

**FACTORS INFLUENCING GIRLS' POOR ACADEMIC
PERFORMANCE IN COMMUNITY SECONDARY SCHOOLS:
THE CASE OF KISHAPU DISTRICT**

By

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**A Research Report Submitted in Partial Fulfillment of the Requirement of the
Degree of Master of Arts in Education of Mzumbe University**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled; **“Factors influencing girls’ poor academic performance in community secondary schools: The case of Kishapu district”** in partial fulfilment of the requirements for award of Master Degree of Arts in Education of Mzumbe University

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ABBREVIATIONS AND ACRONYMS

BEST	-	Basic Education Statistics
BRN	-	Big Results Now
CSEE	-	Certificate of Secondary Education Examination
DEO	-	District Education Officer
EFA	-	Education for All
HDM	-	Head Master
KDC	-	Kishapu District Council
MOEVT	-	Ministry of Education and Vocational Training
NECTA	-	National Examination Council of Tanzania
NEWI	-	Nyanza Education Women's Initiative
SEDP	-	Secondary Education Development Plan
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
URT	-	United Republic of Tanzania

ABSTRACT

This study was concerned with factors influencing girls' poor academic performance in community secondary schools in Kishapu District. Specifically the study intended to determine home and school based factors resulting to girls' poor academic performance in community secondary schools, to examine reasons for factors influencing girls' poor academic performance in community secondary schools as well as soliciting ways to improve girls' academic performance in community secondary schools in Kishapu district.

The study sampled three community mixed Secondary Schools from Kishapu district. From the selected schools, girl students were selected from all classes in each school totaling 66 respondents. Five (5) teachers, three (3) heads of schools, one (1) DEO and three (3) parents were also included in the study. Data was collected using questionnaires for students and teachers. Interviews were for head of schools, DEO and parents. The research employed a mixed method design technique in which both qualitative and quantitative methods were employed. Data was analyzed using descriptive statistics like frequencies and percentages. Scientific Package for Social Sciences (SPSS) was also used.

Findings of this study reveals that, poor academic performance among girl students in community secondary schools in Kishapu district is attributed to factors like poor girls participation in classroom activities, excessive domestic activities involved by girl students at home, lack of effective assistance from parents relating to their schooling, lack of food supply at school, lack of stationary services in schools, sexual harassments on girl students, long traveling distance from home to school, lack of sanitary services as well as lack of library services. In order to improve girls' academic performance, the study suggests different measures as obtained from respondents during data collection. Themes like provision of regular seminars to girl students regarding their reproductive health, increasing government support to community secondary schools and elimination of gender inequalities from family level through mass education were raised by respondents and discussed in details in this report.

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CHAPTER ONE

PROBLEM SETTING

1.1 Introduction

This chapter provides background information for the study and identifies, conceptualizes and defines the research problem. The chapter goes on to highlight the research's objectives, questions, significance and scope.

1.2 Background of the study

Girls' academic poor performance is a challenge in the world at large bearing the meaning that girls are given opportunity in learning institutions. UNESCO (2011) indicates that out of 61 million of primary school children, 53 per cent are girls. This implies that they are almost half of the enrolled population. On the other hand, almost two third of the world's illiterate adults are women. This is a big challenge to this gender when compared with men in academic performance. Education for All Global Monitoring Report of 2012 indicates that Sub-Saharan Africa has the lowest total secondary school enrolment (UNESCO, 2012). It also states that among the 68 countries lacking gender parity in education, girls are more disadvantaged in 60 of them.

In East Africa Tanzania is part of the proportion of girls in secondary schools in relatively low, with a gender index of 0.78 and 0.97 women and men parity index as ratio of literacy rates between 15 to 24 years old. East Africa holds the highest position, showing a positive move towards equality in secondary education but there is a big problem of girls' academic performance comparing to boys. Okumu et al (2008) argues that education is a fundamental right as well as a catalyst for economic growth and human development. The contribution education makes to the national development through provision of appropriate human resource that helps the nation toward economic, political and social development makes it valuable. Governments in Africa are aware of the benefits of female education. Female education has a profound effect in national development because lack of their

education has been linked with poor health and high mortality rate (Okumu et al., 2008).

Education empowers women to overcome discrimination, girls who are educated have greater awareness of their rights as well as greater confidence and freedom to make decisions that affect their lives (UNESCO, 2013). It is important to consider education for girls so as to make the society productive. Engin-Demir (2009) stated that education is not a charity rather a fundamental human right for all people irrespective of their sex, race or economic status.

O'banya (2005) stated that, an educated female is likely to become a more competent and knowledgeable mother, more productive and better paid worker, an informed citizen, a self-confident individual and a skilled decision maker. Geiger (2002) also indicated that benefits of education relates to more or less in all aspects of development. Therefore, to educate a girl is to prepare her for good and enjoyable life.

The conclusion of many empirical studies is that children development depends more on increased schooling of the mother than increased schooling of the father (Mbelle & Katabaro, 2003). Under this circumstance, investing in education for girls is more advantageous than investing in education for boys though both are important.

A decision to invest in education can be guided by two dimensions; one is micro level (individual level) investment projected by conditions which sometimes are influenced by socio-cultural considerations and the second is the macro level (economic level) of which decisions depends on the returns of education (Mbelle and Katabaro, 2003). Osakwe, Osagie, Madunagu and Usman (1995) observed that Nigerian girls for various reasons bordering on religious, cultural, socio-economic and school related factors, are not given a fair chance in the educational sector.

Moreover, the participation of women in education in developing countries is characterized by low enrolment and poor performance (Herz, 1991).

Developed countries have gone far in issues relating to education investment by regarding equalisation of education in terms of achievements as a corner stone (Schultz, 2002). Regarding this view, in developing countries especially the Sub – Saharan Africa there is greater attention to investments in education; Tanzania included (Mbelle & Katabaro, 2003). The question to ask here is whether these countries especially Tanzania point their focus on issues regarding equity in both education inputs and outputs.

Secondary education in Tanzania and other Sub- Saharan African countries is considered important because it contribute to inputs of higher education and in the labor force of the country's economy because all these areas requires qualified outputs as a result of secondary education (HakiElimu,2007, URT,1995).

Ministry of Education and Vocational Training (MOEVT) (2004) indicate that, in Tanzania families tend to influence the upbringing of their daughter basing on cultural values and religious norms. It is during their early ages, girls are taught to be quiet shy and most importantly obedient hence their inability to express themselves and interact effectively with their teachers in class. These cases also make them isolated and fail to seek for advice and help when they face challenges in their learning hence poor academic performance. Although many factors are associated with what it takes to have quality education, the most reliable term that expresses the direction to improvement or decline of quality of education is the expression made through exams (King Sigalla, 2013). In recent years students' academic performance in the Tanzania Certificate of Secondary Education Examination (CSEE) has been steadily declining, prompting concern in civil society and the government about what should be done apart from what might be the reasons for this failure (HakiElimu,2013). If we look at the trend of performance in form four examination results in the past ten years in Tanzania, the picture is not

convincing in the sense that it does not really show prospect in social economic and political development (HakiElimu, 2012).

In Tanzania, the decline of girls' academic performance has been one among the major topics of discussion among educators, politicians, administrators and parents. Different reports have indicated that the standard of girls' academic performance has persistently been poor from primary school level to secondary level.

MOEVT (2011) indicated that, form IV examination results in Tanzania from 2009 to 2011 showed that over 72% of all students who performed between division four and Zero were girls. The central reason for this poor performance is said to be the modality of the introduction of community secondary schools, which much efforts was put on quantity while neglecting the point of quality (Sumra & Katabaro, 2014). Majority of these schools lacks friendly environment for girl students especially on the side of sanitation services. A study conducted by HakiElimu (2013) identified that performance in secondary education examination 2013 varied according to types of schools; private schools performed well compared to government and community owned schools. Mbelle and Katabaro (2003) provided a report on academic performance in secondary schools in Tanzania during the year 2000 according to division and type of school as shown below;

Table 1.1: CSEE performance in 2000

Division	Boarding	Day
I	11 (17.1 %)	0 (0.0 %)
II	11 (17.1 %)	0 (0.0 %)
III	9 (14.1 %)	4 (68.2 %)
IV	28 (43.8 %)	30 (68.2 %)
0	5 (7.9 %)	5 (7.9 %)

Source: Mbelle and Katabaro (2003)

Boarding schools in the Table above performed much better than day schools in the national form four examinations. Under this circumstance, the variation in performance in national examination in Tanzania implies that there could be some school factors and out of school factors that contribute to poor academic performance. Different studies like that conducted by Brooker et al (1978) and

Frasser and Fisher (1982) just to mention the few have agreed that classroom psychological environmental variables had significant effects on students' affective and cognitive outcome. Few of these studies have looked at specific factors hindering girls' academic performance hence insufficient information in the area. United Republic of Tanzania (2008) indicated performance of CSEE according to school ownership in 2007 as follows;

Table 1.2: Performance of CSEE according to school ownership in 2007

STATUS	DIVISION						
	I	II	III	I-III	IV	FAILED	TOTAL
Community schools	2.88	7.58	20.08	30.54	57.25	12.17	44,390
Government schools	9.70	12.67	25.52	47.89	45.37	6.75	17,103
Private schools	11.10	8.25	22.31	35.66	55.32	9.02	51,991
Seminaries	4.75	4.83	27.20	56.78	39.01	4.22	3,912

Source: URT (2008)

The Table above clearly shows that students in community secondary schools perform poorly comparing to other types of schools. Seminaries are the leading schools in performance.

Studies have indicated that factors within the classroom are not only the cause for girl's poor academic performance but also home based factors such as domestic activities makes girls miss school (Okumu et al, 2008).

MOEVT (2010) has identified strategies taken by the government of Tanzania to enhance access and equity in education sector through Secondary Education Development Plan I and SEDP II. All these programmes aimed at improving participation and performance in all levels of education but the problem of girls' poor academic performance still persists apart from all the strategies initiated. Issues of education for all should be translated into that, every child disregarding sex and gender must be facilitated to attain quality in basic education and that attention must be paid on issues of socio-economic status, gender and physical disabilities. There is no equality in education if education outcomes are different.

Therefore, the issue of equality should also consider the whole process of education achievement to both girls and boys (HakiElimu, 2012). Although there have been studies regarding to equity in education for example, Mushi and Lulu (2007), Mushi (2003), Kamuhangiro et al (2003) as well as Mushi and Mwakasangula (2008). Most of them end up with input data (data relating to teaching and learning process) living aside issues relating to output data (data relating to the outcome of teaching and learning process). If this gap will not be addressed, then the issue of equity and equality as far as female education is concerned will remain a dream. Furthermore, there are limited studies focusing on specific issues relating to girls academic performance. It is quite convincing that due to sex and gender differences between male and females, girls' academic performance might be affected with factors which might not equally affect boys. It is upon this background that, this study aimed to investigate why girls fail in community secondary schools.

1.3 Statement of the Problem

It is common practice in Tanzania to see some community secondary school students especially girls performing poorly in their last form four examinations. This factor has resulted to low enrolment of girls in higher learning institutions and increase of gender discrimination in the society. The problem comes as a fact that CSEE results in different years indicates low performance on the side of girls than boys and indeed the worse performing secondary schools are community schools. Girls' poor academic performance has been related to poor learning environments in community secondary schools; lack of enough teachers, lack of sanitary services as well as out of school factors such as location of schools which makes students travel a very long distance from their homes.

Some measures including SEDP and BRN were implemented to address and redress the problem of poor performance in Tanzania secondary education but the problem still persist especially to girls. This might be the function of studies which are too general and indeed which do not focus attention on factors affecting students' performance in terms of gender. In Kishapu District for example, there is this

problem and not much of those studies have raised their concern in the area. It is therefore, necessary to conduct a study of this nature by raising concern on factors influencing girls' poor academic performance in community secondary schools in Kishapu district.

1.4 Research Objectives

1.4.1 General Objective

To examine factors influencing girls' poor academic performance in community secondary schools in Kishapu District.

1.4.1 Specific Objectives

- i. To determine school based factors influencing girls' poor academic performance in community secondary schools in Kishapu District.
- ii. To determine home based factors influencing girls' poor academic performance in community secondary schools in Kishapu District.
- iii. To examine reasons for factors influencing girls' poor academic performance in community secondary schools in Kishapu District.
- iv. To solicit measures for improving girls' academic performance in community secondary schools in Kishapu District.

1.4.2 Research Questions

- i. What are schools based factors influencing girls' poor academic performance in community secondary schools in Kishapu District?
- ii. What are home based factors influencing girls' poor academic performance in community secondary schools in Kishapu District?
- iii. What are the reasons for factors influencing girls' poor academic performance in community secondary schools in Kishapu District?
- iv. What are the measures for improving girls' academic performance in community secondary schools in Kishapu District?

1.5 Significance of the Study

Following a move toward gender sensitive societies in Tanzania, the role of women is well recognised and therefore, girls' education is vital for development of societies. This study may provide insights and information regarding girls' poor academic performance. The findings of this study may help education actors to come up with new ways to improve women education. It may also help educational planners to adequately plan education systems by considering all recommended strategies for improving girls' academic performance. It is also a hope that, findings from this study will be the base for other researches (prospective) as well as to policy makers in eliminating statements and actions that could influence girls' poor academic performance.

1.6 Scope and delimitation of the Study

This investigation was conducted to determine the factors influencing girls' poor academic performance in community secondary schools in Kishapu District. The aspects looked to were the factors affecting girls' academic performance, reasons for the factors affecting girls' academic performance and measures to improve girls' academic performance in community secondary schools in Kishapu District. Moreover, the study involved three community secondary schools and parents around the study area.

1.7 Limitations of the study

All issues relating to resources and time were very important in this study, yet they were limited since time and money could not allow the researcher to reach all community secondary schools in Kishapu district. This was due to the fact that the researcher was collecting, analysing as well as synthesizing the information while still undergoing other activities to enable him earn the amount of money that could enable him fulfill this study. The financial limitation comes because of the fact that the researcher was self-sponsored. Due to time limitation, the researcher was not able to trace the students who had already sat for CSEE in the previous years in the

district, whose responses would have been important to this research. However, triangulation of the research methods and instruments addressed the limitation. This is due to the possibility that some participants were biased in their replies, and in replying honestly to certain questions. All in all it was moreover, hoped that the results of this study were to benefit all education stakeholders

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter attempts to carefully review literature related to the study by looking at Tanzania's education system and girls' education. It presents the overview of girls' academic performance in secondary schools and community secondary schools in particular. The chapter also provides a theoretical framework that informs about the problem.

2.2 Theoretical Framework

This study based on Pearson's gender relations theory. The theory was developed by Pearson (1995). Tenet of this theory includes societal views of all activities that are carried out in a particular society to be based on social roles and interactions between men and women. The theory also stress that the society seems to be the ultimate authority on the precise nature of what women and men actually do.

Pearson's gender relations theory is appropriate for this study because it emphasises various social, cultural and economic norms and standards which must be considered in order to make women participate in social activities like education through taking different opportunities.

The economic and social opportunities suggested in the theory are the factors that affect girl students' academic achievements in school. In a traditional set up like that of patriarchal, families are headed by households, a position normally held by male parents. Under this system women's roles are narrowly assigned, mostly they become subordinates and education for them becomes less important. This situation affects girl participation in education. Even when they get access to education as studies on gender and education have revealed, they do not get it equally as boys do. The only hindering factor said to be parental attitudes on girls' education that; its return cannot be compared with that of boys (Wamahiu, 1995).

This theory therefore, provides a picture of girls' education in the society especially that which is dominated by male. On the other hand, the theory indicates that girls are more disadvantaged by factors operating within the home and school than boys regarding education. The theory also gives a direction on how girls are involved in social, political and economic activities in the society.

