not mind about the schools' foundation body. The description of the results are presented in table 4.3

Table 4.3: Students’ response on the attitude of parents

Statement	Scale	Frequency	Percentage
My parents do not disseminate between girls and boys for secondary education	Very satisfied	01	4.1
	Satisfied	09	37.5%
	Dissatisfied	10	41.7%
	Very Dissatisfied	04	16.7%
Total		24	100%
My parent say that what is taught in secondary schools is relevant to community needs	Very satisfied	0	0%
	Satisfied	6	25%
	Dissatisfied	16	66.6%
	Very Dissatisfied	02	8.4%
Total		24	100%
My parents see high opportunities for further education after secondary school	Very satisfied	01	4.1%
	Satisfied	04	16.7%
	Dissatisfied	15	62.5%
	Very Dissatisfied	04	16.7%
Total		24	100%
My parents do not mind about the school foundation body	Very satisfied	0	0%
	Satisfied	05	20.8
	Dissatisfied	17	70.8%
	Very Dissatisfied	02	8.4%
Total		24	100%

Source: Field Data, 2016

Table 4.3 revealed that students who agreed persistence of discrimination between girls and boys for secondary education were 14 (58.4%), relevancy of school curriculum to community needs dissatisfied and very dissatisfied there were 18 (75%) respondents, Opportunities for further studies (79.2%) and consideration for school’s foundation body (79.2%). However general view indicates the persistence of child discrimination between girls and boys for secondary education which is exercised by parents. Demand for education has to come from parents themselves; they must therefore see advantages of education to the family before they invest in schooling for their children. There are child preferences among parents who view secondary education is for certain sex specifically boys. Parents must see the advantages of educating both boys and girls at all levels and be able to invest in schooling for secondary girl’s education. Sex – biasness in parents demand for their children’s secondary education may be to the belief that return from education are higher from a particular sex than the others, therefore demand more education for the favored sex.

Furthermore parents' attitude toward secondary education may be affected due to the irrelevancy of the school curriculum which do not open children's opportunities for the jobs, further education and knowledge desired to meet community needs. This is supported by other scholars, who observed that, when a family lack money to send all children to college they are more likely to invest in boys (Kleinfeld and Yerian, 2009). Such discriminatory attitudes towards children on the basis of their sex, affect the way parents take care of their children, especially in face of scarce resources. This will lead the girls to grow up in an environment of deprivation in which their rights to education and economic opportunities are deprived.

4.5 How parents' attitudes affect girl's access to secondary education

The third objective was to find out how parent's attitude affects girls access to secondary education. Interview was used to key informants, such as parents, teachers, and headmaster and education officer

To achieve the objective interview guidelines were as follows: Do parents discriminate between boys and girls in getting access to education? (i) Do parents see any significant in educating girls? (ii) What opportunity cost do parents consider for not educating girls? (iii) Does girl's education help to improve economic status of the family? (iv) What are barriers for girls not to get secondary education? (v) Why parents do not provide equal opportunity for boys and girls to access education? (vi) Does the problem of schools make parents not to send the girls to secondary schools?

In question number one the research wanted to know if parents discriminate between boys and girls. There were 24 (60%) respondents who agreed and 16 (40%) respondents did not agree. The researcher wanted to know why there was discrimination between boys and girls. It was observed that in the area there are traditional customs that discriminate men from women thus resulting into gender inequality. These include how women and men a valued, division of labor and inheritance of property. In matters of education, it was expressed that societies have less value for girls than boys.