As countries are striving to achieve total democracy, they do so with full realization of fighting with all structures that are exploitative through inculcation of an ideological concept of the women liberty. Despite calls for equality world-wide and Zimbabwe in particular women remain marginalized in education and career decision making structures in the country (Mutekwa, 2008). Women in Zimbabwe are still overburdened with domestic and reproductive roles traditionally expected of them by the society. They are still under represented in many occupational sectors of the economy especially in the public sphere in areas such as politics as well as science and technology in general.

The theoretical view of scholars such as Atkinson et al (1998) and Nhundu (2007) posit arguments on colonial legacy and its effects on African education and gender systems. They argue on the inherited curriculum by most African states after attaining their independence. The case is drawn from Zimbabwe where the curriculum was modeled in English system. Girls were educated for domesticity while boys were prepared for employment; the role of family head and bread winner (Gordon, 1995). This also occurs in other areas in Africa where girls are not considered in important matters like education as boys do. They are prepared to become house mothers and sometimes even when they get chances to education, their treatment is quite different with that of boys.

The curriculum for boys and girls during colonial rule differed in that girls were offered different practical and vocational subjects with boys being channeled into technical subjects such as mental work, woodwork, agriculture as well as being

encourage to pursue science subjects while girls being offered arts subjects. This trend continued even after independence where boys and girls were treated unequally. Men were favored in education, employment and access to resources living women side being subordination. This made colonial system being a set point for unequal educational and career aspirations between males and females and their subsequent unequal access to economic sustainability (Zvobgo, 1999). Machingura (2006) posits that, a school environment that may be acceptable to boys may be hostile to girls. The physical and sexual violence against women that is common in many societies is reflected in the school environment in a number of countries. Parents have a duty to protect their daughters and may decide to keep them at home is the school environment is not conducive. A review of other literature indicates that the nature of schools in terms of environment and other factors has a very strong role on the performance of secondary school students.

Hoy, Kott kamp and Rafferty (2003), argue that, students' academic success is greatly influenced by the type of school they attend. School factors influence school structure, school composition and school climate. The school that one attends is the institutional environment that sets the parameters of the students' learning experience. As schools are with more public accountability for student academic performance, school level characteristics are being studied to discover methods of improving achievement for all students. Depending on the environment, schools can either open or close the doors that lead to academic performance of students.

2.3 Secondary Education System in Tanzania

The system of education in Tanzania is guided by Education and Training policy of 1995. In the policy, secondary education is recognized as a formal education offered to a person who has successfully completed seven years of primary education (URT, 1995). This means, a person who passes in certificate of standard seven exams is the one who qualifies to get into secondary education. The same person will be recognized to proceed with advanced level of education (Form five and six) after passing his/her certificate of secondary school exams. This is to say,

assessment done through examination performance is the major criteria for a person to proceed with other levels of education in Tanzania. Examinations are set by National Examination Council of Tanzania and therefore, it is astonishing to find that results are so different regarding categories of schools and gender terms.

URT (1995) indicates aims and objectives of secondary education in Tanzania, and the first two are; to consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level and the second is to enhance further development and appreciation of national unity, identity and ethics, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.

It is through this policy environment that the country has declared interest to provide education that will equip people with knowledge and skills that will enable them develop as individuals and as a nation at large. The declaration of providing education as a service takes into account the importance of education in socio-economic affairs as well as political and cultural advancement in a nation (World Bank, 1988). Poor performance in the education sector led the Tanzania government to embark on different programmes of which all aimed at improving learning outcomes in primary and indeed secondary education (HakiElimu, 2015).

URT (2010) shows that an attempt to enhance education services in Tanzania through the Education and Training policy of 1995 resulted to the introduction of Education Sector Development Programme (ESDP) in 1997. This program aimed at achieving the long term human development and poverty reduction targets. In 2008, ESDP incorporated key education programmes such as PEDP and SEDP. One of SEDP II objectives was to strengthen Examination Council in setting standards and quality assurance. From this point of view in ESDP II, the government of Tanzania through NECTA has been supervising all National examinations aiming at assessing students basing on their academic performance.

Apart from SEDP, Big Results Now (BRN) was also introduced with the objective of increasing pass rate to 80%. Its introduction aimed at uplifting the education sector because statistics indicates that despite the increased quantity in enrolments, the quality of education is still poor (HakiElimu, 2015).

2.3.1 Secondary Schools Academic Performance in Tanzania

In Tanzania, candidates with division zero (0) do not get certificates and therefore they cannot be recognized anywhere for employment or further studies if secondary education is used as minimum qualification (URT, 1995). The tendency of secondary education performance, in Tanzania, has been that, majority of candidates are falling into divisions four (IV) and zero (0). This poor performance leaves secondary school leavers with very limited prospects for employment or further training (Wedgwood, 2005). At the same time, performance of girls lags behind that of boys in most of certificate of secondary school examinations. For example, in 2011, out of 325,799 (136,629-girls, 187,170-boys) 'Form IV' present candidates (means students who were examined for the final Certificate of Secondary Education Examination), those who qualified for Form V and Technical Education selection were 31,658 (9.72%) of present candidates. Total selected candidates were 31,423 (9.64%), of which girls were 9,369 (6.76% of all present girls) and boys were 22,054 (11.78% of all present boys) (URT, 2012).

HakiElimu (2013) indicated that students' performance in Tanzania Certificate of Secondary Education Examination (CSEE) has been steadily declining. The report further shows that pass rates in these examinations has fallen from 72.5% in 2009 to 50.4% in 2010 and then to an unprecedented 34.5% in 2012. The same study concurs with the study by URT, (2012) a report on the analysis of results of candidates of mainland secondary schools. The report indicated that, in 2011 the overall pass rate for boys was 9.26% higher than that of girls. Therefore, performance varied in gender as boys performed better than girls in their examinations. Studies have indicated different factors affecting academic

performance in secondary schools and they have grouped them into school related factors, home related factors, economic factors as well as socio-cultural factors.

HakiElimu (2013) also revealed that variation in performance in certificate of secondary school examination in Tanzania implies that there are school related factors that specifically contribute to students' performance. Many studies have been conducted focusing on academic performance in general terms. Determinants of academic performance differ across localities and countries (Mbelle & Katabaro, 2003). UNESCO (2000) categorises performance factors into contextual and school related factors. Contextual factors are termed to be those factors relating to the context in which schools and individual students function; including school location and education attainment of the parents while school related factors includes teachers' qualifications, distance from school to where learners live and others. ICFE (2000) posits that though number of explanations have been offered regarding the relative low performance of girls, it still puzzles to see that the problem of boys outperforming girls persist and it is very astonishing to see that even in boarding schools where domestic activities are absent boys are outperforming girls. It can be argued that there is insufficient information on how these factors contribute to girls' poor academic performance regarding equity in education achievements. Therefore, the researcher investigated on factors affecting girls' academic performance in community secondary schools taking into account variations in cultural factors in different societies.

2.3.2 Policy Environment on Girls' education in Tanzania

Torjman (2005) argued that, because objectives that governments seek to achieve are complex, they tend to focus their efforts upon horizontal-policy making. This is a kind of policy making process which integrates parts of an organisation or components of an organisation that are similar in the hierarchical position. In Tanzania the Education and Training policy states clearly the position of girls in education.

URT (1995) indicates policy statements on access and quality in the education and training policy that states “the government shall establish girls’ day streams in existing secondary schools in communities where girls’ secondary education is severely adversely affected”. This statement is convincing as it shows concern of a girl child in education system but in practice it lacks implementation strategies. Likewise, the policy states that, the government shall eliminate gender stereotyping through classroom practices, but in real sense community schools are still lag behind on the side of girls’ academic performance compared to boys due to gender disparities in classroom practices.

There are social and economic benefits from educating girls through formal education in the society or the nation at large. King and Hill (1993) argued that, educating females yield far-reaching benefits for girls themselves, their families and their societies. It is important to educate girls in developing countries so as to overcome issues of gender disparities. Furthermore, Obanya (2005) concurs with King and Hill in that, an educated female is likely to become; a more competent and knowledgeable mother, a more productive and better paid worker, a self-confident individual and a skilled decision maker. In this regard, the government knows these benefits in terms of education outcomes despite the state of poverty which is still challenging the nation. It also realizes that through education, people can build up their economies as well as the national economy (URT, 1995). This study therefore, aimed at investigating factor affecting girls’ academic performance in community secondary schools taking Kishapu district as a case study.

2.3.3 Examination System in Tanzania

Tanzania like any other African and East African countries conducts national examination in secondary education level (form four national exams). URT (1995:108) Education and Training policy in Tanzania identifies National Examination Council of Tanzania as a body responsible for national examinations in the country. The policy state that “the National Examination Council of Tanzania shall be responsible for the design, regulation, conduct and administration of

national standard four, form 4 and 6, as well as teacher certificate and diploma exams. Therefore, measurement for the last examination in form four is administered by NECTA. In this case, NECTA has become a custodian for Certificate of Secondary Education examination results and reports that are very important in this study for making comparison between boys' and girls' academic performance in Kishapu district.

Therefore, this study aimed at examining factors affecting girls' academic performance in community secondary schools taking a note from NECTA reports that community secondary schools pass rates are outnumbered by other categories of schools national wise (URT,2012).

2.4 Definition of Key Terms

Education: URT (1995) Education and Vocational Training Policy defines education as the process of initiating and preparing human through training in their environment to play active role in the society. It is through transmission of social roles from one generation to another generation that makes or identifies what education is. Secondary schools according to Tanzania education and Training policy, refers to post primary formal education offered to persons who will have successfully completed seven years of primary education and have met the requisite entry requirements (URT, 1995). In this study academic performance refers to education output after students completing their secondary education. In Tanzania the process of identifying performance is under NECTA and performance ranges from division one to division zero.

Policy: can be defined functionally to mean an explicit or implicit single decision or group decisions which may set out directives for guiding future decisions, initiate or guide implementation of previous decisions (Haddad, 1995:18). Policy also can be looked at the legislation, programs and practices that govern the substantive aspects of community work. It can also be looked at administrative procedures including evaluation of complex community programmes (Torjman, 2005). Policy issues can

also be reactive; that emerge as a response to a concern or crisis that must be addressed or proactive; policies that are introduced and pursued through deliberate choice (Torjman, 2005).

In this study, policy issues relating to education and indeed female education were analysed basing on the fact that female education in Tanzania is vulnerable to gender discrimination. Girls are much more involved in domestic affairs compared to boys in such a way that they even fail to get time for studying or performing their homework hence poor academic performance. Tanzania education policy 1995 has pointed out the will of the government to enhance female education in secondary and other higher level learning institutions (URT, 1995). The education and Training policy in Tanzania summarizes the importance of education policy in guiding, synchronizing and harmonizing all structures, plans and practices in ensuring access, equity and quality in all levels of education URT (1995). Using this policy environment the researcher investigated measures taken by the government in implementing this education policy so as to reach equity in education. Therefore, the term policy in this study was used to indicate all guidelines and legislations relating to education process and education outcomes that are equally focused when analysing factors influencing girls' poor academic performance in community secondary schools in Tanzania.

2.5 Empirical Literature Review

Studies on school performance have identified different factors affecting academic performance. Here is the stipulation of those factors literally;

2.5.1 Home-based factors influencing girls' poor academic performance

Ademola (1989) in the study about Culture and girl education noted that in Sisala tribe in Ghana, girls are given powerful skills of being home wives yet denied that part of education that will make them more favorably in other sectors as opposed to boys. With this view, even when girls get access of schooling, they fail to get motivation on what they do hence poor academic performance. A study by Stella et

al (2014) identified that different traditions and customs can affect students' academic performance. It has been identified that in Kisumu district in Kenya girls performed poorly academically compared to boys in their last examinations. This performance has been related to traditions and customs which undermine girls by making them unable to compete with boys. This in the end may lead to low girls academic achievement in National examinations, which will impact negatively on the society because lack of education for girls has a negative influence on child mortality, economic growth and fertility rate.

Another study by Mampele (1994) also identified that, parents have different attitudes toward their daughters and sons. Daughters are brought up for female roles such as domestic activities and taking care of children while males or sons have a whole working life to devote to career building. This reason has affected much female education especially in rural areas where education is taken as a male privilege.

Marzano (2003) argued that parental involvement in students' academic affairs can also affect their academic performance in secondary schools. On the other hand school administrators use to council parents to take their part in children academic affairs starting from home. The situation will prepare their children for academic achievements. Another study by Meena (1996) revealed that, mothers tend to rely on the support of their daughters for labor inputs during crisis periods to complete their works or as part of socialization. This habit has been perpetuated by most of African societies especially in rural areas where education is still seen as status for only male children.

Nyanza Education Women's Initiative (NEWI) (2010) also reported that, in Kenya families in rural areas normally provide education chances to boys while leaving girls busy with domestic activities. This habit has affected girls' academic performance because their time to concentrate with homework or private studies is limited compared to that of boys. From these studies therefore, this study aims at

investigating home related factors and their effect on girls' academic performance in community secondary schools taking Kishapu district as a case. According to a study by Muola (2010) shows that there is a significant relationship between parental level of education and students' education aspirations. This statement reveals that if a parent is educated will consider future outcomes of education to his/her child by taking charge of all necessary demands for academic achievement. A family which attaches itself to school education determines the motivation with which its children pursue basic education (Mwaura, 2004).

Muola's study concurs with that by Ogoye (2007) which argue that, illiterate parents are unable to assist their children to perform their homework. Furthermore, Beegle et al (2005) observed that, home environment is the only place where a child can get motivation and be motivated for learning. The role played by parents will influence a child to take part in learning effectively. Another study conducted by Moyi (2011) support other studies on home based factors affecting academic performance by reviling the situation in Kenya that children from poor family settings normally combines schooling and other social or economic activities. Under this circumstance, it is difficult to attend school as required and sometimes these students tend to disappear from school settings until when examinations begin.

A study conducted by Ogoye (2007) concur with the rest studies on academic performance by arguing that illiterate parents are unable to assist their children even to perform their home works. Another study conducted by Kivuli (2006) investigated the influence of school based factors and home based on girls' academic performance and revealed that there is a relationship between parent's level of education and good performance achieved by girls in their last examinations. This argument makes sense in that the more parents are educated the more they come close with their children to see how they progress academically. They are also accountable with gender sensitivity as well as provision of school requirements on time unlike those who are not educated.

Moreover, Mwaura (2004) observed home environment as a factor affecting academic performance. Results from this study indicate that the family can motivate a child in the learning process through encouragements and providing academic needs like books. The role played by parents in shaping behavior for instance, influences a child in academic activities. Another study by Walberg (2003) reported that through “alterable curriculum of the home” parents are able to monitor their children academic achievements through conversations with them concerning school and everyday events. Furthermore, cooperative efforts by parents and educators can modify alterable academically stimulating conditions that have had beneficial effects on learning process (Walberg, 1984).

It is worth to argue that students who combine schooling and other social activities and especially domestic affairs are mostly vulnerable to poor academic achievements than those who do not. Although different studies on academic performance have been conducted, still the problem of girls’ poor academic performance in community secondary schools persists. This study therefore, examined factors influencing girls’ poor academic performance in community secondary schools.

2.5.2 School- Based Factors Influencing Girls’ Poor Academic Performance

For learning to be effective it is the responsibility of school administrators to ensure that the school environment is conducive for learning and this should be achieved through establishment of clear rules and policies (Kipngeno & Kyalo, 2009). Although learning institutions are viewed as havens of peace worldwide, they have been reported to experience serious cases of insecurity (Omolo & Simatwa, 2010). Apart from general safety measures in schools, there are some that are specific to girls. Karemera (2003) in the study about the effects of academic environment and background characteristics on students' satisfaction and performance founded that students’ performance is significantly correlated with satisfaction with academic environment and services received. However, this will only be attained if learners

are fully and effectively involved in the learning process. Students' academic performance can be also be affected by school based factors like relationship between students and their teachers, class room participation, school infrastructures as well as psychological factors that are influenced by school environment. Hyde (1994) also argued that female students are subjected to verbal and psychological harassment when they show signs of good performance. Mwaura (2014) reported on sexual harassment that, there is a tendency of male teachers to approach girls for sexual matters. This situation can affect girls academically because sometimes they have to accept the situation and if they start relationships with their teachers they become affected psychologically hence drop academically.