Thus when it comes to paying for education, as in the case for secondary education it is often the boy who is given priority. One of the teachers said the following:

“In this area there are still parents who feel that the boy should get better education up to secondary level and the girl can simply get married. But this is sometimes brought by girls themselves; because some parents send their girls to secondary school but the result is that girls, misbehave and indulge into shameful acts”

Regarding division of labor, the study found that girls are the one who do most of the domestic work. This affects girl’s education because they have little time for study while at home compared to boys. When the researcher asked one of the respondents if she could convince the boys to participate in domestic work so as to bring relief to their sisters she commented as follows:

“Boys cannot wash utensils if they have sisters in the family, may be if there were born only sons they could performance those tasks in fact traditionally boys cannot perform such activities. Those activities are for girls who are prepared as wives to be”

From the comments it is revealed that gender inequality is triggered by poor cultural norms and practices which affect parents’ attitude toward girls access to education, it also reveal how it is not easy to change the cultural norms and practice in the area. It shows poor gender division of labor which affects girls’ access to education. This is supported by OUT (2007) which observed that some of the family and society beliefs and attitudes acquired during socialization regarding the role of boys and girls in the society are not easy to change.

Regarding to if parents see any significant in educating girls there were 17 (42.5%) respondents who agreed and 23 (57.5%) respondents who said “ no”. the researcher wanted to know why parents do not see any significant in educating girls. One of the respondents said the following:

“Educating girls is a risk you are not sure if they will complete secondary school, they can drop from school due to pregnancy or

marriage which will bring lose in the family due to the money spent for the school fees and other expenses”

Another respondent added that:

“Some parents do not see significant in educating girls because they believe that she is not a permanent member in the family, if you educate her all resources will be taken to her husband. But a boy become a family heir and maintain lineage. Therefore, in case of economic constraints it is better to educate a boy”

The comments revealed that some parents in the area surveyed do not see significant in educating girls due to poor beliefs which affects their attitude towards girls’ education. With all efforts done by the government to see the importance of educating girls, there are cultural norms persisting in rural areas specifically among illiterate families which affect accessibility of girl education. Moreover, opportunity cost do parents consider for not educating, girl’s responses were shown in table 4.4

Table 4.4: Opportunity cost do parents consider for not educating girls

Item	Frequency	Percentage
Girls are source of reliable labor for their mothers	18	41%
Girls the source of wealth through bride price	14	31.8%
Girls as the source of income through child labor	12	27.2%
Total	40	100%

Source: Field Data, 2016

From table 4.4 it revealed that girls are the source of reliable labor for their mothers there were 18(41%) respondents, while girls as the source of wealth through bride price there were 14 (31.8%) girls as the only source of reliable labor for their mothers there were 12(27.2%) respondents.

Also among illiterate and poor families’ girls viewed as the sources of income through child labor and bride price. One of the respondents narrated as follows: -

“In some single and poor families with many children, parents tend to send girls into towns or to any able person where they are employed as house girl so as to create income for the family”

From the comment it is clear that there some parents who consider girls to become the source of income and se no any need of educating them. Economic position becomes the determinant factor of educating a girl or not educating her.

Furthermore, there were 32 (80%) respondents who agreed that girls’ education help to improve economic status of the family, 6(14%) respondents said No” while 2(6%) respondents said that there is no relationship between girl education and improvement of economic status of the family. Form the findings majority agreed that girl education help to improve economic status of the family, very few who did not accept.

Although majority agreed that girl education help to improve economic status of the family, the researcher wanted to know the berries for girls not to get secondary education. Forty respondents mentioned the barriers as shown in 4.

Table 4.5: Barriers for girls secondary education in Sikonge District

Item	Frequency	Percentage
Early marriage	12	30%
Early pregnancy	12	30%
Total	24	60%
Poor cultural beliefs and practices	10	25%
Lack of parents support	03	7.5%
Negative attitude toward girl education	02	5%
Long distance form home to school	01	2.5%
Total	40	100%

Sources: Field Data, 2016

From table 4.5, early pregnancy there were 12(30%) respondents, early marriage 30% poor cultural beliefs and practices (25%), lack of parents support (7.5%), negative attitude toward girl education(5%), long distance form home to

school(2.5%) . The data reveal that early pregnancy and early marriage are most barriers for girls not to get secondary education in Sikonge District. It followed by poor cultural beliefs and practices. The researcher wanted to know some cultural beliefs and practices found in the area. Every society has its own cultural beliefs and practices which influence the activities of the people positively or negatively. In this study parents, teachers students and educational officers were asked to mention some cultural beliefs and practices found in the area. The methods employed to collect data were interviews and questionnaires, which was imposed to 64 respondents. The Table show the findings in relation to some cultural beliefs and practices.

Table 4.6: Some cultural beliefs and practices found in Sikonge

Cultural beliefs and practices	Frequency	%
Household work for girls only	16	25%
Early marriage	14	21.87%
Child preference	13	20.3%
A girl is not regarded as a permanent member in the family	12	18.75%
Bride price for a girl	09	14.1%
Total number of respondents	64	100%

Sources: Field Data, 2016

The table shows the cultural beliefs and practices found in the area. House hold for girls only (25%), early marriage (21.87%), child preference (20.3%), a girl is not regarded as a permanent member in the family (18.75%) lastly bride price for girl (14.1%). The researcher went further as she wanted to know the causes for early marriage. Eight (8) respondents presented the causes as follows: -

“Most of the parents in rural areas expect girls to start supporting themselves and to provide for their basic needs earlier. In order to get such needs they are tempted to find men who will supply for those needs, hence drop from school so as to be married”

“Some parents have the tendency of supporting boys than girls. Therefore girls feel that they don’t have support to help them in their problems, so they find other means which make them to be married early so as to get support”

“Girls in schools come from families of different economic levels, those who come from poor families would like to have good clothes like those who come from rich families they also wish to apply cosmetics and other items that belong to modern life. So they fall into temptation of accepting boyfriends so that they get those things”

“Many girls are forced to be married because they involve in sex in early age due to biological drives or the effect of globalization which make their parents not to accept them avoiding shame”

“For the girls who come far from the school, some parents hire houses which are near to the school. Because of poverty they the men who could support them hence involve in marriage”.

“This is due to the cultural beliefs and practices in different societies which regard as the girl who has undergone puberty as the old enough to be married such beliefs have been internalized among the girls. Therefore, from when they are young and when they enter puberty their thoughts move to think of marriage.”

“Girls value marriage, because they think formal education will delay marriage. They force their parents to prepare their marriage and their parents support them”

“Some parents convince their daughters to be married in early age because they think that marriage will help them to avoid (bad behaviors) unacceptable behaviors in the society”

From the above comments, it is clear that girls' value marriage, because they think formal education will delay marriage. They sometimes force their parents to prepare their marriage and their parents support them and this ends in them dropping out of the school. Some parents consider early marriage the way for assisting their daughters to avoid unexpected pregnancies.

Moreover, why parents do not provide equal opportunity for boys and girls to access education results were as follows negative attitude toward girl education 50% , boys to be valued because will be heir of the family 30% and while girls are not permanent member of the family 20% . The researcher wanted to know why negative attitude toward girl education. One of the respondents narrated that:

“There is a belief that girls are inherently inferior to boys in mental ability and aptitude. The situation makes parents not to invest more in girls' education fearing of wastage of their family resources. This is mostly found among illiterate families”

The last question was to find out if the problem of schools makes parents not to send the girls to secondary school. There were 35(87.5%) respondents who said “No” while 5 (12.5%) respondents said “No”. The result indicated that problems of schools do not make parents not to send the girls to secondary school. One of the teachers said.

“Although the school environment is not conducive for teaching and learning process parent do not care about it”

From the above comment, it was revealed that, the parents have no moral and economic support in educational matters. They know nothing about school problems. For this reason, they don't take measures to support educational programs such as promoting girl education in their community.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The main purpose of the study was to examine parent's attitude toward girls 'access to secondary education in Tabora especially in Sikonge District. Specifically, it aimed to find out factors affecting parents attitudes on girls access to secondary education, to assess the effect of spatial distribution on girl's access to secondary education and to find out how parents' attitude affect girls' access to secondary education.