MacFadden (1993) in Meena (1996) also pointed out that sex is one among basic human activities. Studies on sexual matters in schools have identified that both boys and girls engage in sexual relationships at a very young ages mostly at school level. Moreover, studies have revealed that there is lack of knowledge about sex and sexuality in their learning process that perpetuates academic failure.

Fatuma and Daniel (2006) also reported that there is high rate of male teachers having love affairs with female students. Such behavior disrupts learning process because it affects learners psychologically. Apart from that, teachers who are having love affairs with their students are said to award them good marks. But when it comes to final exams, the same student(s) performs poorly. Hallak (1977) argued that parents sometimes hesitates to entrust their daughters to male teachers as due to the fact that these teachers can pursuit them sexually. Presence of female teachers sometimes dissolves the situation and as it is argue, they contribute much to girls; academic performance.

Another study by Kainja and Mkandawile (1989) indicated that parents are reluctant to send their daughters to school when that school environment is not safe to secure them from disturbances. Girls require a very clear and sensitive guidance at their early ages because they can be persuaded by boys easily sexually. This area requires

attention so as to create a friendly environment for girls in academics. Sentamu (2003) argued that, schools are social institutions in which groups of individuals are brought to share educational experiences. The same interaction can result in positive or negative outcomes to learners. It is argued that girls are suffering much from this interaction and especially when it comes to sexual relationships with male teachers. Although several studies have been conducted to investigate factors affecting academic performance in secondary schools there is still lack of enough information relating to socialization processes leading to girl' poor academic performance. Oxfarm (2015) conducted a study under "Wajibika" and revealed that in Tanzania and especially in Shinyanga region many schools and entire villages are completely lack sources of clean water or sanitation. Another report by Basic Education Statistics in Tanzania (BEST), there is shortage of toilets in schools in Tanzania. The ratio for girls for instance is 1:51 of the recommended 1:20 (HakiElimu, 2015). This is to say a single toilet is shared with more than fifty students which is above normal ratio of 1 toilet pit to 20 students. Under this circumstance it is very easy for girl students to get different diseases relating to their reproductive health because of their biological nature.

Abrahams, Mathew and Ramela (2006) carried a study on sanitation, sexual coercion and girls' safety in school using a sample of 81 sixteen-year old girls in three schools among which only one had clean flush toilets. Another study by Birch and Wachter, (2011) in Mkewa, Role & Ngila, (2014) informed that girls prefer clean, bright colored toilets. In schools where there was no water or toilet papers, some girls were reported to be absent when they faced menstrual periods, especially for the first two days of their menstruation due to lack of clean toilets. On the other hand, hostels are very important for girl students since they save more time that would be spent by girls walking long distance to school and prevent girls from domestic chores at home (Danida, 1999). Therefore, availability of hostels in community secondary schools will improve girl students' academic performance since they will avoid all harassments relating to their academic performance out of school environment.

Another study by Hyde (2005) pointed out that, class room environment that perpetuate gender disparity also can affect academic performance. Teachers' attitude toward girls in case of participation normally influences inequalities in performance. This is because girls are treated like they cannot participate in class as boys do. It is even worse when it comes to subject selection in which male students are given a high priority to select science subjects while girls are sometimes forced to take arts subjects. Despite all measures taken by the government of Tanzania to reduce gender disparity still the problem persist and it is related to girls' poor academic performance in community secondary schools. Therefore, this study intended to investigate factors that affect girls' academic performance in community secondary schools using Kishapu district as a case study.

On the side of school infrastructures the government of Tanzania through SEDP II has identified strategies for enhancing education quality in secondary schools (URT, 2010). The report stated to improve the provision of water and sanitary facilities in secondary schools. Different studies have been conducted to investigate factors affecting academic performance in Tanzania but there is still a knowledge gap on how school environment on the part of infrastructures like water services affect girls' academic performance. This study therefore, aimed at identifying factors influencing girls' poor academic performance in community secondary school using Kishapu district as a case study.

2.5.3 Home to School Distance

Home to school distance is also among factors influencing girls' poor academic performance according to literature. Lewis *et al.* (1990) suggested that, the time spent to walk to and from school might be prohibitive in case of girls' academic achievement. Girls completing demands at home constrain them from concentrating with academic affairs. Omoyemi (1978) in Olatunde *et al.* (2011) discovered that locations of schools in Odo state in Nigeria were not based on sound principles of distributions of population because of the initial community participation. The same

situation occurred in Tanzania when the government declared to take charge in building secondary schools commonly known as community or Ward secondary schools.

On the other hand Orebiyi (1981) argued that unplanned location of secondary schools has limited the spread of secondary education to few areas. The same circumstance as observed by Orebiyi makes students in Tanzania to move some distance from their homes so as to get education service. The same distance is dangerous to girls because of temptations they get from youth relating to love affairs as well as being exposed to risks like rape. Wainaina (2009) concurs, and explains that building schools near homes and making them girl-friendly increases the feeling of safety in school girls. This agrees with World Bank (2005) which in addition contends that building secondary schools near homes reduces walking distances and brings about relief concerning girls' safety on the way to and from school. This factor is closely related to sexual harassment for the reason as exposed by Ruto (2009) in her study that considerable amount of sexual harassment occurs on the way from school.

As many studies including Lewis et al (1990), Omoyemi (1978) and Wainaina (2009) have indicated that long distance to and from school has a negative impact on students' health and on their education achievement level. It has been said that as a learner take a long journey to or from school he/she losses his/her strength in reading and finally performs poorly. Girls are said to be more vulnerable to long distance because in most African societies particularly Tanzania, girls are more subjected to domestic activities than boys. If they walk for a long distance to or from school and being assigned domestic activities once they reach their homes this will results to their poor academic performance because they will not get chance to review what they have learnt.

Currently, the state of girls' academic performance lags behind that of boys in Tanzania. Different studies have been conducted to investigate factors affecting academic performance but the problem still persists. Following the state of women

emancipation processes world widely, there is a need to point out factors affecting girls' academic performance in Tanzania. Studies conducted on academic performance have not much focused their attention on community secondary schools. Therefore, this study examined factors influencing girls' poor academic performance in community secondary schools taking Kishapu district in Shinyanga region as a study case.

2.6 Research Gap

A number of studies have been conducted to identify factors influencing poor academic performance in Tanzania but many of them have not focused much on girls, especially in community secondary schools. Following the state of girls' academic performance in Tanzania and strategies taken by the government to enhance equality in all sectors; economically, politically and socially, there is a need of identifying factors affecting girls' academic performance especially in community secondary schools where statistics indicates that they lag behind in National examinations (URT, 2008).

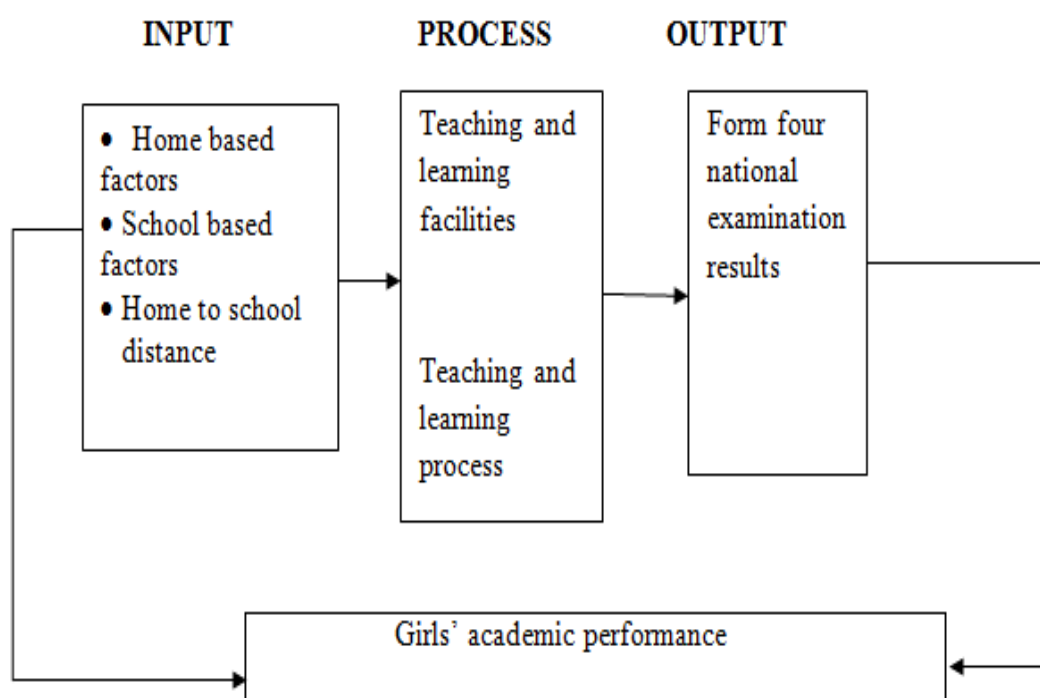
Kabote (2014) argued that it is difficult to ascertain gender inequality in performance in Tanzania because data are not given in terms of gender. Therefore, statistics taken here are indeed regarding types of schools and their performance. Education empowers women to overcome discrimination, girls who are educated have greater awareness of their rights as well as greater confidence and freedom to make decisions that affect their lives (UNESCO, 2013). It is important to consider education for girls so as to make the society productive and healthier. Engin-Demir (2009) stated that education is not a charity rather a fundamental human right for all people irrespective of their sex, race or economic status.

O'banya (2005) stated that, an educated female is likely to become a more competent and knowledgeable mother, more productive and better paid worker, an informed citizen, a self-confident individual and a skilled decision maker. Despite critical analysis on girl child education, little has been done to unearth the plight of

poor performance among school girls in Tanzania’s education system. Therefore, this study examined factors influencing girls’ poor academic performance in community secondary schools, taking Kishapu district as a case study in a fresh bid to fill up this knowledge gap.

2.7 Conceptual Framework

Figure 2.1: A model of School Inputs, Process and Outputs



Source: Field data, 2017

The input of this study includes independent variables such as home-related factors, school related factors and home to school distance. If these factors are improved or considered, they will improve teaching and learning process at school (process) and hence the probability of girls’ performance will also be higher. However, in order for teaching and learning process to be effective, one need to have teaching and learning facilities especially classrooms and teachers. It is argued in literature that female teachers motivate girl students in learning hence good performance. This is through acting as role models and providing guidance and counseling programmes that could not be given by male teachers. All these are found in the process as

indicated on the conceptual framework of this study. It is through this conceptual framework that the researcher was able to examine this argument in relation to female students' academic performance in Kishapu district.

Moreover, the output in this aspect refers to the end result of the input and process activities. In this study, end results will be form four national examination results. All in all, once all variables are taken into consideration, one would expect to get good results after form four examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents and discusses the methodologies used in this study. The chapter contains six parts namely research design, area of the study, population of the study, sample and sampling procedures, data collection method and data coding, types and sources of data collection and data analysis methods.

3.2 Research Approach

This study employed both qualitative and quantitative approaches, but qualitative approach dominated because of nature of the study. This integration provided a better understanding of factors affecting girls' academic performance. Quantitative data involved close-ended and open-ended information such as that found in attitudes while qualitative data contained open-ended information gathered through interviews and this presented the diversity of ideas from respondents. The qualitative data was intertwined with quantitative data to further enrich and enhance the information collected.

3.3 Research Design

Based on the research topic which aimed at examining factors affecting girl students' academic performance in community secondary schools, a case study design was adopted. This is because a case study design gives out a glimpse and general picture on the problem countrywide. Kothari (2004) for example, argues that a case study design entails an in-depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic.

3.4 Study Area

This study was conducted in three community secondary schools found in Kishapu District Council (KDC) which were randomly selected, namely Uchunga secondary school, Kishapu secondary school and Igaga secondary school. This area was studied because it faced some problems girls' academic performance. Igaga secondary school, for example, had 30 female candidates in form four examination in 2015. Out of 30 female candidates, 10 got division zero, 8 got division four 7 got division three, 3 got division two and only 2 got division one. For Kishapu Secondary school, out of 113 candidates who sat for the 2015 exams 35 candidates got division zero. Out of those 35 candidates 24 were female students. Meaning that out of 50 female candidates who sat for that exam, 24 got division zero and the rest 26 candidates got division four (URT, 2016). Therefore, Kishapu district was chosen because it is among districts in Shinyanga region which girl students performed poorly academically and no enough studies have been directed in the area.

3.4.1 Kishapu District Overview

Kishapu district is located in Shinyanga region 50 kilometers from the town council between latitude 3° 44' 52" South and longitude 33° 48' East. The district has a population of 272,990 inhabitants (URT, 2012). There are various activities which are undertaken in Kishapu district especially agricultural activities and the main cultivated economic crop is cotton while food crops are maize and cereal. People are also involved in livestock keeping. Socially, the district is characterised by polygamy which in most cases is termed to be hindering factor to girls' school attendance.

Moreover, according to EDI (2007) the district was reported to have households heads who belonged to self-employed activities especially agriculture. As much as they involve themselves in agricultural activities, the opportunity cost for education is taken by agricultural activities. Whilst, Kishapu has also a comparatively lower

literacy rate (65%) for agricultural household members as compared to the regional number which is 70.1%. The number of heads of agricultural households who have never attended school was 41%, above the regional proportion which is 40%. The literacy rate for the heads of household was 60%, a bit above the regional proportion which is 59% (URT, 2012).

Apart from that, the society depends much on girls' labor from the family level, this has made the opportunity cost for their education being lower. Therefore, this study used Kishapu district to investigate factors affecting girls' academic performance in community secondary schools by taking into consideration the mentioned factors.

3.5 Study Population

Neuman (2003) defines population as the pool of cases from which the sample is selected. It is a set of all cases of interest of the researcher. The population of this study comprised of 1478 people in Kishapu district. This population included the District Education Officer (DEO), Heads of schools, teachers and students in Uchungu Secondary School, Kishapu Secondary School, Igaga Secondary School as well as parents from Uchungu ward, Kishapu ward and Igaga ward.

Table 3.1: Population distribution

Categories	Amount in the Category
District education officer	1
Headmaster in Uchungu sec school	1
Teachers in Uchungu sec school	12
Students in Uchungu sec schools	235
Headmaster in Kishapu sec school	1
Teachers in Kishapu sec school	18
Students in Kishapu sec school	380
Headmaster in Igaga sec school	1
Teachers in Igaga sec school	14
Students in Igaga sec schools	284
parents in Uchungu ward	209
Parents in Kishapu ward	150
Parents in Igaga ward.	1 90
Total	1478

Source: Field survey, 2017

3.6 Sample Size and Sampling Techniques

The study used both probability and non-probability sampling. Under probability sampling the study employed simple random sampling technique where by lottery method was used to get respondents such as teachers and students from the selected areas. Under non-probability sampling, purposive sampling technique was used for the DEO, parents and heads of schools from the selected secondary schools. The criteria to select purposive sampling was that respondents were assumed to have long experiences who could share their experiences as a result of their position and involvement in making policy and programs implementation in the district and region at large.

3.6.1 Sample Size

This refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004). Thus, in this study; the sample of 78 respondents was used, involving all categories starting from the DEO, Heads of schools, students as well as parents from the selected areas in Kishapu district council. The size is convenient to the researcher since it serves time and money. On the other hand, it is possible to scrutinise the available information when the area of coverage is wide. The sample is said to be representative as Kothari (2004) posits that a sample size of more than 30 respondents is representative and guarantee for the study to be conducted.

Table 3.2: Distribution of sample

Respondents	Number of sample
Students	66
Teacher	05
Heads of schools	03
Parents	03
District Education Officer	01

Source: Field Survey, 2017

3.6.1.1 Purposive Sampling

As it has been explained before, this study employed both purposive and simple random sampling. Purposive sampling technique was employed to respondents who

had no alternative or substitution such as the DEO, heads of schools, and parents who seemed to have full knowledge over the studied problem. The sample obtained was used to collect qualitative data because in qualitative approach only few participants are needed in order to learn the in-depth experience and obtain detailed information on the subject studied.

Table 3.3: Purposive sampling

Description	Study population	Sample selected	Technique used
DEO in Kishapu	1	1	Purposive sampling
HDM in Uchungu sec school	1	1	Purposive sampling
HDM in Kishapu sec school	1	1	Purposive sampling
HDM in Igaga sec school	1	1	Purposive sampling
Parents in Uchungu ward	209	1	Purposive sampling
Parents in Kishapu ward	150	1	Purposive sampling
Parents in Igaga ward	190	1	Purposive sampling
Total	553	7	

Source: Field survey, 2017

3.6.1.2 Simple Random Sampling

Simple random sampling was used because every element in the population had zero chance of being included in the sample. Simple random sampling therefore, was employed to teachers and students from selected community secondary schools where lottery method was applied to avoid bias. Both teachers and students were required to pick a piece of paper from the mixed papers written YES or NO. Those who picked a paper written YES were included in the sample. In this sample, 66 students and 5 teachers were selected to be included in the study.

3.7 Data Collection Methods

In collecting data, the researcher used multiple data collection technique in which interviews, questionnaires, documentary analysis and observation schedules were used.

The researcher collected both primary and secondary data. Primary data was obtained from questionnaires, interviews and observation. Questionnaires were

administered to students and teachers while interviews were conducted to heads of schools, parents and the District Education Officer.

Secondary source included in-depth reading of journals, policies, literature and other resources from the websites including various school documents. Rosters, books, articles and various publications were also consulted to get information relating to the study from KDC.

The researcher also employed direct observation which was guided by different themes on a schedule. The researcher wanted to see how female students participated in classroom activities. Not only that but also teachers in staff rooms were observed to see how they treated girls and boy students. During break time the researcher also observed students interactions on themselves and with their teachers as well as identifying other variables relating to the study. Above all, the researcher attended to some schools in the study area and remained there for some hours until students' departing time so as to observe how they moved from school to their homes.

3.8 Data Analysis

Wilkinson and Bhandarkar (2002) and Kumar,(2002) define the analysis of data as the act of involving a number of closely related operations that are performed with the purpose of summarizing the collected data and organising them in such a way that they brought responses to the research questions. For the case of questionnaire, data was edited, classified, coded and tabulated using descriptive statistics. This process involved the use of computer Statistical Package for Social Sciences (SPSS) and Microsoft excel. This is in line with the argument that, "you can use simple hand tabulations or a computer program to keep track of how many respondents touched on each theme (Powel and Brenner, 2003:8).

Qualitative analysis was used to analyse data collected from interview and documentary analysis. Data was subjected to content analysis of participants'

statements and experiences and presented in terms of summarized texts. The analysis also involved the use of quotes in order to capture the respondents' own talks.

3.9 Ethical Consideration

The researcher got permission from the authority of Mzumbe University before starting data collection. The researcher also asked for permission from Kishapu district authority where the study was conducted. Moreover, after the permission from both parties, the researcher requested the respondents to participate voluntarily in the whole exercise. However, before giving them questionnaire copies to fill in, the researcher ensured that all respondents were well informed about the main objective of the study and were told that their information would be kept secret.

3.10 Conclusion

The chapter discussed the methodological stance of this study as employed in obtaining and dealing with the collected data. The instruments used by the researcher to obtain data during field work included questionnaires, observations, documentary analysis and interview guides. The respondents were obtained in both purposively and randomly sampling techniques. This is to say, they included students, teachers, Head of schools, DEO and parents.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents research findings as obtained from the field visits. The chapter presents data which were collected through questionnaire, interview guides and observations. It is upon this chapter where all these forms of data will be presented and related to match the research questions.

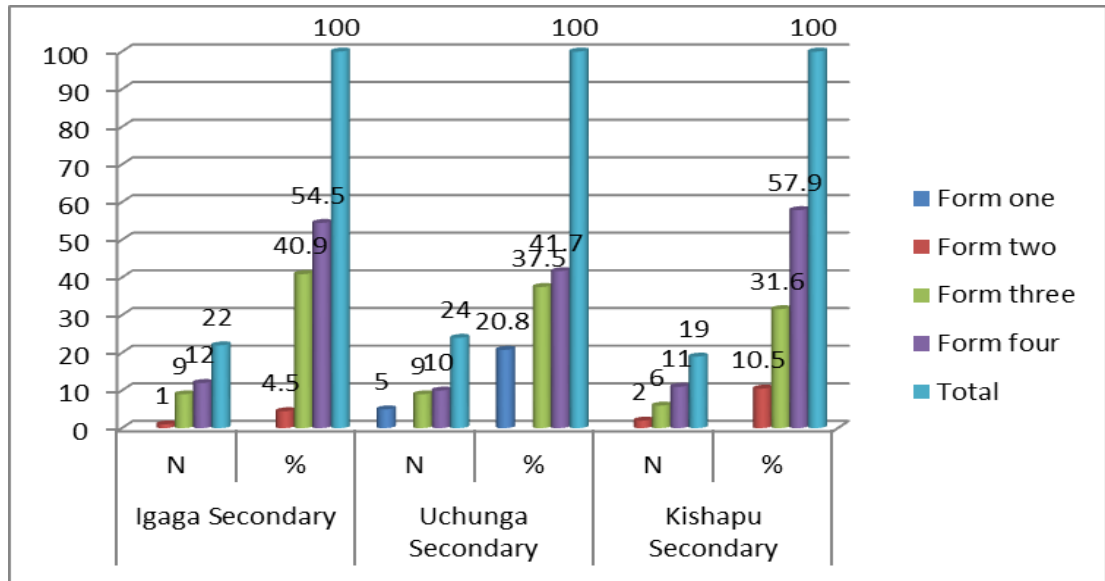
4.2 Demographic Characteristics of Respondents

This study involved girl students from three selected community secondary schools in Kishapu district. Their levels of education were very important for researcher's analytical purposes.

4.2.1 Class Level of Student Respondents

The researcher wanted to identify class levels of all student respondents involved in this study. In that regard, they were required to fill the information in the questionnaire schedules provided to them. The reason behind this information is that need of identifying variety of information from student respondents in relation to schooling experience.

Figure 4.1: Level of Education of student Respondents



Source: Field data, 2017

Figure 4.1 above indicates distribution of student respondents basing on their class level. The researcher involved girl students from almost all classes in ordinary level in community secondary schools because the problem investigated centered on them. It is upon this involvement that the researcher managed to get data from all class levels of sampled students on factors affecting their academic performance.

4.3 School Based Factors Influencing Girls’ Poor Academic Performance in Community Secondary Schools

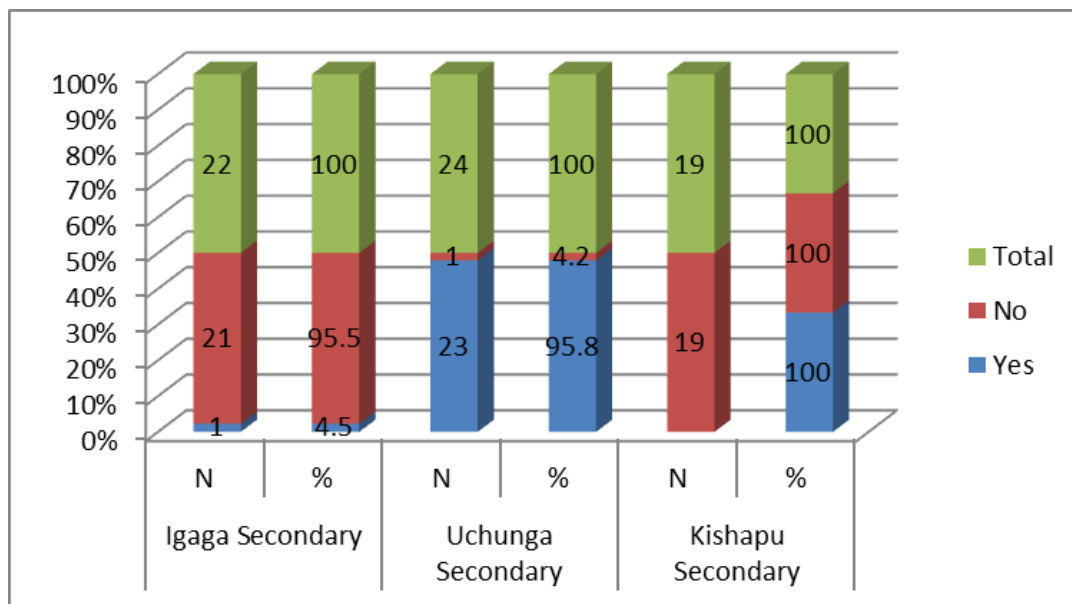
The researcher wanted to determine school based factors which influenced girls’ poor academic performance in community secondary schools in Kishapu district. The following factors were raised during data collection;

4.3.1 Poor Participation in Classroom Activities

Under this part the researcher intended to know if girls were participating effectively in classroom activities. Respondents were required to answer yes if they were participating in classroom activities or no if they were not participating in classroom activities. They were asked to respond if they participated through asking

questions, answering questions asked in the class or both. Most of them responded that they were not participating effectively as further indicated in the Figure below;

Figure 4.2: Girls' participation in classroom activities



Source: Field data, 2017

As indicated in Figure 4.2, 95.5% of student respondents said they were not participating effectively in classroom activities like asking and answering questions asked by their teachers as boys do, 95.8% of respondents from Uchungu secondary school said they were participating in classroom activities and 100% from Kishapu secondary school also responded that they were not participating effectively in classroom activities like in asking and answering questions asked by their teachers. From the finding in Figure 4.1 above, girl students' participation in classroom activities was actually not satisfying in Kishapu district hence resulted to their poor academic performance. This is because majority of students responded that they didn't participate in classroom activities as boys did.

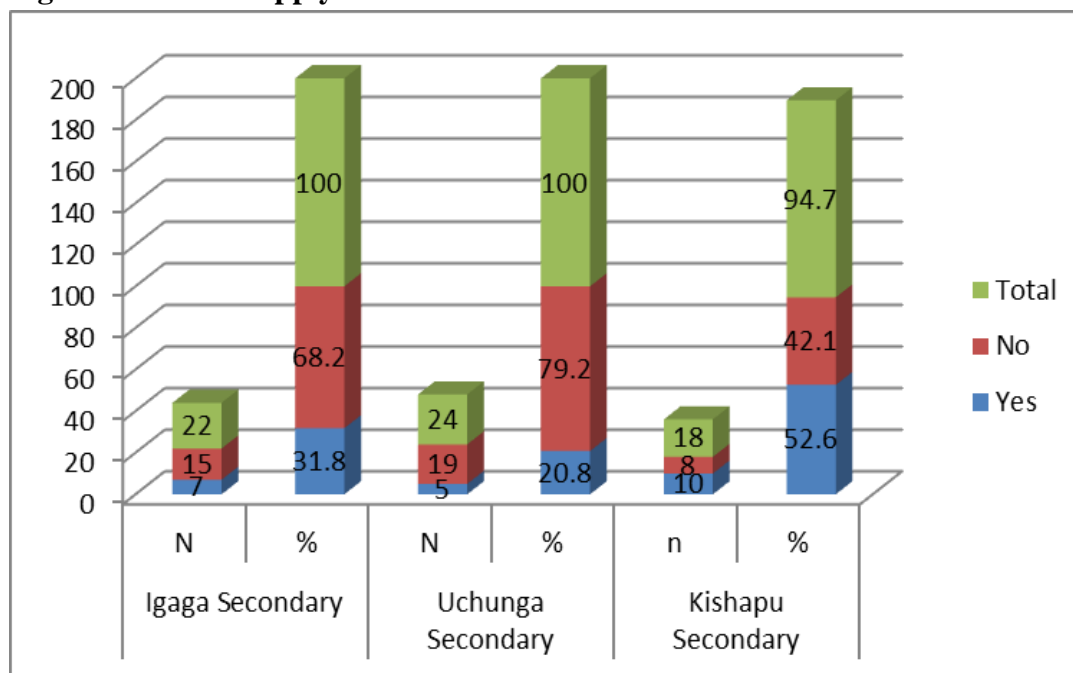
Researcher's observation schedule also contained this theme which made the researcher look at the interaction between boys and girls during class hours in

asking or answering question while the teacher was teaching. The researcher identified that girls were not effectively asking or answering questions as boys did.

4.3.2 Lack of Food Supply at School

This sub- heading falls under the first specific objective of this study which demanded the researcher to identify factors influencing girls’ poor academic performance in community secondary schools in Kishapu district. Among others, the researcher wanted to know the state of food supply in community secondary schools in Kishapu district. The question asked was if the schools supplied food for students during school hours. Figure 4.5 shows that out of 65 respondents 68.2% in Igaga, 79.2% in Uchungu and 42.1% in Kishapu secondary schools said NO while the rest 31.8% in Igaga, 20.8% in Uchungu and 42.1% in Kishapu said YES they were supplied with food.

Figure 4.3: Food supply at school



Source: Field data, 2017

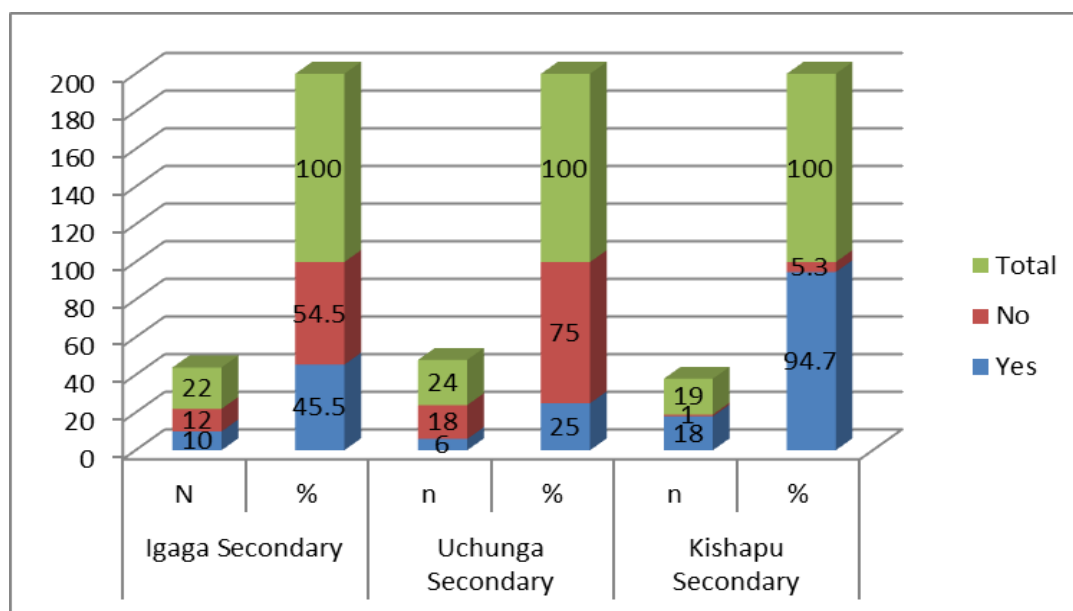
Data indicated in Figure 4.3 shows that majority of girl students were not getting food because their schools were not providing food. In that manner they were

staying with hanger until they reach home during evening. According to researcher’s observation schedule, most of girls were not participating in buying bites during tea hours. As observed by the researcher it was because they were not given money by their parents or relatives.