5.2 This section presents discussion of the results following the research objectives

5.2.1 Factors affecting parent's attitudes on girls' access to secondary education

The first objective was to find out factors affecting parents' attitudes on girls' access to secondary education in Sikonge District. Data analysis and interpretation of questionnaire responses from the students revealed that early marriage, school pregnancies and cultural norms are main factors inhibit girls' access to education. Religious dimensions were seen to be the factors which permit girls access to education. The findings indicate that tribal parents have negative attitude towards girls' access to education. The findings are related to Kuleana (1999) who observed that despite the benefits of educating girls, parents attitudes are affected by cultural beliefs which inhibit girl's access to secondary education. Moreover, Offorma (2009) observed that many girls have to stay home to nurse relative with HIV/AIDS. This is mostly happened in the family where their mothers were not educated that makes them feel that their daughters do not need education or believe in education of girls.

Show (2009) support the idea where he observed parents reluctant to enroll their daughters in form one and irregular school attendance. Also girls treated as a source of income. Some of them were forced to be the house girls so as to get money. In the research done by Maasai Girls` Education Fund (MGEF) revealed that among the Maasai there is a belief that family does not benefit from educating a daughter, since the girl becomes a member of her husband's family when she get married. They believe that premarital pregnancies or pregnancies prior to marriage lower the bride price. Thus they deny to send girls to Secondary school fearing that they will become too old and pregnant before marriage. The situation perpetuates the practice of early marriage and it is cited to be the reason that make Maasai girls drop out of school.

In Tanzania women seem to be destined to do domestic work depending on the tradition of the areas and the level of technological development in the locality. Specific gender roles such as tending children, caring for the sick and the elderly, are still considered women roles (Temba, 2004). Studies made by UNICEF (2005) revealed that, patriarchy and a preference for sons combined with parental perceptions of the opportunity costs of investing in girls' education, often seen as a risk which affects the girls' access to education.

5.2.2 Effect of spatial distribution on girl's access to secondary education

The second objective was to assess the effect of spatial distribution of school on girl's aces to secondary education in Sikonge District. Data analysis and interpretation of questionnaire responses from students revealed that Imbalances in distribution of secondary school affect girl's access to school. It was revealed that most of the nearest secondary school from home is more than five Kilometer which is almost the same with distance from home to school. It is clear that where home to school distances are short children can easily trek to school. Home to school distances impact on children's enrollment, attendance, retention and academic performance. Ministry of education and sports (1999) observed that large numbers of rural primary graduates do not continue with secondary education due to lack of

nearby secondary schools. Suitable location of schools enables children to walk to and from school with ease hence increasing opportunities for schooling.

Moreover, the findings revealed that the area do not favor the walk able distance for the students this decreases opportunities for schooling especially for the girls. Owalabi (2006) and Forojalla (1993) suggested five Kilometers as maximum walk able distance for secondary school children. It was also revealed that there was no boarding or day boarding school. There were only day schools. Day and boarding schools give chance for children from far away areas to enroll so as to improve girl's access to secondary education. These findings indicate that girl's participation in secondary education is poor because of unavailability of boarding schools. URT (1995) suggested that in order to improve girls participation in secondary education someday schools should be day and boarding school and boarding schools for girls should be increased this contributes to high rates of girls participation in secondary education. Keith (2002) contends that uneven educational participation rate between rural and urban areas is the consequences of inequitable distribution of schools and nature of schools.

Furthermore, study findings indicated that foot was the mode of transport used by majority very few who manage to use bicycle. Access to school can be increased by providing means of transport for example use of bicycles and motor transport. This facilitates children from distance areas to access school by removing daily trekking constraints. Forojalla (1993) argued that the provision of transport enlarges the catchments area and provide equality of educational opportunities between boys and girls. Bicycles which are dominant and afford able asset in the families should be used by children to reach school. Therefore, findings of this study indicate that spatial distribution of schools affect girls access to secondary education in Sikonge district.