4.3.3 Lack of Stationary Services

The researcher wanted to know if community secondary schools provide stationary services to students. Findings obtained from students indicated that in most secondary schools the administration did not provide stationary services to students due to the lack of finance. This situation has affected girls and boys but it is more attributed to girls’ poor academic performance because girls were vulnerable to temptations than boys due to distance traveled in searching for the service and in schools where the service was available there were inequalities in the provision of the service between boys and girls.

Figure 4.4: Availability of stationary services in community secondary schools



Source: Field data, 2017

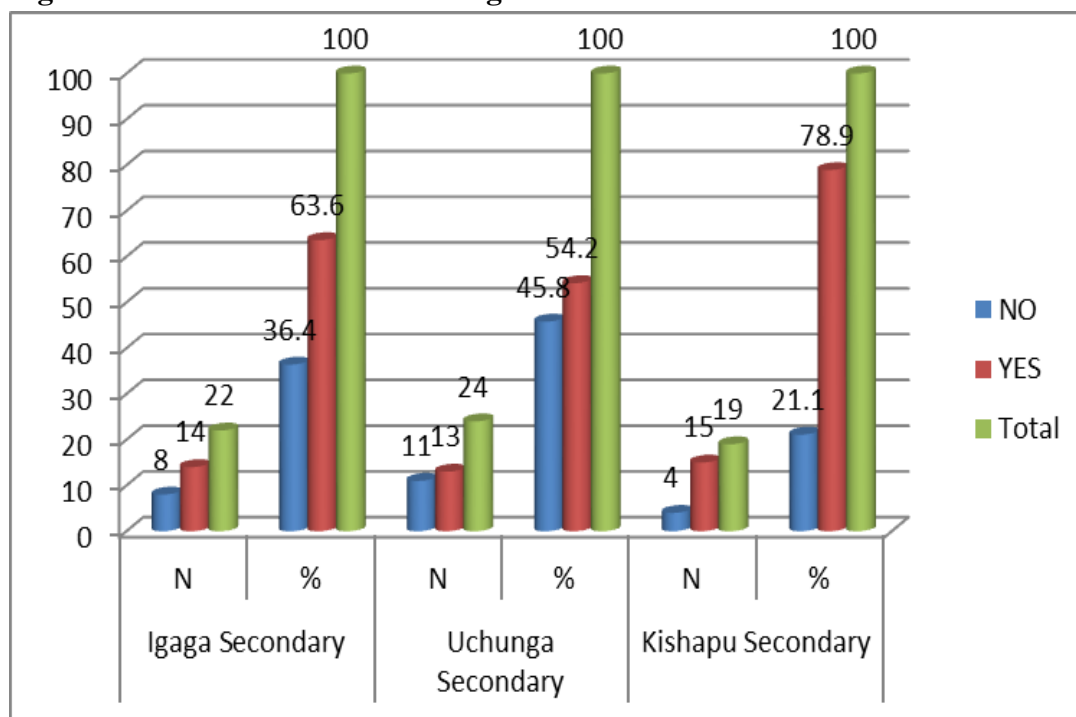
As indicated in Figure 4.4 above, those who said their schools were not providing stationary services were 54.5% from Igaga secondary school, 75.0% from Uchungu secondary school. This is almost half of all respondents who responded to this

question said NO. This is to say community secondary schools in Kishapu district lacks stationary services for students hence they are required to travel some distance into centers so as to get the service.

4.3.4 Sexual Harassments on Girl Students

The study wished to know if there were sexual harassments on girl students in community secondary schools so as to determine their influence in girls’ poor academic performance. The kinds of sexual harassments were also intended with the aim of determining their influence in girls’ academic performance while the groups of people involved in the process were also focused in the study so as to see their effects on girls’ academic performance in community secondary schools in Kishapu district.

Figure 4.5: Sexual harassments on girl students



Source: Field data, 2017

Data in Figure 4.5 indicates that 36.4% of girl respondents in Igaga secondary school, 45.8% in Uchungu secondary school and 21.1% in Kishapu secondary school said NO while 63.6% in Igaga, 54.2% in Uchungu secondary school and

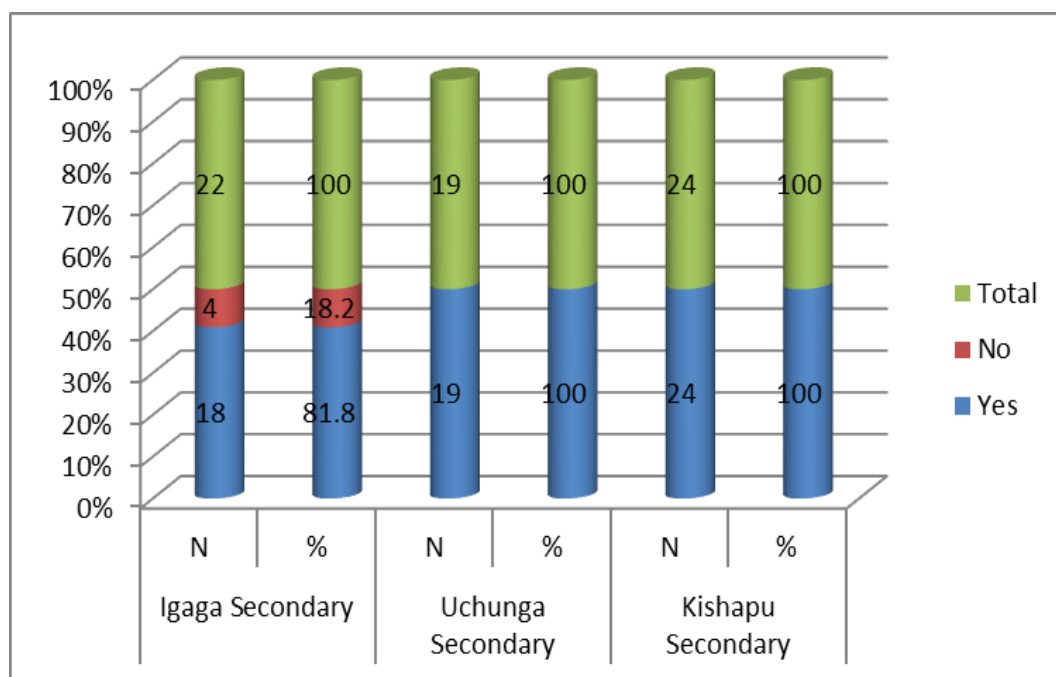
78.9% in Kishapu secondary school said YES there are sexual harassments among girl students in community secondary schools. The researcher explained what it means by sexual harassments to students so as to get accurate information from them. This is to say, all sexual disturbances girls meet in their day to day life.

From the data above majority of girl students who responded to the question about presence of sexual harassments on girl students in community secondary schools agreed by saying YES there is sexual harassments in community secondary schools in Kishapu district.

4.3.5 Lack of Sanitary Services

The researcher intended to know the availability of sanitary service including clean and specific toilets for boy and girl students as well as water services and sanitary pads in community secondary schools in Kishapu district. Respondents responded in different ways and data were obtained by the researcher during field work and further presented as follows;

Figure 4.6: Availability of sanitary services in community secondary schools



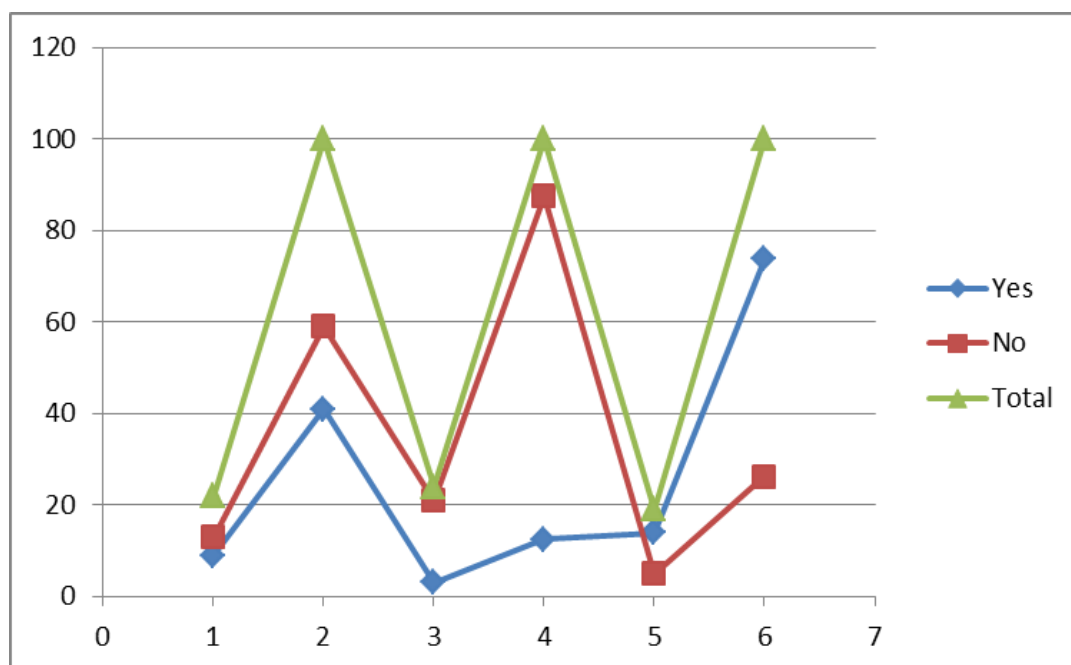
Source: Field data, 2017

As indicated in Figure 4.6 most of respondents said that there was lack of sanitary services including clean water sources, specific toilets for girls as well as sanitary pads in community secondary schools in Kishapu district. This is to say because of this majority response, insufficient sanitary services affected girl students' academic performance in community secondary schools in Kishapu district.

4.3.6 Lack of Library Services at School

The researcher wanted to know if community secondary schools in Kishapu district have library services. The reason toward this intention by the researcher was to know how far lack of library services affected girl students' academic performance due to the fact that they demanded the service more than boys because of home environment that subjected them to domestic activities. Findings obtained from the field were recorded and presented here.

Figure 4.7: Availability of library services in community secondary schools



Source: Field data, 2017

Further illustration of findings in Figure 4.7 shows that 59.1% of respondents from Igaga secondary school, 87.5% from Uchunga secondary school and 26.3% from Kishapu secondary school agreed that there was lack of library services in their schools. This is majority response as indicated in Figure 4.13 above compared to those who said YES.

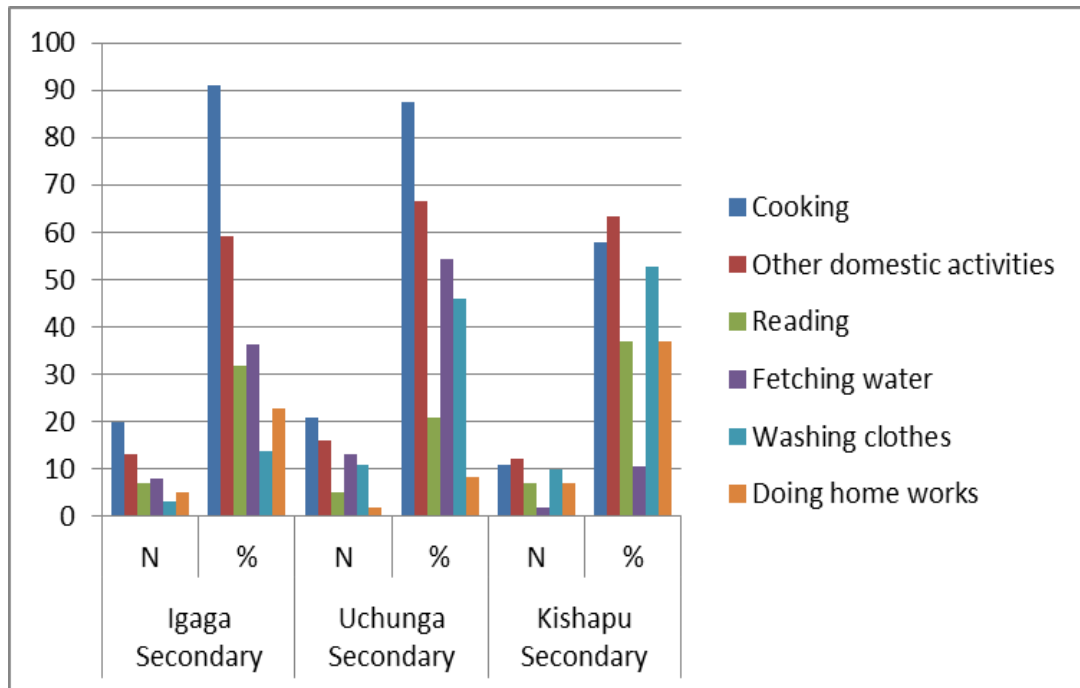
4.4 Home Based Factors Influencing Girls' Poor Academic Performance in Community Secondary Schools

Another specific objective under this study was to determine home based factors and how they influence girls' poor academic performance in community secondary schools in Kishapu district. The following factors were obtained from the field;

4.4.1 Excessive Domestic Activities

During the research, the researcher wanted to know the kind of activities which girls students were involved in at home and if they affected their academic performance. Among others, respondents mentioned cooking, washing clothes, fetching water, grazing, reading and doing home works as the kind of activities they involved in while at home. From researcher's view, majority of students were not getting time to revise what they were taught by their teachers at home because they were involved in home based activities like cooking and doing other domestic activities as it can be shown clearly by Figure 4.8 below;

Figure 4.8: Activities involved by girl students at home



Source: Field data, 2017

As indicated in Figure 4.8, majority of students mentioned cooking as a leading activity involved while at home followed by other domestic activities. This implies that a lot of time consumed in cooking and doing other domestic activities instead of reading and doing home works.

Moreover, during interview sessions with heads of schools the researcher managed to get information that matched with information obtained from students. One head of school for example, responded that;

There are several factors affects girls in their academic performance one being their excessive involvement in domestic activities especially during planting and harvesting seasons. In Sukuma land girls are classified as home assistors and in this regard when mothers are away from home; their daughter takes charge of all activities. The more they are subjected into home related activities the more they lose studying time and school attendance; this has resulted to their poor academic performance.

From the above explanations the researcher concluded that there is a problem of girl students' involvement in domestic activities in Kishapu district as provided by other respondents that has resulted to their poor academic performance.

Moreover, the DEO was also interviewed by the researcher in order to find out some views on girl students' academic performance and the standing orders relating to their participation in learning process. Here are the interpretations from recorded statements;

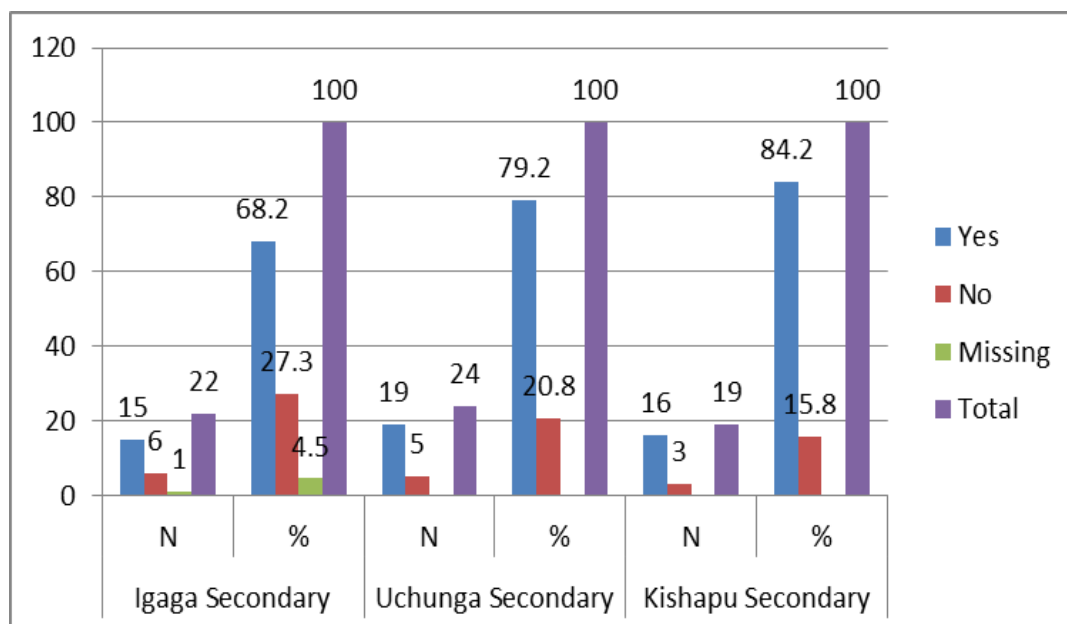
Sometimes we find ourselves in a hot discussion with parents around these areas about the importance of educating girls rather than subjecting them into home related affairs. The emerging problem because of excessive domestic activities is truancy among girl students. This has resulted to their poor academic performance.