5.2.3 How parents' attitude affects girls' access to secondary education

The third objective was to establish the effect of parents' attitude on girls' access to secondary education in Sikonge district. Data analysis and interpretations of questionnaire responds from students and interview from key informants were discussed. Questionnaire responses from students revealed that parents' discrimination between boys and girls have impact on girls' access to education. There is no equal educational opportunity which is the one of the fundamental human right. The relevance of the curriculum to meet community needs is among parents' attraction for their children's schooling. Consequently, they enroll their children irrespective of sex or schools' foundation body. Parents weigh the advantages secondary education provides. An attitude as described by Michael (2006) is as settled mode of thinking and contains as assessment of the likes and dislikes of an object. It is against this that parents' decisions to enroll children for secondary education will be influenced. Akangbout (1987) argued that parents demand better education after making assessment of the benefits of such education which they want to give to their children. To attract parents, the curriculum has to address knowledge to address community needs and therefore equip children with the required knowledge to handle the communities' needs such as required skills on job market.

These findings are consistent with Forojalla (1993) who argued that in order to attract both parents and children, the curriculum need to address local concern. Ministry of education and sports (1999) found out that failure of the curriculum to address the pastoralists' life is a key factor to non enrolment in Karamoja. There is a wide variation in what a relevant curriculum is between the rural and urban areas. There highly literate secondary school curriculum is more relevant to urban to the rural parents who have little or no aspiration for further education of their children and there after get employed, the literacy curriculum provided by secondary school is disincentive to their children's schooling.

Data analysis and interpretation of interview from the key informants revealed gender inequality is triggered by poor cultural norms and practice.

CHAPTER SIX

SUMMARY, CONCLUSION AND POLICY IMPLICATION

6.1 Introduction

This chapter provides a summary of the study findings, and conclusions derived from the findings. Finally, it concerns on policy implication.

6.2 Summary of Findings

This part gives the summary of major findings of this study drawn from chapter four and chapter five of this study

6.2.1 Factors affecting parent's attitudes on girls' access to secondary education

That there are factors which affect early marriages, parents attitude on girls education be the most factors affecting parents attitudes on girls education others included parents negative attitude towards girls access to education and household work. It was also revealed that religious dimensions make girls to have education. This is support by the universal Declaration of human right which emphasizes education as one of the fundamental right of a person. Also the study revealed that the areas has discrimination between girls and boys in secondary education (59.4)

6.2.2 Effect of spatial distribution on girl's access to secondary education

The study also revealed that, the areas have day schools only as near to the students' home place. Those day schools distance from home to school are far more than 5km which is not recommendable for day schools. Spatial distributions of schools do not access schools. Furthermore, the study revealed that most of the students go to school on foot. It was observed that the area needs transport for girls to use so as to avoid

men who are looking for young students for unwanted relationship and to reduce the time lost on the way to and from school.

It was also noted that, what is taught is not relevant to the community needs. Curriculum should provide skills needed in the society. Rural communities need skill such as improving agriculture (farming and cattle keeping) Carpentry weaving, such curriculum will attract parents to send their girls to have such education. Furthermore study revealed that parents attitude has a very big impact on girls access to secondary education.

6.2.3 How parents' attitude affects girls' access to secondary education

In respect to this variable, the study observed that although the some parents (42.5%) see significant in educating girls, 57% did not agree this is due to the negative attitude toward girl education. (Among the illiterate families they consider opportunity cost which makes them not education girls. Some poor families expect girls. Some poor families expect girls to become source of income as they employed house girl or through bride price.

Finally, the study observed barriers for girl's secondary education. Some of barriers indicated were early pregnancy (30% early marriage (30%) poor cultural beliefs and practices 25% lack poor parent support 7.5% negative attitude toward girl education 5% and long distance from home to school 2.5%.