The above statements as given by the DEO concur with other responses as indicated in the discussion above. All in all the researcher identified a problem of excessive involvement of girl students in domestic activities that has resulted to poor school attendance, lack of revising time and drop out hence poor academic performance.

4.4.2 Lack of Assistance Relating to Schooling from Parents

Under this sub- section the researcher wanted to know the role played by parents in the schooling process of their daughters. Respondents were asked to agree or disagree with the statement that demanded them to say if they got assistance including all necessary school materials from their parents.

Figure 4.9: Assistance relating to schooling from parents



Source: Field data, 2017

Responses on the question asked by the researcher to students as indicated in Figure 4.9 on this particular case shows that out of 65 respondents in three selected secondary schools; to say 68.2% in Igaga, 79.2% in Uchungu and 84.2% in Kishapu secondary school responded NO they didn't get assistance from their parents regarding their schooling. 27.3% in Igaga, 20.8% in Uchungu and 15.8% in Kishapu secondary said NO. Upon this result majority of girl students in the studied area were not getting effective support relating to their schooling from their parents.

When the researcher asked girl students about types of assistance they get from their parents, they were able to mention them. Findings included 54.5% of respondents in Igaga, 29.2% in Uchungu and 26.3% in Kishapu secondary school mentioned financial assistance and other indirect costs while others mentioned moral assistance. This information backs up the above data that parents' involvement in girl students' education in Kishapu district is not satisfying.

Data obtained from interviews conducted by the researcher to heads of schools also indicated that some students got that assistance but majority did not get that

assistance. The following quote reveals information given by one of heads of schools in a particular community secondary school;

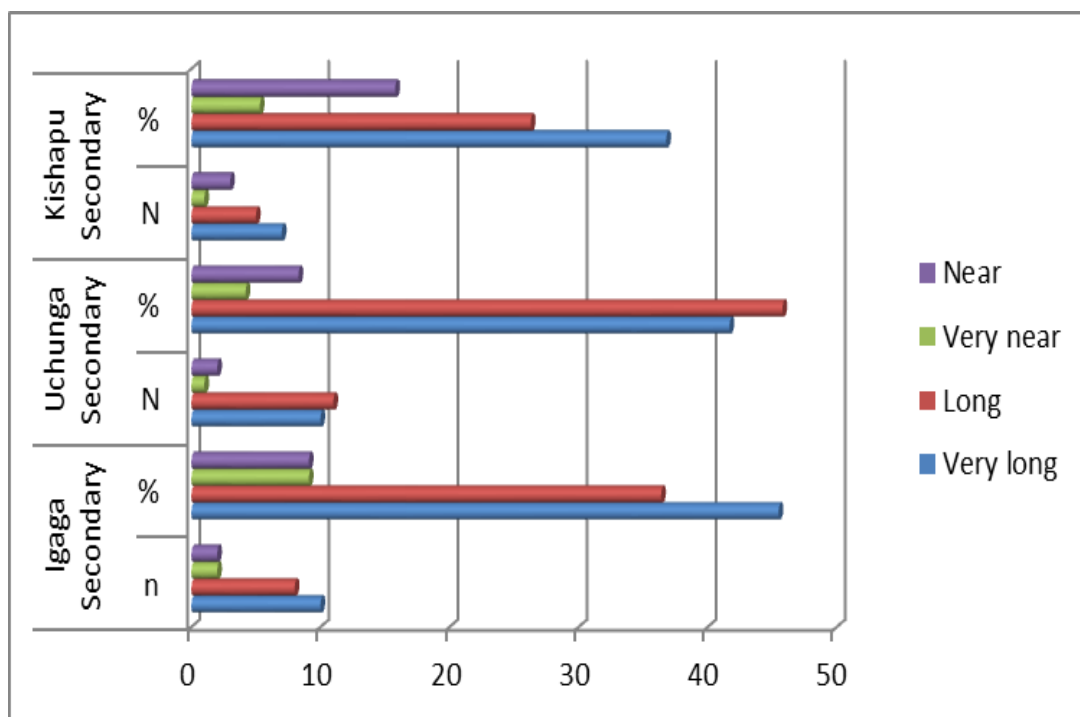
Some students get assistance including; school uniform, transport and pocket money but majority does not get that assistance because of the attitude developed by their parents relating to free secondary education. It has been said that the government provides secondary education for free, this is true but it does not provide exercise books, pens and other indirect costs of education. Therefore, because that negative attitude has been perceived by parents true they assume that the burden of educating their daughters fall under government responsibilities.

As explained above, head of school from Kishapu secondary school argued that most of students were not getting assistance relating to their school needs from their parents. This argument concurs with students' response and it created some conditions that made girls fail to attend school because they lacked basic needs including good school uniforms. This poor attendance in school contributed to their poor academic performance. It is also argued that girls are very much sensitive with their appearance that boys, sometimes they cannot attend school without having needed materials especially dress.

4.4.3 Long Traveling Distance from Home to School

The researcher intended to know how distant community secondary schools were from girl students' residences .Respondents were required to select the answer which matched the reality.

Figure 4.10: Nature of distance from home to school



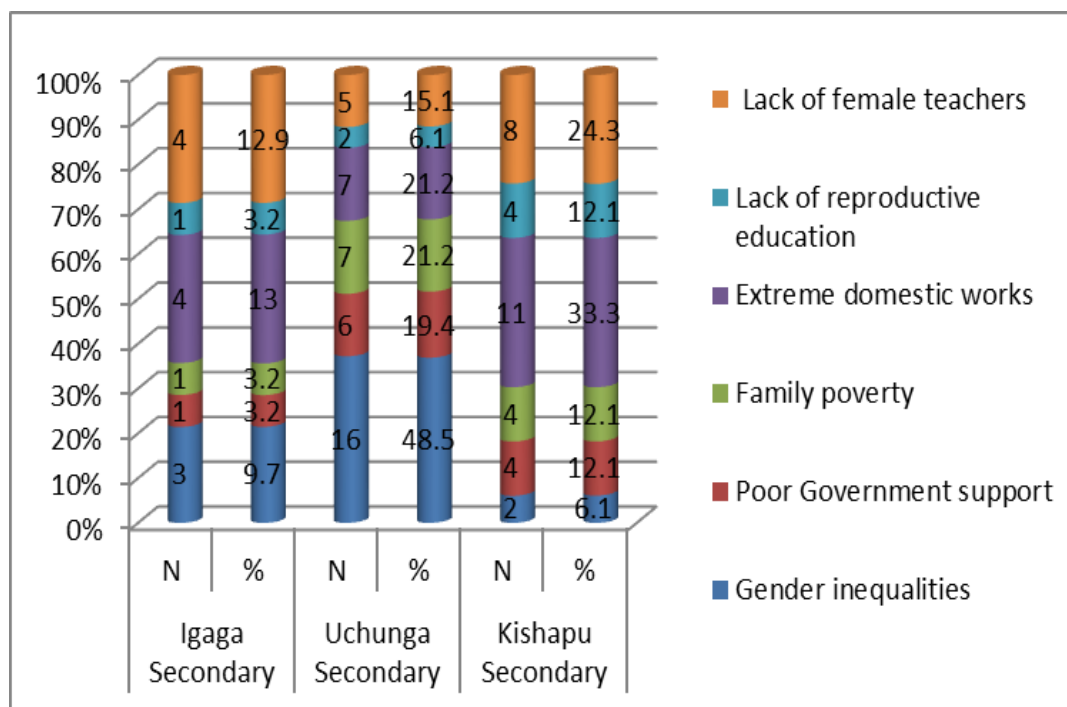
Source: Field data, 2017

As indicated in Figure 4.10 summarizes data reveals that most girl students in community secondary schools in Kishapu district traveled a very long distance from their homes to reach schools. This has been a hindering factor to their academic performance because they normally use foots as a mode of transport to reach schools.

4.5 Reasons for Factors Influencing Girls' Poor Academic Performance in Community Secondary Schools

Under this specific objective the researcher wanted to know the reasons for the factors affecting girls' academic performance in community secondary schools in Kishapu district. Response on this question included reasons like; sexual harassments, long distance from home to school, extremely domestic activities among lack of food at school among others.

Figure 4.11: Reasons for factors influencing girls’ poor academic performance in community secondary schools



Source: Field data, 2017

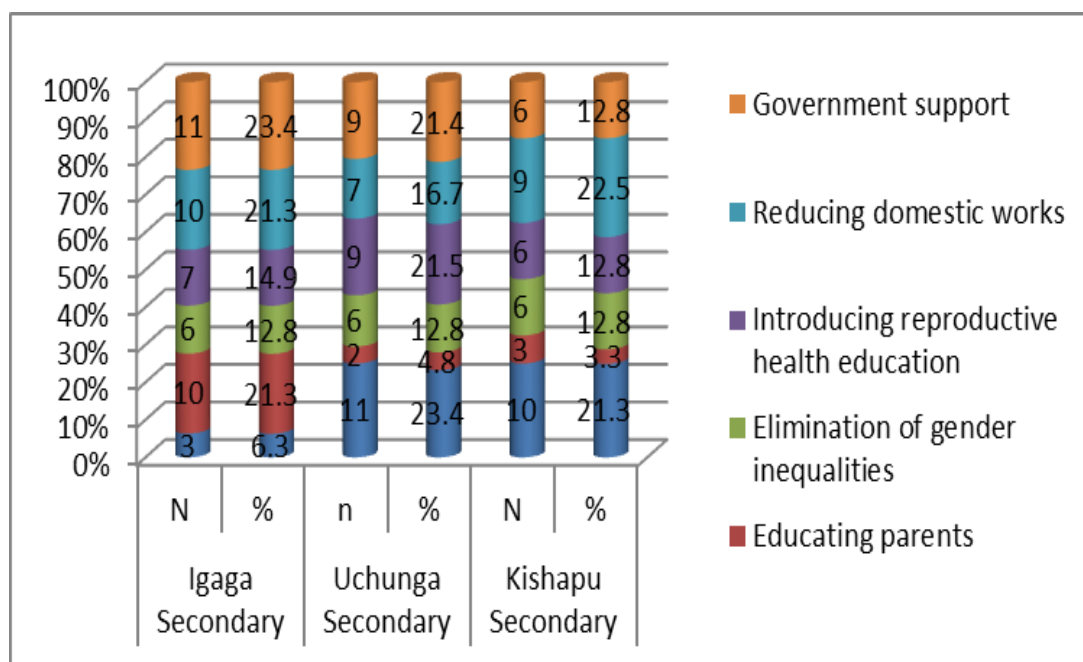
Data on Figure 4.11 above indicate response from respondents on reasons for factors influencing girls’ poor academic performance in community secondary schools in Kishapu district. According to those findings, lack of female teachers poor government support, lack of reproductive health education, lack of female teachers and extreme domestic works are the leading reasons mentioned by respondents in all categories. Majority of respondents mentioned these factors in relation to identified factors influencing girls’ poor academic performance.

4.6 Opinion on the Improvement of Girl Students’ Academic Performance in Community Secondary Schools

This was the third and the last specific objective of the study. The researcher wanted to know strategies and ways that can be applied in order to improve girls’ academic performance in community secondary schools. Here below is the Table

indicating responses as obtained from three selected secondary schools in Kishapu district.

Figure 4.12: Opinions on measures for improving girl students’ academic performance



Source: Field data, 2017

Data indicated in Figure 4.12 shows that, among many measures for improving girl students’ academic performance provided by respondents, the leading themes were; provision of regular seminars to girls regarding reproductive health, improving school environments (number of female teachers), provision of guidance and counseling services, provision of library and stationary services as well as availability of food at school.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter provides interpretation of research findings as obtained from the field visits and documentary sources during data collection. The chapter discusses data which were collected through questionnaire, interview guides and observations as presented in chapter four. It is upon this chapter where all these forms of data will be discussed in details to match the research questions.

5.2 School Based factors Influencing Girls' Poor Academic Performance in Community Secondary Schools

5.2.1 Poor Participation in Classroom Activities

Under this sub heading identified as a factor that affected girls' academic performance in community secondary schools in Kishapu district, the researcher revealed that participation of girls in classroom activities is not effective. This is because majority of respondents who responded to this question on whether they were participating in classroom activities or not responded that they were not participating effectively as boys did.

According to Karemere (2003) students' performance is significantly correlated with satisfaction with academic environment and services received. The satisfaction will only be attained if learners are involved in the whole process of learning. Literally this will only be attained if learners are equally involved in the whole process of learning.

Researcher's observation also provided that girl students were not effectively involved by their teachers in classroom activities as boys. The researcher proved this during class hours when a teacher was teaching in Igaga secondary school. Boys were given chances to respond to questions asked by the teacher than girls' this is to say teaching process was not gender sensitive.

However, the researcher also observed that although girls were given little chances in classroom participation there was no enough response from them and indeed the mode of participation was not so much friendly to them because most of them lacked confidence. It is upon this observation that the researcher came to realize that, sometimes girls' poor participation in classroom activities contributes to their poor academic performance. For example, while in Kishapu secondary school the researcher was able to observe a very interesting group discussion in one of form four classes but the discussion was not gender sensitive because it was dominated by boys only while girls were just receivers and sometimes accepting each and every thing.

These results are contrary to other studies on students' participation in classroom activities and their academic performance including the study conducted by Hyde (2005) which pointed out that classroom environment that perpetuated gender disparity affected academic performance. The study reported teachers' attitudes toward girl students in case of participation as a hindering factor of their academic performance. The notion that girl students cannot participate as boys has perpetuated inequalities even among students themselves when it comes to academic issues. It is upon this information the researcher concluded that poor involvement of girl students in classroom activities was among factors influencing girls' poor academic performance in community secondary schools in Kishapu district.

5.2.2 Lack of Food Supply at School

Among others, food supply in schools occupied response from majority of respondents in the studied area. Majority of student respondents responded that their schools were not supplying food to them during school hours, and this resulted to their poor concentration in class. As argued by different psychologists including Abraham Maslow that food is a higher need in learning process, lack of it may result in unproductive learning process. From researchers view on this, girls who lacked pocket money were more vulnerable to temptations in streets and even in

school environments because schools were not providing food to them instead they were required to buy food from the school canteen. This happened when the researcher during break hours observed some pairs of male and female students sharing bites. That occasion according to researcher's view could result in illegal friendships perpetuated by financial ability of a male student though students were not able to mention this.

Moreover, Information obtained from the heads of schools also revealed that students were not given food while they were at school except those who were staying in boarding. Heads of schools claimed that before free education parents were contributing money for food to their children and especially porridge, but after centralization of school budgets the government allocates a very clear budget to community secondary schools which sometimes could not favor day scholars in terms of food supply. They also revealed that situation has effects on students' academic performance because girls involved themselves into illegal relationships with other individuals in and out of school environment so as to get money that their parents could not provide them every day for buying food at school. This habit makes girls concentrate much with love affairs and minimize concentration in academic affairs hence their poor academic performance.

5.2.3 Lack of Stationary Services

Researcher's interpretation under this case revealed that majority of respondents argued that there was lack of stationary services in community secondary schools in Kishapu district which also contributed to girl students' poor academic performance. Moreover, from researchers' observation, there was no any place specific for providing stationary services to student in most schools sampled. This made the researcher to relate the situation with lack of supplementary materials for students as well as long traveling distance in searching for the service. Respondents also revealed that in schools where stationary services were provided there were inequalities in provision. However, interviews with heads of schools directed the problem with meager government budget supplied in those schools.

Interview session with the DEO revealed that before free education policy parents were at least contributing for the welfare of their children including finance to supply them with important requirements like stationeries. But after free education policy community secondary schools have no enough funds to supply those services for free. On the side of effects to girl students' academic performance, the DEO argued that, because those services were not provided by the school, students had to travel some distance in centers where they could get those services. That traveling distance had negative consequences to girl students' than boys because in their way they faced a lot of temptations from adults and other groups which disturbed their academic equilibrium.

5.2.4 Sexual Harassments on Girl Students

During data collection the researcher revealed that majority of student respondents in Kishapu district revealed that there were sexual harassments among girl students in community secondary schools. This is also acknowledged by Mwaura (2014) who also conducted a study relating to this and found out that there was a tendency of male teachers to harass girl students sexually as the result of their poor academic performance. Another study which concurs with this was that done by MacFaden (1993) in Meena (1996) which also found out that in schools boys and girls engaged in sexual matters at very young ages. In this regard, the problem of sexual harassments on girl students in Kishapu district persists and it is upon these findings that strategies and recommendations will be employed to overcome it so as to improve girl students' academic performance.

Moreover, the researcher wanted to know the forms of sexual harassments which took place in schools. For that case, girl students who were involved in this study from three different community schools mentioned several themes including bullying and commitment of unnecessary relationships. Majority said commitment of unnecessary relationships at school is a leading theme influencing girls' poor academic performance in community secondary schools in Kishapu district.

Many respondents felt that the existing sexual harassments on girl students in community secondary schools took place in both inside and outside schools. This implies that because girl students were the product of the society they came into contact with different people and by so doing it was obvious to face sexual harassments like raping, commitment of illegal sexual affairs and others. On the other hand, results obtained from interview sessions done by the researcher to heads of schools and the District Education Officer in Kishapu district concur with students' response about sexual harassments on girl students in Kishapu district. Respondents in this category of data collection proved to the researcher that the harassments took place inside school and outside school. On the other hand, students who responded to this question said that boy students are the most involved group in the harassment inside the school while more than half of student respondents in Kishapu secondary school agreed that youth, male employees and adults are the most harassing groups outside the school.

Moreover, the researcher wanted to know how far schools have gone about the problem of sexual harassments on girl students in community secondary schools. It was through interview sessions with heads of schools in three selected secondary schools where the researcher was able to draw a conclusion regarding the issues. The head of school in Uchungu secondary school told the researcher that there have been reported cases relating to sexual harassments on girl students from students themselves and parents. For example, it happened when two girl students reported the case to the school administration that they were attacked by their fellow male students. Through investigations the administration revealed that they had very close relationships with the boys and it was love affairs which led to that conflict. Documents found in heads of schools' offices especially in Igaga secondary school revealed some proof on the matter. One of the recent discipline book commonly known as a *black book* indicated some names of girl students with cases committed and among others love affair was witnessed in the document by the researcher. This

indicated that there are sexual harassments in community secondary schools in Kishapu district which have contributed to girls' poor academic performance.

5.2.5 Lack of Sanitary Services

Under this sub heading, the researcher found that in Kishapu district community secondary schools had insufficient sanitary services including water services; toilet pits specific for girl students as well as sanitary pads for girls attaining puberty. All these services were proved to be insufficient and other were not present at all by respondents.

Studies on the importance of sanitary services on girls academic environment reveals that in schools where sanitary services are insufficient or lacking there is a probability of eruption of epidemic diseases because girls prefer clean and specific toilets (Abrahams, Mathew and Ramela, 2006).

Biologically, a girl student requires very special attention regarding her reproductive health. In all sampled schools the researcher observed that there was no enough attention provided to girl students regarding their reproductive health. This is to say no programmes for reproductive health were initiated in those schools and this made girls who were upon attaining puberty and indeed who attained it fail to get guidance and directions on how to handle the situation. Apart from that, the researcher observed that, although sampled schools had toilet pits, those pits were not enough to cater the needs of all students and there was no enough specific toilets for boy and girl students. All these affected girl students academically because when they faced their menstrual periods most of them said to remain at home until they recover. This made them miss lessons and indeed contributed to their poor academic performance.

Interview sessions conducted by the researcher to the DEO and heads of schools revealed that there is lack of water services in community secondary schools in Kishapu district which has also contributed to truancy among students especially girls in community secondary schools. As explained earlier in this chapter girl

students need special attention, it is upon this argument that lack of clean water made girl students and especially those attaining menstrual period miss school because they could not get water services. Additionally, the researcher observed that lack of sanitary pads for girls who were attaining menstrual periods was also a factor for their absenteeism as explained by the heads of schools.

Therefore, the present study found that if girls' academic performance is to be improved in community secondary schools, the government has to focus on the provision of sanitary services so as to make school environments academic friendly to girl students and attract their attendance.

5.2.6 Lack of Library Services

Another contributed factor to girl students' poor academic performance in community secondary schools in Kishapu district as agreed by respondents was lack of library services. Majority of respondents when asked if their schools had library services said NO. This implies that because girl students lacked study time at home due to domestic chaos and the like, the only best place to compensate their lost time at home were at school. Because schools lacked library services girls had no alternative than maintaining their status quo. The researcher also got information from student respondents on the effects of lacking library services on their academic performance. Several themes were mentioned as indicated in Figure 4.14 in chapter four including; limited extensive reading, limited private studies as well as limited creativity.

Lack of library services limited extensive reading during school hours as it was responded by girls to the researcher. They said that because in most of their time they found reading on themselves, it was important to have a very special place where they would be using to concentrate on their studies through reading materials that supplemented their class learning. Lack of library services in their schools made them lose that opportunity and that contributed to their poor academic performance. They also said that because most of them could not mix up with boys

in reading or discussing they wanted a very specific area which they could use for extensive reading.

Apart from that, unlike boys girls had no any other place to concentrate with studies than the school. In that regard girl students required library services more than boy students for the sake of recovering the lost time at home when involved in domestic activities. Therefore, lacking library services affected their private studies and indeed contributed to their poor academic performance. It is upon these findings when the researcher concluded that lack of library services in community secondary schools in Kishapu district also contributed to girl students' poor academic performance.

5.3 Home Based Factors Influencing Girls' Poor Academic Performance in Community Secondary Schools.

5.3.1 Excessive Domestic Activities

Domestic activities involved when girls were at home also seem to hindering factor to their academic performance because respondents agreed that they had effects in their studying time as well as performance in general. This is also revealed by other studies conducted on effects of domestic activities on students' academic performance. NEWI (2010) posited that families in Kenya and especially in rural areas subject their daughters in domestic activities to the extent when they forget that they must also participate in academic activities. This information concurs with respondents' response in the studied area (Kishapu district).

On the other hand, the researcher conducted an interview with the heads of schools so as to find out if there was a connection between girl students' involvement in domestic activities and their poor academic performance. During interview heads of school were able to explain issues relating to girl students' involvement in domestic activities in detail, for example, the headmaster from Kishapu secondary school told the researcher that excessive involvement of girl students in domestic activities like fetching water, cooking and taking care of their young sisters and brothers at home

while parents are away is among factors influencing girls' poor academic performance in community secondary schools in Kishapu district.

Mushi and Mwakasangula (2008) had similar findings in their study about strategies to enhance girls' enrolment and participation in education in Morogoro municipality when they conclude that increasing schooling costs result in more work for women hence relying on girls' labor. This also puts more pressure on girls to stay at home rather than participating in school. To avoid the problem Fentiman *et al.* (1999) recommended that gender sensitive programs should be adopted to enable school girls to combine schooling with their work responsibilities.

5.3.2 Lack of Assistance Relating to Schooling from Parents

According to researcher's interpretation on data obtained from students which indicated that majority didn't get assistance relating to schooling from their parents, more information relating to the matter was gathered from other respondents through interview schedules.

Parents' irresponsiveness on girl students' schooling in Kishapu district was a problem which resulted to poor schooling accountability of parents to girl students. This view came when the researcher through documentary analysis crosschecked the visitor's book and noted that in the same week there were only three parents who indicated to have come to school with the intention of checking for their girl students' academic progress. Upon this information the researcher understood that in Kishapu district parents are still reluctant concerning girl child education as this might be due to traditional beliefs which hold that girls have nothing to contribute in family affairs than boys. Apart from that the researcher observed that girl students demanded special assistance basing on their needs while schooling. It happens when a girl doesn't attend school because she has failed to get a new school uniform or even body lotion unlike boys. Sometimes if that attitude continues she becomes a truant and hence her poor academic performance.

Studies on parents' involvement and academic performance for instance a study done by Marzano (2003) revealed parents' involvement in academic affairs of a student influences their performance academically. This means the more parents come closer with their children in academic matters they motivate them and diagnose problems that face them easily. Another study by Kivuli (2006) revealed that there is a relationship between parents' involvement in schooling of his children and the academic performance of the children. Upon these results it is easy to conclude that many girl students in Kishapu district were not getting needed assistance from their parents in matters relating to their schooling. According to researchers' observation nature of the area most perpetuated inequalities between boys and girls or lack of parental education to of parents could also be the factor though it was not mentioned by respondents.

5.3.3 Long traveling distance from home to school

From respondents' own response, the researcher interpreted that most of them traveled a very long distance from their residence to where schools are located. This is because majority of student respondents agreed that they traveled more than six to seven kilometers from their homes to school every school day. When the researcher wanted to know the mode of transport used to reach school, student respondents some used bicycles while many traveled on foot. It is upon this information when the researcher concluded that, students in Kishapu district were traveling a very long distance from their homes to school and this was among factors which made them perform poorly in academics.

From researcher's observation, students were scattered in different parts of villages after school hours on their way home. To the researcher this implied that they had no other means of transport apart from their own feet. Although some students had bicycles as mentioned earlier, many were boys while most of girls had no bicycles. This is to say boys were considered much in services delivery than girls in their families that is why there were gender inequalities in the provision of means of transport. From researcher's view the situation has created a very big gender gap

between boy and girl students even in classroom situation where girls have created fear on boys and sometimes they become inferior to them the situation which made them fail even to seek for academic assistance from them when needed.

Moreover, when the researcher wanted to know how far lack of effective means of transport affected their academic performance, girls were able to mention various effects as their class attendance was concerned. Themes mentioned included lack of concentration in classroom during lessons, body weakness resulted from long traveling distance, sexual harassments from different groups in streets and increased temptations from people who own means of transport especially the motorcycle riders; a group of adults commonly known as “ BODA BODA”. All these themes were the results of long traveled distance by girl students from homes to school.

Even though respondents were not able to mention truancy as a factor resulted from long traveling distance by girl students, the researcher observed it in sampled schools where a big number of girls were not in school as compared to boy students. This was also commented by heads of schools during interviews with the researcher. They proved that because of long traveling distance from home to school some girl students were not reporting to school for some days and remained home to save other domestic responsibilities. This has influenced much their poor academic performance.

Therefore the present study has revealed that because of long traveling distance girl students were vulnerable to temptations which disturbed their academic equilibrium including very dangerous environment to girl students because in their way to school or from school to how they met a lot of temptations which threaten their academic performance.

5.4 Reasons for Factors influencing girls' Poor Academic Performance in Community Secondary Schools

The researcher obtained information relating to reasons for factors affecting girls' academic performance in community secondary schools from respondents in various ways. Information obtained from student respondents as indicated in Figure 4.15 in chapter four indicates that majority of respondents mentioned gender inequalities, extreme domestic works, lack of female role models and poor government support as the leading reasons for factors influencing girls' poor academic performance in community secondary schools in Kishapu district. This applies the same to interview sources conducted by the researcher to the DEO, heads of schools and parents.

5.4.1 Gender Inequalities

Under this response the researcher understood that in Kishapu district parents were not so that gender sensitive to the extent that they could provide equal services to their children both boys and girls. From researcher's observations, even in the school environment girls were not treated equally as boys in classroom activities as shown also in Table 4.2 in chapter four. This is to say teachers were involving in asking and answering questions than they did to boys. According to researcher's interpretation this could be due to that notion of patriarchal in the studied area. This is to say boys are given priority in all matters while living girls to be the second class group in the community. This has actually created inequalities between boys and girls in the learning process and sometimes it has created inferiority complex among girl students in the sense that they cannot contribute in the presence of a boy hence their poor academic performance. Therefore, this study has identified inequalities in academic arena between boys and girls perpetuated by social constructions as a reason for factors like inferiority complex among girl students which results to their poor academic performance.

5.4.2 Poor Government Support

This is another reason mentioned by respondents as a reason for factors affecting girls' academic performance in community secondary schools. Respondents who responded through interviews conducted by the researcher argued that there is poor support from the government relating to girl students' academic performance. Heads of schools in particular argued that the government does not allocate enough budgets to their schools that would enable them provide all services required by girl students toward their academic excellence. There is lack of sanitation services in all community secondary schools except some, services like water taps, enough toilet pits and sanitary pads are not provided because of low budget allocated in community secondary schools. It is upon this reason that several factors influencing girl students' poor academic performance emerge. In addition to that, the researcher also found that because of poverty hitting families in Kishapu district, parents are not able to afford all the required services to their girl children. An issue like availability of enough sanitary pads to girls attaining puberty is very difficult to most of parents. All these calls for government intervention in the delivery of these services in order to rescue girls from poor school attendance that contributes to their poor academic performance.

Therefore, this study found that lack of finance to support development of other services in these schools is a very big reason for other factors like lack of sanitary services, lack of free food for students during school hours as well as lack of hostels for girl students.

5.4.3 Lack of Female Teachers as Role Models

In the present study, the roles of female teachers on girls' academic performance were examined as being monitors, advisers, guiders and counselors to girls on issues related to their sex. In order to achieve that number of female teachers in all sampled schools was identified. According to explanations provided by heads of schools in Kishapu secondary schools there were 4 female teachers out of 20

teachers, in Igaga secondary school there were only 2 female teachers out of 09 teachers and no female teacher was present in Uchungu secondary school. This implies that there are few female teachers in community secondary schools in Kishapu district compared to number of male teachers.

A study by Evance (2006) reveals that the presence of female teachers increases girls' awareness and perception concerning their education. In their presence girls are motivated and feel that sense of accountability to their learning. Not only that but also female teachers solve many problems relating to reproductive health that could not be solved by male teachers. Because schools lacked female teachers, the researcher interpreted this as a hindering factor for girl students' attendance in school following that they could not express some issues to male teachers. For instance, those who faced menstrual periods during class hours were feeling inferior to tell male teachers about the issue. Therefore, the only solution was to remain home while lessons were proceeding at school. This resulted to their poor academic performance.

5.4.4 Lack of Reproductive Health Education

Respondents also responded that lack of reproductive health education was a reason for school absenteeism among girl students in community secondary schools in Kishapu district. Researcher's observations revealed that community secondary schools in Kishapu district lacked programmes of reproductive health in their school timetable. It is upon this observation where the researcher identified that most girls were not aware of their menstrual periods and sometimes they could not even recall their menstruation cycles. This also made most of them fail to attend school because they did not know how to handle the situation.

When heads of schools responded to this, they advocated the problem with lack of female teachers who had knowledge relating to female reproductive health which sometimes could not be taught by male teachers. Therefore, this was a reason for truancy as a factor influencing girl students' poor academic performance in

community secondary schools. Apart from that the researcher identified that parents around the studied area knew nothing relating to girls reproductive health education in such a way that they could not help their daughter. This also contributed to girls' inferiority complex regarding biological changes.