6.3 Conclusions

This study investigated the factors affecting parent's attitude toward girl's access to secondary education in Sikonge district. IT assessed the effect of spatial distribution on girl's access to secondary education and to find how parents' attitude affect girls' access to secondary education in Sikonge District. The study concludes that; firstly, Parents weigh the benefits to be acquired from their children's secondary education and make a choice to support them or not; Secondly, spatial distribution of secondary schools home to school distances not access secondary education. Most of the students use foot; thirdly, early marriage, early pregnancy, cultural beliefs and

practices lack of parent's supports, negative attitude toward girls and long distance from home to school are some of the barriers for girl's secondary education.

6.4. Recommendations

In this study parents' attitude and spatial distribution of schools affect girl's access to secondary education in Sikonge District.

The study has shown that home to school distance do not access schools. This automatically do not aces secondary education in Sikonge district. Also school curriculum does not fulfill the needs of the society. It is against this background that the recommendations below are made.

6.4.1 Recommendations for Administrative Action

Firstly, in this era where have been efforts to increase educational opportunities for the girls government should develop programme to mitigate parents attitude which affect girl education in the rural areas and among the illiterate families. That may include the effort to fight against cultural norms and practices which affect girl education. Tribal communities should be educated on the advantages of educating girls up to secondary day education.

Secondly, Secondary school should be made attractive to parents and accessible. the government should redesign the curriculum to meet the current community demands such as entrepreneurs kills, the curriculum should be widened to include skill oriented subject , which will permits children to help their parents especially in rural areas.

Thirdly, School mapping exercise should be carried out to establish distribution of secondary schools so as to be accessible by the students.

Fourthly, The government should promote the construction of day and boarding schools so as to accommodate students who came far away from schools, probability should be for girls.

6.4.2 Areas for further Research

Firstly, apart from parent's attitudes there is a need to investigate on girls attitudes on access to secondary education

Secondly, there is also a need to investigate on how best government can co-partner with private education providers to increase accesses to secondary education.

REFERENCES

- Anamuah-Mensah, J., (2000), *The Race Against Underdevelopment: A Mirage or Reality*, Ghana Universities Press, Accra, pp. 17 – 19
- Armstrong, M. (2006). *Human resource management practice*. London: Kogan Page Ltd, UK.
- Anderson, M., (1992), “Education for All; What Are We Waiting For?”, UNICEF, New York, p.8
- Adesina, S. (1977). *Planning and educational development in Nigeria*. Lagos: Educational Industries Nigeria Ltd.
- Akangbou, S. (1987). *The economics of education in introduction*. Ibadan: Shameson C.I Ltd.
- Caldwell, John *Theory of fertility decline*. London: Academic Press. (1982).
- Namirembe, B. G. (2006). *Speech on the official closing of the 2006 senior one / year one technical / farm schools placement exercise*.
- Fafunwa, A. B. (1974). *History of education in Nigeria*. London: George Allen & Unwin.
- Forojalla, S. B. (1993). *Educational planning for development*. London: Macmillan Press Ltd, Vikas.
- Makerere University, (1993). *Teacher education materials development project for Uganda*. London: Educational Management and Administration, Makerere University, Kampala and the Harold Macmillan trust.
- Ministry of Education and Sports (2008). *A report on the USE/BTUET Head Count*. Kampala: United printers Ltd, Uganda.
- Ministry of Education and Sports, (2004). *Uganda Education Statistics Abstract 2004*.

- Namirembe, B. G. (2006). Speech on the official closing of the 2006 senior one / year one technical / farm schools placement exercise.
- Nyerere, J. K. (1967). Education for self-reliance. Dar-es-Salaam: Government Printer, United Republic of Tanzania.
- Owolabi, J. (2006). Quantitative methods of educational planning. Moboroda: Lucky Odoni Enterprises, Nigeria.
- Tanman, S. (2008). *İlköğretim okulları ikinci kademesinde eğitimde fırsat eşitliği*. Unpublished Master's Thesis, Süleyman Demirel University, Isparta.
- UNESCO, (2003), Educational in and for the Information Society, Place de Fontenoy F - 75352, Paris, 07 SP, pp. 10 – 14
- UNESCO, (2000), Education and its Impact on Poverty: Equity or Exclusion? Forum on Education for all in the Caribbean; Assessment 2000, Santo Domingo, Dominican Republic, 10-12 February 2000, p. 18
- UNESCO/UNICEF, (2005), Children out of School, Measuring Exclusion from Primary Education, cited in <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUC...>
- Rugh, A. (2000). *Starting now: Strategies for helping girls complete primary*.
- World Bank, (1999), World Development Report: Knowledge for Development, New York, Oxford University Press, p. 16

APPENDICES

Appendix 1: Questionnaire for students

Instructions

Please provide information to the following questions by putting a V mark against a selected answer or fill in your answers in the space provided. The information is for academic purposes and will be treated in confidence.

PART I: BACKGROUND CHARACTERISTICS

1 Sex

- a) Female ()
- b) Male ()

1.1 Age of the respondent

- a) 13 – 17 ()
- b) 18– 22 ()
- c) 23- 26 ()
- d) 27and Above ()

1.1 Level of education

- a) FORM i ()
- b) FORM ii ()
- c) Form iii ()
- d) Form iv ()
- e) Form v ()

PART II: FACTORS AFFECTING PARENTS ATTITUDE TOWARD GIRLS` ACCESS TO EDUCATION

2.1 Does household work inhibit girls` access to education?

Yes () No () Sometimes ()

Explain.....
.....
.....

2.2 Does tribal parents have negative attitude toward girls` access to education?

Yes () No () Sometimes ()

Explain.....
.....
.....

2.3 Does early marriages make girls` not to have access to education?

Yes () No () Sometimes ()

Explain.....
.....
.....

2.4 Does school pregnancies inhibit girl`s access to education?

Yes () No () Sometimes ()

Explain.....
.....
.....

2.5 Does school with religious dimension make girls not to have education?

Yes () No () Sometimes ()

Explain.....
.....
.....

PART III: SPATIAL DISTRIBUTION OF SECONDARY SCHOOLS

Pick the correct answer of your choice to fill the box

3.1 Distance to the nearest secondary school from my home

- (a) Less than 1 km
- (b) 1 – 3km ()
- (c) 3 - 5km
- (d) More than 5km

3.2 Distance from home to my school.

- (a) Less than 1 km
- (b) 1 – 3km ()
- (c) 3 - 5km
- (d) More than 5km

3.3 Type of secondary school nearest my home.

- (a) Boarding (b) Day and boarding (c) Day ()

3.4 Type of school I go to

- (a) Boarding (b) Day and boarding (c) Day ()

3.5 If you travel from home to school, what mode of transport do you use?

- (a) Foot (b) Bicycle
- (c) Motor Transport (d) Any Other ()

PART VI: PARENTS ATTITUDE

In each of the boxes in this section, please put a tick (√) to indicate any appropriate answer to you.

STATEMENT	VS	S	D	VD
My parents do not discriminate between girls and boys for secondary education				
My parents say that what is taught in secondary schools is relevant to community needs				
My parents see high opportunities for further education after secondary school				
My parents do not mind about the schools foundation body				

KEY

VS- VERY SATISFIED

S – SATISFIED

D- DISSATISFIED

VD- VERY DISSATISFIED

Appendix II

INTERVIEW GUIDELINE FOR KEY INFORMANTS

1. Do parents discriminate between boys and girls in getting access to education?
2. Do parents see any significant in educating girls?
3. What opportunity cost do parents consider for not educating girls?
4. Does girl`s education help to improve economic status of the family?
5. What are barriers for girls not to get secondary education?
6. Why parents do not provide equal opportunity for boys and girls to access education?
7. Does the problem of schools make parents not to send the girls to secondary school?