5.5 Opinion on Measures to Improve Girls' Academic Performance

Respondents were asked by the researcher to provide opinions on measures to improve girl students' academic performance in community secondary schools. Information on Figure 4.16 in chapter four identifies opinions as discussed here below

5.5.1 Provision of Reproductive Health Education/ Regular Seminars

Respondents felt that there should be education regarding reproductive health to girl students so as to rescue them from dangers that may arise as due to lack of such education. The identified data in chapter four in Figure 4.16 have indicated reproductive health being a leading opinion provided by girl student respondents. This is to say the availability of reproductive health education at school will enhance understanding to girls about their biological changes so as to minimize if not avoiding the problem of truancy. Response obtained from heads of schools and the DEO also informed that there should be regular seminars in community secondary schools that will equip girl students with knowledge about their reproductive health and their vulnerability to sexual transmitted diseases and other immoral behaviors. As mentioned earlier, girls without reproductive health education tends to fear when they face menstrual periods but those with that education takes it as a normal body change.

5.5.2 Increasing Government Support

Almost all respondents in this study have pointed their fingers to the government on matters relating to poor school conditions that perpetuated girl students' poor academic performance in community secondary schools. The DEO, heads of schools and parents raised their concern to the government by making it

accountable in the availability of enough sanitary services that will cater all needs of girl students toward their academic excellence. This is to say there should be enough toilet pits specific for girl students as well as water service and if possible availability of sanitary pads for menstrual girls.

Apart from that, parents also demanded for the government to channel enough finance that will enable availability of hostels for girl students so that to rescue them from excessive domestic works while at home.

Moreover, for the case of availability of food at school for students heads of schools argued that in order to increase girl students' academic performance in community secondary schools the government should provide food for free to students during school hours so as to make them energetic throughout the learning process. The only way to do this is by increasing school budgets.

5.5.3 Eliminating Gender Inequalities

Respondents felt that, for good academic performance among girl student in community secondary schools, initiatives should be made from the grass root level. Families should avoid treating boys and girls as different creatures rather treating them equally. As observed by the researcher communities in Kishapu district treated girls and boys differently to the extent that girls were feeling inferior in the presence of boys. It was also noted that among Sukuma people girls are taught to respect male individuals to the extent that when male individuals are eating no female is required to move around that area. Therefore, these traditions have spread up to the school level where girls cannot say anything in the presence of boys.

Moreover, mass education regarding the importance of female education was also mentioned by respondents. This will enable parents to realize the importance of educating their daughter and making them accountable in all costs both direct and indirect costs of education. They have to forget that attitude of neglecting girls' education because they will contribute to the family of a husband.

CHAPTER SIX

SUMMARY, CONCLUSIONS, AND POLICY IMPLICATIONS

6.1 Introduction

This chapter presents a summary of the study and draws a conclusion basing on findings presented and discussed. Policy whereby various measures to solve the problem discovered in this study are suggested.

6.2 Summary of the Study

The study aimed at identifying factors influencing girl students' poor academic performance in community secondary schools in Kishapu district, examining reasons for factors affecting girls' academic performance and soliciting measures to improve girls' academic performance. The study employed case study design and it involved girl students, teachers and heads of schools, DEO and parents. Data collection was done through questionnaires, interview guides, observations and document analysis.

The findings of this study have shown that some of the respondents in the study area who were among education practitioners were not aware of the existing factors inside and outside school environment that contributed to poor performance among girl students in the area. Very few among many were able to relate inside school factors like lack of sanitary service and girl students' academic performance. Despite that fact, they were able to mention some factors influencing girl students' poor academic performance from inside school and outside school. The most interesting part which was mentioned by almost all respondents in this study was poor government involvement in the provision of basic services like sanitary, hostels which could minimize traveling distance and promotion of gender equality in community secondary schools so as to improve girl students' academic performance. This is to say, good learning environment can be used as a motivator for good academic performance to girl students in community secondary school.

Moreover, the findings of the study also revealed that the community around the study area does not value education for girls. As discussed in the findings in chapter five, people around the study area involve girl students in traditional activities and domestic activities respectively. These issues have influenced girl students' poor academic performance. Additionally, it has been revealed that the mentioned strategies to improve girl students' academic performance have been proposed by different studies in different parts, therefore this study propose hard working on the existing strategies so as to solve the problem. However, some additional mechanisms from respondents on how to improve the existing strategies were among others the contribution of this study. Most importantly, the mechanism given was the provision of enough education to education stakeholders in all levels on the importance of girls' education and strategies to be implemented towards their good performance.

6.3 Policy Implications

Basing on the findings of this study, the researcher comes out with the following policy implications:

6.3.1 Education to the Mass

Strategies should be formulated to make the society aware of the benefits of educating girls in the society. Apart from that, programs relating with productive health education should be initiated by the government in rural areas where the study have revealed lack of productive health education that has results to poor protection of girl students and even lack of understanding on issues relating with puberty to school girls.

6.3.2 Enforcement of Laws

From the findings it seems that there is a need for the government at all levels to enforce by-laws that will safeguard girls' rights to education. The by-laws should be accountable to any person who will hinder the whole process of girls to get and enjoy their full right to get education and perform well. Groups in the society and

especially civil societies should be independent and effective in the process of forming the by-laws and making sure the by-laws reaches all the people in the society. Moreover, they should ensure that education stakeholders are kept informed and reminded on the strategies initiated. Teachers and other school administrators should be involved in policy making so as to contribute their thoughts so as to come out with good policies that will match with girl-friendly classroom environments.

6.3.3 Schools Location

Community schools are allocated in scattered areas compared to other types of schools. Girl students face a lot of challenges as a result of very far distance they move from their homes to school. The government should provide good infrastructural frameworks in schools where there is a big problem especially path way to and from the school compounds. It is upon findings of this study that policies makers will ensure that community secondary schools are built in areas where societies can easily access the service without biasness and sometimes by considering areas which are free from challenges like floods during rain seasons.

6.3.4 Schools Financing

There should be financing systems that cater all the needs of the school both academic oriented and students oriented. The government has to ensure that the students are supplied with food at school by allocating enough budgets that will give heads of schools authority to channel some amount in food provision. Apart from that, there should be strategies that will enable schools to provide sanitary pads to girl students in community secondary schools for free so as to avoid their absenteeism that results to their poor academic performance. This is to say there should be policy reforms that will allow that 10% of the school budget for first Aid to be increased so as to get free sanitary pads for girl students among others.

6.4 Area for Further Study

More research is finally needed to involve parents on how to improve girl students' academic performance in community secondary schools.

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APPENDICES

APPENDIX A

Questionnaires for students

Introduction

Dear student,

I am a Postgraduate student from Mzumbe University pursuing a Master degree of education. I am currently conducting a research entitled “Factors influencing girls’ poor academic performance in community secondary schools in Kishapu district council in Tanzania”. This study is purely for academic purpose. You, together with other participants have been selected to participate in this study. I kindly request you to fill all the items in this Questionnaire with honest and sincerity. For confidentiality, please do not write your name. Each honest response you provide is important for this study and is highly appreciated. Be assured that all the information you provide will be treated with high degree of confidentiality.

Instructions

Please indicate your response by ticking () and filling the space provided in each question.

SECTION A: demographic characteristics of the respondent

- i. Gender: Male () Female ()
- ii. Age 15-25 () 26-30 () 35-40 ()
- iii. Level of Education
(a) Form one (b) form two (c) form three (d) form four

SECTION B: Factors influencing girls' poor academic performance and their reasons in community secondary schools

1. How are you involved in classroom activities by your teachers?

- a) In asking questions b) In answering questions c) Both

2. Do you participate in classroom assignments?

- a) Yes b) No

3. If yes, how?

4. If no, why?

5. What types of domestic activities are involved in when you are at home?
.....

6. Do you get time to concentrate with your private studies at home?

- a) Yes b) No

7. Do you get any assistance from your parents relating to your schooling?

- a) Yes b) No

8. If yes, what type of assistance?
.....

9. Does your school supply you with food?

- a) Yes b) No

10. If the school does not supply you with food, where do you get food from?

- a) Fellow students with food b) buying d) I don't get food at all while at school.

11. If answer above is (D), how does this affect your academic performance?

APPENDIX B

Questionnaire guides for teachers

Introduction

Dear Respondent

I am a postgraduate student from Mzumbe University pursuing a Master of education degree. I am currently conducting a research entitled “Factors influencing girls’ poor academic performance in community secondary schools in Kishapu district council in Tanzania”. This study is purely for academic purpose. You, together with other participants have been selected to participate in this study. I kindly request you to fill all the items in this Questionnaire with honest and sincerity. For confidentiality, please do not write your name. Each honest response you provide is important for this study and is highly appreciated. Be assured that all the information you provide will be treated with high degree of confidentiality.

Instructions

Please indicate your response by ticking () and filling the space provided in each question.

SECTION A

Demographic characteristics of the Respondent

1. Gender: Male () Female ()
2. Age: 21-25 () 26-30 () 31-35 () 36-40 () 41 and above ()
3. Marital status: single () married () divorced ()
4. Level of Education
(a) Diploma (b) Advance Diploma (c) Bachelor degree (d) Master and above
5. Your Subject of teaching.....

SECTION B: Factors influencing girls' poor academic performance in community secondary schools

1. How do you involve your students in classroom activities?
a) By asking questions b) make them present c) all a and b
2. Which criteria do you use to select students to answer questions or make presentations in the class? a) Considering their sex b) disregarding their sex c) none of the above
3. What types of assignments do you provide to your students? a) Individual assignment b) Group assignment c) Both individual and group assignment
 - i. If individual assignment explain why
.....
 - ii. If group assignment, how do you group them?
.....
4. What is the attitude of parents toward girls' education around this area? a) Excellent b) good c) medium d) unsatisfactory
5. What are the major types of social activities conducted by girls while at home? a) Cooking b) taking care of babies c) initiation ceremonies d) reading
6. How each of the aforementioned cultural activities affects girls' academic performance? a) They don't get time to read b) they don't attend school as required c) all (a) and
7. Does the school provide food for students? a) Yes b) No
8. If no, does this affect girls' academic performance? a) Yes b) No
9. Do your students get stationery services at school? (Exercise books, pens, pencils, calculator etc.) a) Yes b) No
If yes, do girls get the service equally with boys?
a) Yes b) No and if no, why?
10. Do your students engage in love affairs? a) Yes b) No

11. If yes, where? a) At School b) At Home c) Around streets
12. Does this affect their academic performance? a) Yes b) No
13. If no which tactics do you use to control this? a) Punishments b) guidance and counseling c) Sexual education
14. How is the provision of toilets pits for girls at your school? a) Adequate
b) Inadequate
15. If the provision of toilet services is inadequate, does it affect girls' academic performance? a) Yes b) No
16. How distant is the school from students' residents? Tick where appropriate (a) Very far b) Far c) Very near d) near e) Very near
17. If the answer is very far or far, how does this affect girl students' academic performance?

SECTION C: Reasons for factors influencing girls' poor academic performance

18. What do you think are the reasons for the factors you think influences girls' poor academic performance in community secondary schools?
- a).....
- b).....
- c).....
- d).....

SECTION D: Control measures for improving girls' academic performance in community secondary schools

19. What do you think could be the best way to improve girls' academic performance in your school?
-
- ...
-
-
-

APPENDEX C
DODOSO LA WAZAZI

UTANGULIZI

Mimi ni mwanafunzi wa chuo kikuu Mzumbe ninayesomea shahada ya uzamili ya elimu. Nimekuchagua wewe kama mzazi na mdau wa elimu ili ujaze taarifa sahihi za dodoso hili la utafiti unaohusu “*Sababu zinazochangia ufaulu hafifu wa wanafunzi wa kike katika shule za sekondari za kata*” ili kukamilisha mafunzo ya shahada ya uzamili. Tafadhali jaza dodoso hili kwa ufasaha ili kupata ukweli kamili wa mambo. Napenda kukuhakikishia kwamba taarifa zozote utakazozitoa zitaheshimiwa na zitatunzwa kwa usili mkubwa. Kwasababu hiyo nakuomba usiandike jina lako mahala popote katika dodoso hili. Nakutakia ujazaji mwema.

SEHEM: A. taarifa za mhusika.

Tafadhari weka alama ya vema () pale unapoona panastahili

1. Jinsia

(a) Mwanaume () (b) Mwanamke

2. Umri: 21-25 () 26-30 () 35-40 () 40 nakuendelea ()

3. Hali ya ndoa: Nimeoa () Sijaoa () Nimeachika ()

4. Ngazi yako ya Elimu: a) Elimu ya msingi () b) Elim ya Sekondary ()

c) Stashahada () d) Shahada () e) Shahada ya uzamili na kuendelea ()

f) Sijasoma ()

5.

kazi

yako.....

SEHEM B: Sababu zinazoshababisha kushuka kwa ufaulu wa wanafunzi wa kike katika shule za sekondari

6. Kwa uelewa wako, unahisi ni wanafunzi wa jinsia gani hufaulu zaidi kitaaluma? Fafanua jibu lako?

7. Unahisi wanafunzi wa jinsia zote wanahitaji msaada sawia katika masuala ya shule? Kwa nini?

8. Ni shughuli zipi za kitamaduni hufanyika zaidi katika eneo hili

9. Ni muda gani shughuli hizi hufanyika? Kama ni hasubuhi, wanafunzi wa kike pia uhusishwa?

10. Ni hatua gani huchukuliwa pale unapofika muda wa kutekeleza mila na desturi fulani na wakati huo huo wanafunzi wakike wanaotakiwa kuhusishwa kwenye mila hizo wanatakiwa kuudhuria masomo pia?

11. Kwa uelewa wako na uzoefu, unazungumziaje suala la historia ya kielimu katika familia na ufaulu wa wanafunzi wa kike? Elezea

7. Ni sababu zipi zaidi zinaweza kua kikwazo cha ufaulu wa wanafunzi wa kike katika mitihani yao mwisho?

SEHEM.C: mazingira yanayosababisha ufaulu hafifu kwa wanafunzi wa kike katika mitihani yao ya mwisho

8. Unahisi ni chanzo cha sababu zinazochangia ufaulu duni wa watoto wa kike katika mitihani?

SEHEM D: Njia sahihi zinazoweza kuongeza ufaulu kwa wanafunzi wa kike katika sekondri za kata.

10. Unafikiri nini kifanyike kuwafanya wanafunziwetu wa kike waweze kufanya vizuri katika mitihani yao ya mwisho?

Asante kwa ushirikiano

APPENDIX D

INTERVIEW GUIDE FOR THE DEO AND HEADS OF SCHOOLS

SECTION A: Demographic characteristics of the Respondent

- 1. Sex.....
- 2. District Council.....
- 3. Position.....
- 4. Working Experience
.....
.....
- 5. Level of Education
.....
.....

SECTION B: Factors influencing girls’ poor academic performance and their reasons in community secondary schools

- 6. What can you comment on the level of girls performance’ in community secondary schools in your district? Is it satisfactory or not satisfactory?
- 7. If not satisfactory what do you think are the reasons?
- 8. Have you ever received any claim relating to sexual affairs among students in your school/district?
- 9. If the answer above is yes, how do you respond to that?
- 10. Comment on the attitude of parents toward girls’ education in your area.
- 11. Are basic sanitary available for female students in your school(s)?
- 12. If no, why and how does it affect girls’ academic performance in your area? Explain.
- 13. Evidence from various literatures has shown that lack of library and books in most of the public secondary schools discourage most of students to

concentrate on reading hence poor performance. How far have you gone in building libraries and buying books for students?

14. Do you have library services at your school? If no why do you think so?

15. How does lack of library services affect girls' academic performance in your school(s)?

SECTION C: Reasons for factors influencing girls' poor academic performance

16. What do you think are the reasons for factors affecting girls' academic performance in community secondary schools?

SECTION D: control measures for improving girls' academic performance in community secondary schools

17. In your suggestions, what are the strategies that can be applied to improve girl students' academic performance in community secondary schools?

Thank you in advance.